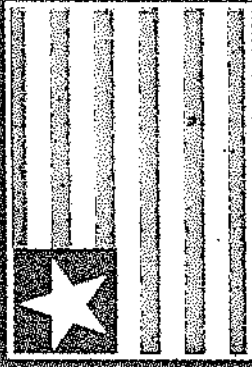




**REPUBLIC OF LIBERIA**  
**MONROVIA, LIBERIA**



# **NATIONAL CURRICULUM ON CITIZENSHIP EDUCATION**

**FOR GRADES 1-12**

**MINISTRY OF EDUCATION (MOE)**  
**AND**  
**THE GOVERNANCE COMMISSION (GC)**

**LIBERIA EDUCATIONAL DEVELOPMENT SUPPORT SERVICES (LEDESS, INC.)**  
*Consultants*

**July 1, 2014**

*ONE PEOPLE, ONE NATION, UNITED FOR PEACE AND SUSTAINABLE DEVELOPMENT*


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## Forward

Since the ending of 14 years of violent conflicts with the signing of the Comprehensive Peace Agreement in August 2003, we Liberians have been able to return to constitutional governance, hold two presidential and legislative elections and a number of legislative bi-elections. We have developed a national vision and are pursuing a reconciliation and development agenda which are framed within our national vision of "One People, One Nation, United for Peace and Sustainable Development. Though encountering some challenges, our country is on a course of entrenching lasting peace through inclusive development and democratic governance. The future is bright and promising. But the promise of the future can only be guaranteed by Liberians who would function as citizens, knowledgeable of their duties and responsibilities as well as of the privileges and opportunities associated with citizenship. We have established and maintained an open public realm of which we are proud. Now we have to ensure that citizens functioning in the public realm are as well informed as they are vibrantly involved. Citizens are the bedrock for sustaining our democracy and inclusive development; there is no substitute for the teaching of citizenship. And this is why this Curriculum for Citizenship Education is of vital importance for our nation.

As a project of the Strategic Road Map for National Healing, Peace Building and Reconciliation, this curriculum for citizenship education is not simply a deliverable or an achieved output; it is an indispensable tool for enhancing reconciliation by forging a common identity and common aspirations through citizenship education. I am gratified that it is completed. I congratulate the Steering Committee on National Reconciliation for advancing this project; the Governance Commission for its oversight of the implementation and the Ministry of Education for providing technical and professional guidance. I now call upon all involved to proceed with the next steps which include the training of teachers, the preparation of text books and the introduction of citizenship education into our educational program. I call upon all Liberians—all of us, especially our students and young people to strive to strengthen our sense of patriotism and good citizenship through deeper understanding of and rededication to the values inculcated from citizenship education and the wholesome practices demonstrated as a result of such training.

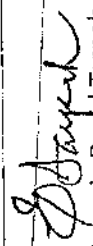
  
Elijah Johnson Sirleaf  
President

## PREFACE

Fourteen years of violent conflicts and governance breakdown have made this project an imperative if Liberians are to learn to live with each other as equal citizens and to be collectively responsible for their own development. The need for citizenship education has long been felt. The framers of the 1986 constitution inscribed in the constitution a provision calling for the teaching of the constitution in all Liberian schools. Liberian scholars have been emphasizing citizenship education as key to sustaining democracy and development; the Reconciliation Roadmap has prescribed it as such and President Sirleaf has endorsed it. This project evolved as a civil society—Government of Liberia initiative. In 2009, the Center for Democratic Empowerment (CEDE) initiated discussion on this project with the Ministry of Education. As the preparation of the Strategic Road Map for Healing, Peace Building and Reconciliation advanced in mid 2012, the project was seen as a good fit within the range of projects that can contribute to reconciliation. The project was taken on within the Roadmap; the Governance Commission was assigned the oversight responsibility and the Ministry of Education was assigned to be the implementing entity. The Ministry of Finance was generous in providing financial support. The Liberian Educational Development Support Services (LEDESS) headed by James Fromayan and Jacob Tariwoh put together a highly experienced team of educators that was able to complete the project. The process of producing this curriculum involved numerous conferences, workshops and consultations among teachers and education authorities, including principals, district and county education officers, social studies teachers and social scientists and historians, among others throughout Liberia. Some support was also provided by international partners.

This Curriculum on Citizenship Education appreciates but substantially departs from previous initiatives which have focused on helping students understand the branches of government with emphasis typically focused on the president. Unlike previous initiatives this Curriculum on Citizenship Education provides the framework for a broader learning experience in the art of citizenship beginning with an understanding of our identities, families, environments and the communities within which we live and the organization and functioning of government. It also helps students understand and appreciate the complex patterns of interaction, rights, obligations and duties of citizenship. Organized with incremental levels of complexities, the contents will be taught from Grade 1 through Grade 12.

As we deploy this Curriculum of Citizenship Education, our next step is to commission the writing of text books suited for various grade levels. We of the Ministry of Education are committed to undertaking this next stage of text book preparation. As this is an initiative done largely by Liberians and supported overwhelmingly by the Liberian government, we look forward to GoI's support of the textbook writing project.

  
Etmonia David Tarpeh  
Minister of Education

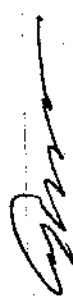
## Acknowledgement

The idea of producing a curriculum on citizenship education and accompanying textbooks for Liberian schools had been floated by the Center for Democratic Empowerment (CEDE) for several years. Education authorities were engaged about this project since 2006 but numerous challenges emerged: Who makes the decision? Who provides the money? Who writes the books? What about commitment already made to this foreign company or the other? Are our partners not ready to provide us textbooks? How does this project differ from the UNESCO-sponsored peace education curriculum? What role do our partners play? These and many related questions threatened to paralyze the project. Thanks to Comnany Wesseh, James Fromayan and others at CEDE who kept the idea alive. Thanks also to Othello Gongar who when appointed Minister of Education began to process the idea through the structures of the Minister of Education forming a partnership with CEDE. Thanks also go to Mrs. Rosaline Swaray, the MoE specialist who as assigned by Minister Gongar and later Minister Tarpeh to work with CEDE to give structure to the project and to move the project forward. As Gongar left the Ministry of Education, his successor took up the cause and became a champion for the project. Appreciations are due to Minister Tarpeh for continued support for the project, seeing it through.

The team of the Liberia Educational Development Support Services, INC. deserves our thanks. As the consultants that produced this work, we are proud of the dedicated professional service they provided. We also acknowledge the inputs of all teachers, educational officers and other professional around the country who contributed to this project.

Through the last four years of efforts amid, changes of personnel and fluctuations in support, this project would have not succeeded were it not for the strong support of Amara Konneh, the Minister of Finance and a member of the National Reconciliation Steering Committee. It is the financial support which the government provided through his initiative against competing demands that truly made this project successful. We acknowledge his efforts and we appreciate that he always came through for the project—even if only in the nick of time. We also thank UNICEF for supporting the final validation workshop.

Last but not least, our thanks go to the President of Liberia who has given this project a place of importance and a place of pride rightfully deserved. Her frequent inquiries about its progress and guarantee of support ensured its success and established it as a foundational tool of our educational program. Thank you, Madam President.

  
Amos Sawyer  
Governance Commission

CITIZENSHIP EDUCATION CURRICULUM AND ITS USE IN LIBERIAN SCHOOLS

The Place of Citizenship Education in Schools

As Liberia continues to recover from decades of plunder and self-destruction, the need to utilize all citizens in the process as well as revolutionize attitudes and skills cannot be over-emphasized. Citizens' education in schools caters to this goal to a large extent while enhancing the spirit of patriotism and strengthening democracy among the up-coming generations. This curriculum will therefore develop in citizens critical minds to analyze challenges/problems in communities, and enhance the desire to solve them within the context of the Liberian Constitution. The curriculum design is peculiar, in the sense that real topical issues are included, to enable learners gain 'knowledge and understanding, Skills, Aptitudes, and above all, values and dispositions are evaluated in the final analysis.

Goals of Citizenship Education

The essential goal of this citizenship education is to produce active citizens for Liberia who will reflect an awareness of their Rights and Responsibilities, as well as those of others, capable of having positive influences on their environment, and the world in general.

Scope and sequence:

Thus far, this curriculum has expressed topic areas learners and their facilitators should explore to motivate a critical analysis of their environment for the necessary solution of observed challenges/problems. They have been arranged progressively in four concentric levels, from the simplest to the most complex. Ideally, these topic areas, which have been treated as modules, must be implemented rather "spirally" to ensure effective total coverage. This means that before starting a new level, the previous one must be reviewed, and a final review must be done at the end of the course to re-enforce all the materials covered. (The National Conference will recommend the classes to be affected.

Scope and Sequence Analysis

Level One	Level Two	Level Three	Level Four
Grade 1	Grade 4	Grade 7	Grade 10
Grade 2	Grade 5	Grade 8	Grade 11
Grade 3	Grade 6	Grade 9	Grade 12
Introductory Phase	Intermediate Phase	Basic Phase	Senior/Monterey Phase

Evaluation Guide/Scheme

There is an important aspect embedded in this curriculum that needs special explanation. Evaluation of the learner is highlighted in the curriculum as a synergy to guarantee its coverage. The learner is taken through a process to gain knowledge and understanding, so that skills and aptitudes are achieved. Ultimately, this leads to changes in his/her behavior. Therefore, the curriculum must be implemented to yield an evaluation of knowledge skill and desirable attitudes output as follows:

- a. Knowledge/factual, background functional, etc. ----- 30%
- b. Attitudes change ( political efficacy, trust, etc. ----- 40%
- c. Skills & Values, tolerance, Rule of law, Human rights,----- 30%

1. Structure and organization of the curriculum

<p><b>GRADE 1: Theme I: Self Identity</b>            Module A. Myself            Module B: My family            Module C: My Neighborhood            Module D: My Community            Module E: Keeping myself clean            Module F: Keeping home clean</p>	<p><b>GRADE 2: Theme II: National Identity</b>            Module A. My ethnic group            Module B. My Language Group            Module C. Culture of my Language group            Module D. My Country            Module E. My country</p>	<p><b>GRADE 3: Theme III: Citizenship</b>            Module A. What is Citizenship?            Module B. My rights as a citizen            Module C. My responsibilities as a citizen            Module D. My relationship with other citizens            Module E. Working with other citizens</p>
<p><b>GRADE 4: Theme IV: Democracy and Governance</b>            Module A. Democracy            Module B: Political Parties            Module C: Elections            Module D: Governance            Module E. Civil Societies            Module F: Rule of Law</p>	<p><b>GRADE 5: Theme V: Family and Population</b>            Module A. Population of Liberia            Module B. Special Population Groups            Module C. Responsibilities of society towards Special Population groups            Module D. Family and Community            Module E. Understanding family            Module F. Substance abuse</p>	<p><b>GRADE 6: Theme VI: Natural Resources</b>            Module A. Land in Liberia            Module B. Land ownership            Module C. Land Commission            Module D. Natural Resources            Module E. Natural Resource Management            Module F. Caring for the Environment</p>
<p><b>GRADE 7: Theme VII: Democracy and Rule of Law</b>            Module A. National Security and Development            Module B: The impact of rule of law on justice            Module C: The Court System            Module D. The Role of democracy in a state            Module E: Some institutions of democracy            Module F: Gender Based Violence</p>	<p><b>GRADE 8: Theme VIII: Strategic Institutions and the State</b>            Module A. General Auditing Commission            Module B. Governance Commission            Module C. The role of rule of law in a state            Module D. The Importance of elections in a state            Module E. The National Elections Commission            Module F. Civic and Voters' Education</p>	<p><b>GRADE 9: Theme IX: Leadership and the State</b>            Module A. Leadership and Governance            Module B. Political Parties and Civil Society Organizations            Module C. Becoming an Active Citizens            Module D. Self-reliance            Module E. Liberia and its neighbors            Module F. Liberia in regional and global organizations</p>
<p><b>GRADE 10: Theme X: Constitutional Mandates of National Security Agencies</b>            Module A. Constitutional Functions of National Security Agencies            Module B: Law and Order in Liberia            Module C: The Liberian Judiciary            Module D: Traditional Governance in Liberia            Module F. Traditional Council in Liberia</p>	<p><b>GRADE 11: Theme XI: The Liberian Society</b>            Module A. The Liberian Society            Module B. Women in Leadership            Module C. Patriotism and Nationalism            Module D. Payment of Taxes            Module E. Governance and Democracy</p>	<p><b>GRADE 12: Theme XII: The Liberian State</b>            Module A. The Liberian State            Module B. Religious Beliefs and Practices            Module C. Reform Institutions            Module D. Decentralization in Governance            Module E. The Liberian Economy</p>

Grade I: Theme I: Self-Identity

**Module Contents:**

- Module A: Myself
- Module B: My Family
- Module C: My neighborhood
- Module D: My community
- Module E: Keeping myself clean
- Module F: Keeping my home clean

Module A: Myself

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand who they are as individuals (2) Know their families (3) Know how to keep themselves clean (4) Appreciate their neighbors (5) Learn to play with their neighbors.

**Specific Objectives:** Each student will be able to:

- Identify him/herself as an Individual Liberian child
- Identify his/her family
- describe members of the neighborhood
- tell how to keep him/herself and the home clean

Learning Outcomes (skills, values and aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching / Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Built self-esteem</li> <li>• Appreciate the family</li> <li>• Respect members of the family and the neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Who am I</li> <li>• My family</li> <li>• My friends</li> <li>• My neighbors</li> <li>• Keeping clean</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Students- Teachers Dialogue</li> <li>• interviews</li> <li>• Drama /Role play</li> <li>• Educational movies</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of one- Self</li> <li>• Family picture</li> <li>• Video shows of a good family</li> <li>• Placards</li> <li>• Audio-visual aids</li> </ul>	<p>Each student should:</p> <ul style="list-style-type: none"> <li>• Orally introduce him/herself</li> <li>• Draw a family tree</li> <li>• Say the name of his/her family members</li> <li>• Say the names of some neighbors</li> </ul>

Module B: My Family

**General Objectives:** Upon completion of this theme, students will be able to: (1) Know what is a family (2) Know members of the family (3) Understand the structure of a family (4) Understand the types of family (5) Appreciate members of the family (6) Know the importance of a family.

**Specific objectives:** Each Student will be able to:

- Describe the family
- Name members of his/her family
- Describe the structure of a family
- State the role of a family
- Discuss the types of family

Expected learning Outcomes (skills, values and aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Appreciate the importance of a family</li> <li>• Feel a part of the family</li> <li>• Recognize family members</li> <li>• Accept the role of each family member</li> </ul>	<ul style="list-style-type: none"> <li>• My family</li> <li>• Members of my family</li> <li>• Structure of my family</li> <li>• Roles of family members</li> <li>• My family in the neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Students-teacher dialogue</li> <li>• Drama</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Photograph of a house</li> <li>• Picture of home</li> <li>• Photograph of different families</li> <li>• cleaning tools</li> <li>• Audio-visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> <li>• Oral/written test</li> </ul>

Module C: My Neighborhood

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the concept of a neighborhood (2) Know the importance of a neighborhood (3) Know the different kinds of neighborhoods (4) Appreciate relationship in a good neighborhood.

**Specific Objectives:** Each student will be able to:

- Describe what make a neighborhood
- Discuss the features of a neighborhood
- Describe how good neighbors relate to one another
- State some advantages of a good neighborhood

Expected Learning Outcomes (skills, values and attitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Appreciate a good neighborhood</li> <li>• Be a good neighbor</li> <li>• Development of sense of cooperation</li> <li>• Support neighborhood initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• What is a neighborhood?</li> <li>• Living in a neighborhood</li> <li>• What make a neighborhood</li> <li>• Characteristics of a good neighborhood</li> <li>• My role and responsibility in the neighborhood.</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Discussions</li> <li>• Story telling</li> <li>• Drama</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Visual aids</li> <li>• Toys</li> <li>• Photos of a neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Quizzes</li> </ul>

Module D: My Community

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the meaning of a community (2) Know the elements of a community (3) Develop interest in the services provided in a community (4) Describe the importance of a community (5) Understand the leadership structure of the community.

- Specific Objectives:** Each student will be able to:
- Tell the meaning of a community
  - Name things that make up the community
  - Discuss services in the community
  - Describe the leadership structure in a community
  - State roles and responsibilities in a community

Expected learning Outcomes (skills, values and aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Accept the rights of others in the community,</li> <li>• Appreciate the relevance of community work</li> </ul>	<ul style="list-style-type: none"> <li>• The meaning of community</li> <li>• Living in a community</li> <li>• Things that make up a community</li> <li>• My community services</li> <li>• My responsibility to my community</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Discussions</li> <li>• Drama</li> <li>• Class projects</li> <li>• Role Play</li> <li>• Story telling</li> <li>• Listing of services provided in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Visual aids</li> <li>• Photograph of typical and urban and rural communities</li> <li>• Story books</li> <li>• Community maps</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module E: Keeping Myself Clean

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand what is cleanliness? (2) Tell why it is important to keep clean (3) Know the things that make one clean.

**Specific Objectives:** Each student will be able to:

- Discuss the concept of cleanliness
- Describe the importance of cleanliness
- List some things that lead to cleanliness
- State some advantages and disadvantages of cleanliness

Expected learning Outcome (skills, values and Aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Appreciate the importance of cleanliness</li> <li>• Develop the habit of cleanliness</li> <li>• Appreciate the need to be cleaned</li> <li>• Recognize the things that make one clean</li> </ul>	<ul style="list-style-type: none"> <li>• Define cleanliness</li> <li>• The relevance of cleanliness</li> <li>• Advantages and disadvantages of cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Students-teacher dialogue</li> <li>• Drama</li> <li>• Displaying of photos</li> <li>• Role play</li> <li>• Games</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Photos of clean persons</li> <li>• Visual aids</li> <li>• Posters</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Quizzes</li> <li>• Oral test</li> <li>• Class work</li> </ul>

Module F: Keeping My Home Clean

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the need to keep the home clean (2) Learn the advantages and disadvantages of keeping the home clean (3) Know the importance of keeping the home clean (4) Know the things that keep the home clean (5) Appreciate the relationship between a clean home and good health.

**Specific Objectives:** Each student will be able to:

- Describe a clean home
- Discuss how to keep a home clean
- List some things that are used to keep the home clean
- State some reasons why a clean home is good for health

Expected Learning Outcomes (skills, values and Aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Appreciate a clean home</li> <li>• Develop skill for a clean home</li> <li>• Practice personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• What is a clean home?</li> <li>• Why keeps the home clean?</li> <li>• Advantages of a clean home</li> <li>• Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Group work</li> <li>• Drama</li> <li>• Cleaning campaign</li> <li>• Establishing garbage sites</li> </ul>	<ul style="list-style-type: none"> <li>• Broom</li> <li>• Garbage basket</li> <li>• Hoes</li> <li>• Baskets</li> <li>• Shovels</li> <li>• Cutlasses</li> <li>• Wheel barrows</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Quizzes</li> <li>• Oral test</li> <li>• Class work</li> </ul>

Grade 2: Theme II: National Identity

Module Contents

- Module A: My ethnic Group
- Module B: My language group
- Module C: Culture of my language group
- Module D: My Country
- Module E: My Country

Module A: My Ethnic Group

**General Objectives:** Upon completion of this theme, students will be able to: (1) Understand the meaning of ethnic group (2) Appreciate their ethnic culture (3) Learn about other tribes (4) Know their tribal languages/dialects.

**Specific Objectives:** Each student will be able to:

- Identify his/her ethnic group
- Establish his/her ethnic link in Liberia
- State his/her tribal language/dialect
- Identify his/her ethnic culture and custom

Expected Learning Outcomes( skills, values and aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Recognized their ethnic groups</li> <li>• Accept other ethnic groups</li> <li>• Appreciate the origin of their tribes</li> </ul>	<ul style="list-style-type: none"> <li>• My ethnic group</li> <li>• Where my ethnic group came from?</li> <li>• The culture of my ethnic group</li> <li>• The county of my ethnic group</li> <li>• Other ethnic groups in Liberia</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Story telling</li> <li>• Narrating traditional folk lore</li> <li>• Drama</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Photograph of a tribal group</li> <li>• Textbooks</li> <li>• Visual aids</li> <li>• Ethnic map</li> <li>• Story books</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module B: My Language Group**

**General Objective:** Upon completion of this module, students will be able to (1) Understand the meaning language group (2) Identify the types of language groups in Liberia (3) Know the relationships and the effects of the division amongst language groups.

**Specific Objective:** Each student should be able to:

- Tell the meaning of language group
- Name the types of language group in Liberia
- Discuss the relationships amongst language groups in Liberia

Expected Learning Outcomes( skills, values and aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Recognize their language group</li> <li>• Appreciate their language group</li> <li>• Exhibit positive attitude towards other language groups</li> </ul>	<ul style="list-style-type: none"> <li>• The meaning of language group</li> <li>• Types of language groups in Liberia</li> <li>• Relationships amongst language groups</li> <li>• Differences amongst language groups</li> <li>• Living together as different language groups</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Class discussions</li> <li>• Dramatization</li> <li>• Class projects</li> <li>• Role play</li> <li>• Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Books on citizenship</li> <li>• Policy documents on citizenship</li> <li>• Photographs</li> <li>• Visual aids</li> <li>• Text books</li> <li>• Story books</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module C: Culture of my Language Group

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the meaning of culture (2) Identify some cultural traits (3) Know some cultural values and practices (4) Appreciate the impacts of culture on the people

**Specific Objectives:** Each student will be able to:

- Define culture
- Name some cultural traits
- Name some practices that are different in culture

Expected Learning Outcomes (skills, values and aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning materials	Suggested learning Evaluation activities
<ul style="list-style-type: none"> <li>• Appreciate cultural values</li> <li>• Acquire knowledge on cultural practices</li> <li>• Appreciate the impacts of culture on people</li> </ul>	<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• Types of culture</li> <li>• Values and practices</li> <li>• Similarities in culture</li> <li>• Culture and people</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student-teacher dialogue</li> <li>• Group discussions</li> <li>• Drama/role play</li> <li>• Visit to cultural sites</li> <li>• Class projects</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Audio -visual aids</li> <li>• Photographs of different types of cultural artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module D: My County

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand what a county is (2) Know the administrative units of a county (3) Appreciate how these units work together to develop the county.

**Specific Objectives:** Each student should be able to:

- Tell the name of his/her village, town, clan, chiefdom, district, county and region
- Explain how his/her village or town works to develop Liberia
- State what makes his/her village or town part of Liberia

Expected Learning Outcomes( skills, values and aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Built feeling of patriotism</li> <li>• Developed love for their county</li> <li>• Learnt the culture of cooperation and participation</li> </ul>	<ul style="list-style-type: none"> <li>• My village</li> <li>• My town</li> <li>• My clan</li> <li>• My chiefdom</li> <li>• My district</li> <li>• My county</li> <li>• My region</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw pictures of their villages or towns</li> <li>• Students discuss the population of their villages or towns</li> <li>• Students discuss the economic and farming activities of their villages or towns</li> <li>• Locating their villages, towns, and counties on the map of Liberia</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• photographs of villages and towns</li> <li>• Political and administrative map of Liberia</li> <li>• Audio -visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Theme E: My Country

**General Objectives:** Upon completion of this module, students will be able to: (1) Know the name of their country (2) Identify the location of their country (3) Describe the features of their country (4) Understand how their country was founded (5) Know how they became citizens of their country (6) Understand their rights as citizens

**Specific Objectives:** Each student will be able to:

- Name their country
- Describe the location of their country
- Tell some features of their country
- Discuss how their country was founded
- Discuss their rights as citizens

Expected Learning Outcomes (skills, values and aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquired functional knowledge on their country</li> <li>• Appreciate their country</li> <li>• Accept their roles as citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Name of my country</li> <li>• Location of my country</li> <li>• Features of my country</li> <li>• How my country was founded</li> <li>• How I become a citizen</li> <li>• My rights as a citizen</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student-teacher dialogue</li> <li>• Group discussions</li> <li>• Drama/role play</li> <li>• Class projects</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Audio-visual aids</li> <li>• Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Grade 3: Theme III: Citizenship

Module Contents

- Module A: What is Citizenship?
- Module B: My rights as a Citizen
- Module C: My responsibilities as a Citizen
- Module D: My relationship with other citizens
- Module E: Working with other citizens

Module A: What is Citizenship?

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the meaning of citizenship (2) Identify kinds of citizenship (3) Know the characteristics of good and bad citizenship (4) Understand the importance of citizenship.

**Specific Objective:** Each student should be able to:

- Tell the meaning of citizenship
- Explain kinds of citizenship
- State the difference between good and bad citizenship
- Describe the importance of citizens

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Honor the Liberman citizenship</li> <li>• Developed national consciousness</li> <li>• Become responsible citizen</li> </ul>	<ul style="list-style-type: none"> <li>• The meaning of citizenship</li> <li>• Kinds of citizenship</li> <li>• Characteristics of good and bad citizenship</li> <li>• The importance of citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Class discussions</li> <li>• Dramatization</li> <li>• Class projects</li> <li>• Role play</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Books on citizenship</li> <li>• Policy document on citizenship</li> <li>• Photographs</li> <li>• Visual aids</li> <li>• Textbooks</li> <li>• Story books</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module B: My Rights as a Citizen

**General Objective:** Upon completion of this module, students will be able to: (1) Understand their basic rights (2) Know how those rights can be protected.

**Specific Objectives:** Each student will be able to:

- Explain why life, shelters, education, food are basic rights of citizens
- Tell ways citizens violate the rights of others,
- State who protect the rights of citizens

Expected learning Outcome (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Develop a clear understanding of the rights of citizens</li> <li>• Accept the facts that rights go along with responsibilities</li> <li>• Appreciate the relevance of citizens' rights</li> </ul>	<ul style="list-style-type: none"> <li>• Right to life</li> <li>• Right to shelter</li> <li>• Right to education</li> <li>• Right to food</li> <li>• Right to protection</li> <li>• Right to play</li> <li>• Right to health care</li> </ul>	<ul style="list-style-type: none"> <li>• Student-teacher dialogue</li> <li>• Group discussions</li> <li>• Drama on rights</li> <li>• Illustrations</li> <li>• Visitation to courts</li> <li>• Class presentations</li> <li>• Role play</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Daily news papers</li> <li>• Visual aids</li> <li>• Audio-visual materials</li> <li>• The Constitution of Liberia</li> <li>• International Conventions/Protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module C: My Responsibilities as a Citizen**

**General Objectives:** Upon completion of this module, students will be able to: (1) Know what are their responsibilities as citizens (2) Accept that rights to go along with responsibilities (3) Understand the need to carry out their responsibilities as citizens.

**Specific Objectives:** Each student will be able to:

- Define what responsibilities are
- Explain their responsibilities as citizens
- Describe the things that constitute their responsibilities
- Describe how citizens' responsibilities are demonstrated

Expected Learning Outcomes (Skill, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Apply their responsibilities as citizens in the state</li> <li>• Obey the laws of the country</li> <li>• Accept the rights of others through tolerance</li> <li>• Practice critical thinking in social and political issues</li> <li>• Demonstrate good citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Render services to my country</li> <li>• Pay allegiance to my country</li> <li>• Obey and protect the laws of my country</li> <li>• Participate in decision making</li> <li>• Promote peace, unity and stability</li> <li>• Support gender equity</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Group discussions</li> <li>• Drama/role play</li> <li>• Class projects</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Audio-visual aids</li> <li>• Constitution of Liberia</li> <li>• Audio Visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module D: My Relationship with Other Citizens

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the basis for relationships with others (2) Know the importance of relationship with citizens (3) Understand the impacts of relationship with others (4) Know why it is important to maintain good relationship with other citizens.

**Specific Objectives:** Each student will be able to:

- Define relationship
- State the different kinds of relationships
- Tell why it is necessary to have good relationship with others

Expected learning Outcomes ( Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Become disposed to other citizens</li> <li>• Appreciate the importance of relationships</li> <li>• Willness to relate to other citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship with other citizens in my neighborhood</li> <li>• Relationship with other citizens in my community</li> <li>• My relationship with citizens of different countries</li> <li>• My relationship with people of different Institutions</li> <li>• My relationship with people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Group discussions</li> <li>• Drama/role play</li> <li>• Class projects</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Audio-visual aids</li> <li>• Photographs of different types of leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module E: Working with Other Citizens**

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the meaning of working together as citizens (2) Know why it is necessary to work together as citizens (3) Understand the advantages and disadvantages of working together as citizens (4) Know the kinds of citizens we work with (5) Recognize the importance of working as citizens of a country.

**Specific Objectives:** Each Student will be able to:

- Discuss the essence of working together as citizens
- Explain the advantages and disadvantages of working together as citizens
- Tell the kinds of citizens we work with

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Willing to work with other citizens</li> <li>• Appreciate group work</li> <li>• Acquired ability to work with others</li> </ul>	<ul style="list-style-type: none"> <li>• What does working together mean?</li> <li>• Why it is necessary to work with other citizens</li> <li>• What are the advantages and disadvantages of working with other citizens?</li> <li>• Kinds of citizens to work with</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Group discussions</li> <li>• Book research</li> <li>• Drama</li> <li>• Student-teacher dialogue</li> <li>• Class projects</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Visual aids</li> <li>• Poster cards</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Grade 4: Theme IV: Democracy and Governance

Module Contents:

- Module A: Democracy
- Module B: Political Parties
- Module C: Elections
- Module D: Governance
- Module E: Civil Societies
- Module F: Rule of Law

Module A: Democracy

**General Objectives:** Upon completion of this module, students will be able to: (1) Know the meaning and origin of democracy (2) Understand the kinds and practices of democracy, (3) Recognize the advantages and disadvantages of democratic governance.

**Specific Objectives:** Each student should be able to:

- Define democracy
- Explain the origin of modern democracy
- Tell the kinds of democracy
- Describe the way democracy is practiced
- State some advantages and disadvantages of Democracy

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Be a democratic thinker</li> <li>• Accept democratic values</li> <li>• Practice democratic tenets</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and origin of democracy</li> <li>• Practices of democracy</li> <li>• Elements of democracy</li> <li>• Kinds of democracy</li> <li>• Advantages of democracy</li> <li>• Disadvantages of democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Students discussions</li> <li>• Drama/role play</li> <li>• Student-teacher dialogue</li> <li>• Class projects</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Visual aids</li> <li>• Video shows</li> <li>• Poster cards</li> <li>• Constitution of Liberia</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module B: Political Parties**

**General Objectives:** Upon completion of this theme, students should be able to: (1) Know the meaning of political party (2) Understand how political parties are formed (3) Identify the types of political parties (4) Recognize roles of political parties in a democracy.

**Specific Objectives:** Each student will be able to:

- Define political party
- Tell why political parties are formed
- Discuss the types of political parties
- Explain the role of political parties in a democracy
- State the advantages and disadvantages of political parties
- List the role of political parties

Expected learning Outcomes ( Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Participate in democratic rules</li> <li>• Uphold the rule of law</li> <li>• Accept party politics</li> <li>• Vote in national elections</li> <li>• If eligible</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of political parties</li> <li>• Types of political parties</li> <li>• Formation of political parties</li> <li>• Roles of political parties</li> <li>• Advantages of political parties</li> <li>• Disadvantages of political parties</li> <li>• Independent candidates</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Drama/role play</li> <li>• Student-Teacher dialogue</li> <li>• Visit to headquarters of political parties</li> <li>• Class projects</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Visual aids</li> <li>• Video shows</li> <li>• Party platforms</li> <li>• Constitution of Liberia</li> <li>• Constitutions of parties</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module C: Elections**

**General Objectives:** At the completion of this module, students will be able to: (1) Know the meaning of elections (2) Understand kinds of elections (3) Know why elections are conducted (4) Know who take part in elections (5) Understand how free and fair elections are conducted.

**Specific Objectives:** Each student will be able to:

- Define elections
- State kinds of elections
- Explain the processes of conducting elections
- Discuss the importance of elections in a democracy
- Explain the significance of voting in national elections

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Make informed decisions in choice of candidates at elections</li> <li>• Become practical leaders or members in society</li> <li>• Have good understanding of how elections are conducted</li> <li>• Encourage citizens' participation in elections</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of elections</li> <li>• Kinds of elections</li> <li>• Election process</li> <li>• Election materials</li> <li>• Place to vote</li> <li>• Who is to vote</li> <li>• Importance of elections</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Drama</li> <li>• Student-teacher dialogue</li> <li>• Visit to election commission</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Visual aids</li> <li>• Video shows</li> <li>• Constitution of Liberia</li> <li>• Election Laws of Liberia</li> <li>• Ballot boxes</li> <li>• Ballot papers</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module D: Governance

**General Objectives:** Following the completion of this module, students will be able to: (1) Know the meaning of governance and its elements (2) Advocate good governance (3) Understand the advantages and disadvantages of good governance in a democracy (4) The role of good governance in a democracy.

**Specific Objectives:** Each student will be able to:

- Define the concept of the power of the people
- Define governance and explain the elements of good governance
- Describe the roles of governance in a democracy
- Explain the tenets of good governance as a fundamental right

Expected learning Outcomes(knowledge, Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Be informed about the relevance of governance</li> <li>• Appreciate the role of governance in a democracy</li> <li>• Conduct an informed discussion on the merits and demerits of governance</li> <li>• Advocate the practice of good governance at all levels of society</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of governance</li> <li>• Elements of good governance</li> <li>• Relevance of governance</li> <li>• Roles of governance in a democracy</li> <li>• Advantages of governance</li> <li>• Disadvantages of governance</li> <li>• Power of the people</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Book research</li> <li>• Student-teacher dialogue</li> <li>• Visit to governance commission</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Visual aids</li> <li>• Video shows</li> <li>• Constitution of Liberia</li> <li>• Legislation creating the Governance Commission</li> <li>• Policy papers of the Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module E: Civil Society**

**General Objectives:** Upon completion of this module, students will be able to: (1) Know what civil society is (2) The role of civil societies in a democracy (3) Relationship between civil societies, government and political parties (4) Distinguish between civil society actors and government officials.

**Specific Objectives:** Each student will be able to:

- Define the concept of civil society
- State the functions of civil society
- Describe the inter-relationship between civil society and government
- Describe the role of civil society in the governance of the state
- Identify civil society actors

Expected learning Outcomes (Skill, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquired basic knowledge of civil society</li> <li>• Informed about the relevance of civil society</li> <li>• Appreciate the role of civil society in a democracy</li> <li>• Identify key civil society actors</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of civil society</li> <li>• Roles of civil society</li> <li>• Relationship between civil society and national government</li> <li>• Relevance of civil society</li> <li>• Difference b/w political parties and civil society</li> <li>• Civil society actors</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Student-teacher dialogue</li> <li>• Visit to offices of civil society organizations</li> <li>• Newspaper Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Visual aids</li> <li>• Video shows</li> <li>• Government policy paper on civil society</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module F: Rule of Law

**General Objectives:** Upon completion of this module, students will be able to: (1) Know what the rule of law is (2) Understand the importance and applications of the rule of law.

**Specific Objectives:** Each student will be able to:

- Define rule of law in state governance
- Explain the formation of the rule of law
- Describe the roles of the rule of law in a state
- State ways rule of law can be abused
- Explain the application of the rule of law

Expected learning Outcomes (Knowledge, Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Respect rule of law</li> <li>• Informed about the relevance of the rule of law</li> <li>• Appreciate the role of the rule of law in a democracy</li> <li>• Advocate the adherence to the rule of law</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of the rule of law</li> <li>• Formation of the rule of law</li> <li>• Application of the rule of law</li> <li>• Importance of the rule of law</li> <li>• Respect for the rule of law</li> <li>• Abuse of the rule of law</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Student-teacher dialogue</li> <li>• Drama/role play</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Visual aids</li> <li>• Video shows</li> <li>• Judicial papers</li> <li>• Constitution of Liberia</li> </ul>	Each student should do: <ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Grade 5: Theme V: Family and Population

Module Contents

- Module A: Population of Liberia
- Module B: Special Population Groups
- Module C: Responsibilities of Society towards Special Population Groups
- Module D: Family and Community
- Module E: Understanding Family Life
- Module F: Substance Abuse

Module A: Population of Liberia

**General Objectives:** Upon completion of this module, students be able to: (1) Know the meaning of population (2) Describe the composition of the population of Liberia (3) Understand the importance of population in national development (4) Explain the role of population in a democracy.

- Specific Objectives:** Each student will be able to:
- Define population concept
  - Explain the composition of the population
  - Describe the roles of a population in a state
  - Discuss the effects of population movements

Expected learning Outcomes ( Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire basic knowledge about population composition</li> <li>• Appreciate the movement of population</li> <li>• Accept the impact of population distribution on development</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of population</li> <li>• Composition of the Liberian population</li> <li>• Significance of population in national development</li> <li>• Role of population in democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Student-teacher dialogue</li> <li>• Map reading</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Audio -visual aids</li> <li>• Census reports</li> <li>• Conventions /Protocols on population</li> <li>• Population map of Liberia</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module B: Special Population Groups**

**General objectives:** Upon completion of this module, students will be able to: (1) Understand the characteristics of special population groups (2) Know their composition (3) Describe society's responsibilities to the special population groups.

**Specific Objectives** Each student will be able to:

- Define special population groups
- Name the types of special population groups
- Discuss the effects of being physically challenged
- State society's responsibilities to special population groups

Expected learning Outcomes (Knowledge, Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquired basic knowledge about special population groups</li> <li>• Accepts special population group</li> <li>• Rendered services to special population groups</li> </ul>	<ul style="list-style-type: none"> <li>• The elderly</li> <li>• The physically challenged</li> <li>• The visually challenged</li> <li>• The deaf and Mute</li> <li>• The mentally Challenged</li> <li>• People living with HIV/AIDS</li> <li>• Juvenile delinquency</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Student-teacher dialogue</li> <li>• Visit to offices of the National Commission on Disability</li> <li>• Review policy documents on disability</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Audio-visual aids</li> <li>• Government policy paper on disability</li> <li>• International convention/protocols on disability</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module C: Responsibilities of Society towards Special Population Groups

**General Objectives:** Upon completion of this module students will be able to: (1) Understand the essence of the contributions of the family and community to special population groups (2) Know the roles of faith-based institutions and non-governmental organizations in relation to special population groups (3) Discuss the role play by inter-governmental organizations in helping special population groups.

**Specific Objectives:** Each student will be able to:

- Name some of society's responsibilities to special population groups
- Discuss the roles of family, community, faith based and non-governmental organizations in caring for special population groups

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Appreciate the responsibilities of families and communities to special population groups</li> <li>• Adopt positive attitude towards special population groups</li> <li>• Recognize efforts of non-governmental and inter-governmental organizations in caring for special population groups</li> </ul>	<ul style="list-style-type: none"> <li>• The family</li> <li>• The community</li> <li>• Civil Society</li> <li>• Faith based institutions</li> <li>• Non-governmental organizations</li> <li>• The government</li> <li>• Inter-governmental organizations</li> <li>• Needs of special population groups</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Student-teacher dialogue</li> <li>• Visit offices of the National Commission on Disability</li> <li>• Interact with non-governmental and inter-governmental organizations</li> <li>• MOH Annual Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Audio-visual aids</li> <li>• Government policy paper on disability</li> <li>• International Conventions/protocols on disability</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module D: Family and Community**

**General Objectives:** Upon completion of this module, students will be able to: (1) Accept the critical roles of a family in the community (2) Recognize the impacts of community on family life (3) Discuss relationship between family and community (4) Assess the effects of internal and external influences on family.

**Specific Objectives:** Each student will be able to:

- Explain the concept of a family
- Discuss the impact of community on family life
- Discuss the internal and external factors on the family
- Describe the relationship b/w the family and community

Expected learning Outcomes (Knowledge, Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire basic knowledge of the concept of a family</li> <li>• Appreciate the relationship between family and community</li> <li>• Accept the critical roles of family in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Family in rural communities</li> <li>• Family in urban community</li> <li>• Impact of community on family life</li> <li>• External influence on family</li> <li>• Internal influence on family</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Student-Teacher dialogue</li> <li>• Role play/drama</li> <li>• Newspaper Articles</li> <li>• Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Photograph of family</li> <li>• Picture of a community</li> <li>• Visual aids</li> <li>• Audio-visual</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module E: Understanding Family Life

**General Objectives:** Upon completion of this module, students be able to: (1) Recognize the family as a vital social unit (2) Know the different kinds of family (3) Describe how family survives (4) Discuss the security of the family.

**Specific Objectives:** Each student will be able to:

- Define family life
- Discuss the idea of a family as a social unit
- Name the different kinds of family
- Discuss family survival

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Appreciate the family as a social unit</li> <li>• Recognize the different kinds of family and community</li> <li>• Realize the different means of family survival</li> </ul>	<ul style="list-style-type: none"> <li>• Family as a social unit</li> <li>• Different kinds of family</li> <li>• Family income and survival.</li> <li>• Family health and security</li> <li>• Family culture and education</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Student-teacher dialogue</li> <li>• Visit home of family</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Photograph of family</li> <li>• Picture of a community</li> <li>• Visual aids</li> <li>• Audio-visual</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module F: Substance Abuse

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the concept of drugs and substance abuse (2) Examine the harmful effects of drugs and substance abuse (3) Accept the urgent need to create awareness on the fight against drugs and substance abuse in society.

**Specific Objectives:** Each student will be able to:

- Explain the meaning of drugs and substance abuse
- Describe the roles of citizens in the fight against drugs and substance abuse
- Discuss the harmful effects of drugs and substance abuse on a family

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching/ Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Resist drug and substance abuse</li> <li>• Gain awareness of drugs and substance abuse</li> <li>• Discourage sale of illegal drugs</li> <li>• Prevent family members' indulgence in drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of substance abuse</li> <li>• Kinds of substances</li> <li>• Impacts of substance abuse on the family</li> <li>• Trade in substances and illegal drugs</li> <li>• Community control of substance</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Book research</li> <li>• Student-teacher dialogue</li> <li>• Visit to offices of drug and law enforcement agencies</li> <li>• Guest lecture</li> <li>• Video showing</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Photograph of drug users</li> <li>• Picture of ghetto</li> <li>• Photograph of drug victims</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Grade 6: Theme VI: Natural Resources and Development

Module Contents

- Module A: Land in Liberia
- Module B: Land Ownership
- Module C: Land Commission
- Module D: Natural Resources
- Module E: Natural Resource Management
- Module F: Caring for the Environment

Module A: Land in Liberia

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the meaning of land (2) Know the important role land plays in human society (3) Accept land as a vital resource for the socio-economic growth of a nation and people.

**Specific Objectives:** Each student will be able to:

- Define land in its legal and natural terms
- Explain the various usage of land
- Name kinds of land
- Discuss the causes of land disputes
- State the effects of land disputes on family and community

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Consider land as natural resource</li> <li>• Acquire knowledge about the uses of land</li> <li>• Gain awareness about the causes and effects of land disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of land</li> <li>• Kinds of land</li> <li>• Uses of land</li> <li>• Land disputes</li> <li>• Causes of land disputes</li> <li>• Effects of land disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Book research</li> <li>• Student-teacher dialogue</li> <li>• Visit the offices of Land Commission and Ministry of Land Mines and Energy</li> <li>• Visit the national archive</li> <li>• Visit the probate court</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Map of Liberia</li> <li>• Policy papers on land</li> <li>• Court rulings on land cases</li> <li>• Land deed</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module 8: Land Ownership

**General Objectives:** Upon completion of this module, students will be able to: (1) Know who owns land in Liberia (2) Understand the cost and process of acquiring land (3) Know the types of land ownership (4) Describe the roles of the state in land sales (5) Understand Land Management.

- Specific Objectives:** Each student will be able to:
- Explain the process of acquiring land
  - Tell the different types of land ownership
  - Describe the roles of the government in acquiring land
  - State how land is managed

Expected learning Outcomes ( Skills, Values and Aptitudes)	Contents	Proposed Teaching /learning Activities	Suggested Teaching /Learning Materials	Suggested learning- Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge about land ownership in Liberia</li> <li>• Accept land as both private and public capital</li> <li>• Be informed about the danger of illegal land sales</li> <li>• Assist community in resolving land disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Who owns land?</li> <li>• Process of acquiring land</li> <li>• Types of land ownership</li> <li>• Cost of land in Liberia</li> <li>• Role of the State in acquiring land</li> <li>• Land management</li> <li>• Private, community and public land</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Book research</li> <li>• Student-teacher dialogue</li> <li>• Visit to the probate court</li> <li>• Visit to the of Land Commission</li> <li>• Visit to Ministry of Land, Mines and Energy</li> <li>• Visit to the National Archive</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Map of Liberia</li> <li>• Policy papers on land</li> <li>• Court rulings on land cases</li> <li>• Deeds</li> <li>• Lease agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module C: Land Commission

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the origin, mandates, composition and tenure of the Land Commission (2) The roles of the Land Commission in resolving land disputes (3) Appreciate the impact of the work of the Land Commission on community and National development.

- Specific Objectives:** Each student will be able to:
- State the functions of the Land Commission
  - Describe the structure of the Commission
  - Explain why the Commission was established
  - Discuss the roles of the Commission in the resolution of land disputes

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Develop knowledge about the origin, functions and mandates of the Land Commission</li> <li>• Recognize and appreciate the functions and structure of the Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Origin of the Land Commission</li> <li>• Mandates of the Commission</li> <li>• Composition of the Commission</li> <li>• Tenure of the Commission</li> <li>• Role in dispute resolution</li> <li>• Impact on community development</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Book research</li> <li>• Student-teacher dialogue</li> <li>• Visit to the offices of the Land Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Map of Liberia</li> <li>• Legislation creating the Land Commission</li> <li>• Policy papers of the Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module D: Natural Resources**

**General Objectives:** Upon completion of this module, students will be able to: (1) List and explain the types of natural resources in Liberia (2) Understand the role of natural resources in the economy (3) Know how natural resources support national development.

**Specific Objectives:** Each student will be able to:

- Define natural resources
- State the types of natural resources in Liberia
- Discuss the use of natural resources in development
- List the kinds of natural resources in Liberia

Expected learning Outcomes (Knowledge, Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Develop better understanding about natural resources</li> <li>• Appreciate the kinds and importance of natural resources</li> <li>• Appreciate the role of natural resources in national development</li> </ul>	<ul style="list-style-type: none"> <li>• Land</li> <li>• Forest</li> <li>• Water</li> <li>• Air</li> <li>• Animal</li> <li>• Mineral</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Students discussions</li> <li>• Book research</li> <li>• Student-Teacher dialogue</li> <li>• Visit to offices of Land, mines, and Energy Ministry,</li> <li>• Visit to Concession areas</li> <li>• Visit to Forestry Development Authority</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Map of Liberia</li> <li>• Natural resources</li> <li>• Concession agreements</li> <li>• Policy papers of relevant agencies which are engaged in and involved with natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module E: Natural Resource Management

**General Objectives:** Upon completion of this module, students will be able to: (1) Know the meaning of resource management (2) Recognize the advantages and disadvantages of resource management (3) Indicate the roles of the state in the management of resources (4) Appreciate the need for the proper management of the natural resources.

**Specific Objectives:** Each student will be able to:

- Discuss why resources should be properly managed;
- Describe ways in which resources are managed
- Explain the roles of the Government in resource management
- Discuss community input in public resource management

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Developed knowledge about resource management</li> <li>• Appreciate the role of government in managing the natural resources</li> <li>• Accept community action in natural resource management</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of resource management</li> <li>• Advantages of resource management</li> <li>• Disadvantages of resource management</li> <li>• Role of the State in natural resource management</li> <li>• National distribution of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Students discussions</li> <li>• Book research</li> <li>• Student-teacher dialogue</li> <li>• Visit to relevant ministries and agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Natural resource map</li> <li>• Concession agreements</li> <li>• Policy papers of relevant agencies involved with natural resource management</li> <li>• Visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module F: Caring for the Environment**

**General Objectives:** Upon completion of this module, students will be able to: (1.) Understand the essence of the environment (2.) Appreciate its impact on mankind (3.) Know why it is important to protect the environment (4.) Be aware of things that negatively affect the environment.

**Specific Objectives:** Each student will be able to:

- Define environment
- Name the things that make up the physical environment
- Discuss why the environment should be protected
- Explain the things that affect the environment
- State how human beings relate to environmental changes

Expected learning Outcomes ( Skills, Values and Aptitude)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquired background knowledge about ones' environment</li> <li>• Appreciate the importance of changes in the environment</li> <li>• Respect for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• What is the environment?</li> <li>• Things that constitute the environment</li> <li>• Importance of the environment</li> <li>• Protecting the environment</li> <li>• Environmental hazards</li> <li>• Relationship between man and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Group discussions</li> <li>• Drama/role play</li> <li>• Student-Teacher dialogue</li> <li>• Visit to parks</li> <li>• Class projects</li> <li>• Visit to farms/plantations</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Audio-visual aids</li> <li>• Poster cards</li> <li>• Policy documents on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Grade 7: Theme VII: Democracy and the Rule of Law

Module Contents

- Module A: National Security and development
- Module B: The impact of the rule of law on justice
- Module C: The court system
- Module D: The Role of democracy in a state
- Module E: Some institutions of democracy
- Module F: Gender-based violence

Module A: National Security and Development

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand national development issues (health, education and economy) (2) Political stability (3) National security.

**Specific Objectives:** Each student will be able to:

- Discuss basic elements of state security
- Explain ways a nation attains stability
- Describe the relationships between stability, development and security

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Sensitization of state security issues</li> <li>• Willingness to serve state security agencies</li> <li>• Support for the Police and National Army</li> <li>• Develop knowledge on the link between security and development</li> </ul>	<ul style="list-style-type: none"> <li>• Security and stability</li> <li>• Security and the economy</li> <li>• Security and democracy</li> <li>• Security and politics</li> <li>• Security and education</li> <li>• Security and health</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Student debates</li> <li>• Book research</li> <li>• Drama/ role play</li> <li>• Class projects</li> <li>• Talk shows</li> <li>• Guest lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written code of conduct for state security apparatus</li> <li>• The Liberian Constitution</li> <li>• Student textbooks</li> <li>• Journals and newspapers</li> <li>• National development reports</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module B: The Impact of the Rule of Law on Justice**

**General Objectives:** Upon the completion of this module, students will be able to: (1) Grasp the concepts of the Rule of Law and justice (2) Consider the rule of law and justice as the guide for the maintenance and sustenance of peace and democracy (3) Describe the role of rule of law and justice in gender equity and child development.

**Specific Objectives:** Each student will be able to:

- Discuss national development and democracy in the context of rule of law
- Discuss Relationship between the rule of law and justice
- Explain ways gender equity and child welfare hinge on the rule of law
- Describe ways by which peace, stability and social development are enhanced by the rule of law

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Respect for law and order</li> <li>• Advocate for the just application of laws and justice</li> <li>• Accept the supremacy of the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• National development</li> <li>• Peace and stability</li> <li>• Gender equity</li> <li>• Social development</li> <li>• Child development</li> <li>• Supremacy of the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Student debates</li> <li>• Book research</li> <li>• Drama/role play</li> <li>• Visit to law courts</li> <li>• Class projects</li> <li>• Talk shows</li> <li>• Guest lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant sections of the Constitution</li> <li>• Student textbooks</li> <li>• Gender policy</li> <li>• Child development policies</li> <li>• Convention of the rights of women</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module C: The Court System

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the court systems (2) Know the kinds of courts (3) State their functions and institutions.

**Specific Objectives:** Each student will be able to:

- Explain the specific role of the court system in keeping with law and order
- State the powers of the different kinds of courts
- Discuss the differences between traditional trial and the judicial system

Expected learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Developed knowledge of the legal system</li> <li>• Appreciate the roles of the courts</li> <li>• Respect for the rule of law</li> <li>• Avoid lawlessness in public places, learning institutions and homes</li> </ul>	<p><b>Contents</b></p> <ul style="list-style-type: none"> <li>• Meaning of court</li> <li>• Functions of court</li> <li>• Structure of a court</li> <li>• Types of courts</li> <li>• Jurisdiction of the courts</li> <li>• Limitation of the courts</li> <li>• Traditional trial system</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture dialogue</li> <li>• Group discussions</li> <li>• Student debates</li> <li>• Visit to law and traditional courts</li> <li>• Class projects</li> <li>• Review structures of the courts</li> </ul>	<ul style="list-style-type: none"> <li>• Organogram of the courts</li> <li>• Legal documents</li> <li>• Student textbooks</li> <li>• Newspapers</li> <li>• Audio-visual aids</li> <li>• Photographs of key officials of the courts</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module 4: National Security and the Rule of Law**

**General Objectives:** Upon completion of this module, students will be able to: (1) Outline the functions of the various security agencies in Liberia and their responsibilities (2) Appreciate their contributions to the state (3) Know the relationship b/w national security and rule of law.

**Specific Objectives:** Each student will be able to:

- Distinguish between national security and the rule of law
- State the functions of each security unit
- Describe the relationships amongst the various security units
- Discuss the roles of the national security forces in the execution of rule of law
- Explain the roles of private security agencies in the state security

Expected learning Outcomes ( Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Recognition of the functions of the various security forces</li> <li>• Appreciation to the rule of law</li> <li>• Acceptance of the roles of the security forces in the administration of the rule of law</li> </ul>	<ul style="list-style-type: none"> <li>• The Police</li> <li>• Immigration</li> <li>• Fire Service</li> <li>• Military</li> <li>• Other national security agencies</li> <li>• Roles of security forces in the implementation of the rule of law</li> <li>• Private security arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Student discussions</li> <li>• Book research</li> <li>• Student-teacher dialogue</li> <li>• Visit to the offices of the various security agencies</li> <li>• Visit to the courts</li> <li>• Visit to the Ministry of justice</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Legislations creating the various security agencies</li> <li>• Judicial documents</li> <li>• Law enforcement reports</li> <li>• Photos of uniformed security officers</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module E: The Role of Democracy in a State

**General Objectives:** Upon completion of this module, students will be able to: (1) Accept the tenets of democracy (2) Know the relevance of democracy (3) Appreciate the relevance of democracy in state governance (4) Understand how democracy guarantees freedom of movement and speech (5) Describe the role of democracy in maintaining peace and stability in the state.

**Specific Objectives:** Each student will be able to:

- Discuss the fundamental characteristics of democracy
- Discuss the role of democracy in a state
- Explain the characteristics of statehood

Expected learning Outcomes ( Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Practice the principles of democracy</li> <li>• Accept the rights of others</li> <li>• Cherish democratic values</li> <li>• Advocate for equal rights and justice</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom of movement</li> <li>• Freedom of speech</li> <li>• Rule of law</li> <li>• Equal rights of citizens</li> <li>• Equal opportunity for citizens</li> <li>• Participation in national decision making</li> <li>• Free and frequent elections of leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Student debates</li> <li>• Book research</li> <li>• Drama/role play</li> <li>• Visit to the legislature</li> <li>• Class projects</li> <li>• Talk shows</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• The Liberian Constitution</li> <li>• Newspapers</li> <li>• Audio-visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module 6: Some Institutions of Democracy**

**General Objectives:** Upon completion of this module, students will be able to: (1) Know some institutions of democracy in Liberia (2) Explain the key functions and relevance of these institutions (3) Appreciate the roles they play in the governance of Liberia (4) Describe their contributions to the development of democracy in Liberia.

**Specific Objectives:** Each student will be able to:

- Identify democratic institutions in Liberia
- Discuss the functions and relevance of democratic institutions
- State the roles of democratic institutions in a state

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Appreciate the works of democratic institutions</li> <li>• Advocate for the relevance of democratic institutions</li> <li>• Support institutions of democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Political Parties</li> <li>• Civil Society Organizations</li> <li>• Trade Union Movements</li> <li>• Human Rights Organizations</li> <li>• Elections Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Student debates</li> <li>• Book research</li> <li>• Dramatization</li> <li>• Class projects</li> <li>• Talk shows</li> <li>• Visit to the offices of democratic institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Legal and operational Documents</li> <li>• Magazines, journals, Newspapers</li> <li>• Textbooks</li> <li>• Audio-visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module F: Gender-Based Violence

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand what constitute gender and gender-based violence (2) Know the causes and impacts of the various types of gender-based violence (3) Rationalize religious and traditional perceptions of gender-based violence.

**Specific Objective:** Each student will be able to:

- Define gender
- Define gender-based violence,
- Discuss types, causes and effects of GBV
- Discuss various perceptions of GBV.
- Explain ways GBV violates basic human rights

Expected learning Outcomes (Knowledge, Skills, Values and Aptitudes)	Content	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Resist GBV</li> <li>• Avoid GBV</li> <li>• Develop knowledge on GBV</li> <li>• Help community understand GBV</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of gender</li> <li>• Meaning of gender-based violence</li> <li>• Types</li> <li>• Causes</li> <li>• Effects</li> <li>• Vulnerable groups</li> <li>• Control of GBV</li> <li>• Religious perceptions</li> <li>• Traditional Perceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Student debates</li> <li>• Book research</li> <li>• Drama/role play</li> <li>• Visit to law courts</li> <li>• Class projects</li> <li>• Talk shows</li> </ul>	<ul style="list-style-type: none"> <li>• Publications on GBV</li> <li>• Research reports on GBV</li> <li>• Newspaper articles</li> <li>• Court rulings on GBV cases</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Grade 8: Theme VIII: Strategic Institutions and the State

Contents:

- Module A: General Auditing Commission
- Module B: Good governance and state
- Module C: The role of the rule of law in a state
- Module D: Importance of elections in the state
- Module E: The National Elections Commission
- Module F: Civic and voters' education

Module 1: General Auditing Commission

**General Objectives:** Upon completion of this module, students will be able to: (1) Know the meaning of strategic institutions of democracy (2) Identify these institutions (3) Outline their roles and relevance in the state.

**Specific Objectives:** Each student will be able to:

- State what makes an institution strategic
- Identify some strategic institutions
- Discuss the functions of strategic institutions

Expected Learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation activities
<ul style="list-style-type: none"> <li>• Accept strategic institutions and their functions</li> <li>• Appreciate the roles and functions of these institutions</li> </ul>	<ul style="list-style-type: none"> <li>• General Auditing Commission</li> <li>• Land Commission</li> <li>• Human Rights Commission</li> <li>• Governance Commission</li> <li>• Anti-Corruption Commission</li> <li>• Public Procurement and Concession Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Listing of strategic institutions</li> <li>• Reading the Acts creating the institutions</li> <li>• Class discussions</li> <li>• Class lectures</li> <li>• Guest lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Acts creating the strategic institutions</li> <li>• Journals and periodicals</li> <li>• Textbooks</li> <li>• Visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module B: Good Governance and the State

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand what good governance is (2) Identify their characteristics and practices (3) State their impacts on state stability and development.

**Specific Objectives:** Each student will be able to:

- Define good governance
- Explain the importance of good governance in a democracy
- Distinguish between governance and government

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Appreciate the importance of good governance</li> <li>• Practice good governance in community and state leadership</li> <li>• Identify with basic characteristics of good governance</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of good governance</li> <li>• At home</li> <li>• At school level</li> <li>• Community Level</li> <li>• District Level</li> <li>• County Level</li> <li>• Regional Level</li> <li>• National Level</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Group discussions</li> <li>• Visit to the offices of the Governance Commission</li> <li>• Reading the Acts creating the Governance Commission</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Acts creating the commission</li> <li>• Chart of governance structure</li> <li>• The Liberian Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module C: The Roles of the Rule of Law in a State

**General Objectives:** Upon completion of this module, students will be able to: (1) Learn the role of law in a state (2) Understand the relevance of the roles of the rule of law in the state (3) Appreciate the roles of the rule of law in the protection of citizens' rights.

**Specific Objectives:** Each student will be able to:

- Assess the basis for the rule of law
- Enumerate the roles the rule of law plays in the state
- Discuss emergency powers in the principle of the rule of law

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquired knowledge on the roles of the rule law in the state</li> <li>• Practice Justice in private life</li> <li>• Support the just application of the rule of law</li> </ul>	<ul style="list-style-type: none"> <li>• Peace and stability</li> <li>• National development</li> <li>• Democratic system of governance</li> <li>• judicial system</li> <li>• Protection of the rights of citizens</li> <li>• National unity</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• group discussions</li> <li>• Drama/role play</li> <li>• Visit to law courts</li> <li>• Guest lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Penal Code</li> <li>• Liberian Constitution</li> <li>• Liberia Law Review</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module D: The Importance of Elections in a State

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the importance of elections in a state (2) Appreciate the role regular elections play in sustaining a democracy (3) Understand elections as pillars for peace and stability

**Specific Objectives:** Each student will be able to:

- State what is an election
- Outline the importance of elections
- Explain the electoral process
- Discuss how elections can be free and fair
- Tell what one needs to know before voting

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Develop interest in the electoral process</li> <li>• Participate in all elections</li> <li>• Accept the values which support a good electoral system</li> </ul>	<ul style="list-style-type: none"> <li>• Enable citizens to participate in governance</li> <li>• Enable citizens to choose their leaders</li> <li>• Promote national development</li> <li>• Promote peace, unity and stability</li> <li>• Provide foundation for nation building</li> <li>• Legitimizes the authority of the leaders</li> <li>• Principles of good electoral system</li> </ul>	<ul style="list-style-type: none"> <li>• Studying the National Elections Commissions' Guidelines</li> <li>• Studying provisions of the constitution regarding elections</li> <li>• Conducting class elections</li> <li>• Holding group discussions</li> <li>• Class lecture</li> </ul>	<ul style="list-style-type: none"> <li>• The Constitution of Liberia</li> <li>• The National Elections Commissions guidelines</li> <li>• Dialogues</li> <li>• Electoral Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module E: The National Elections Commission

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the establishment of the National Elections Commission (2) Grasp the functions and composition of the National Elections Commission (3) Recognize the power and sources of funding (4) Describe the roles the Commission plays in sustaining democracy (5) Assess the impact of election results on peace and stability.

**Specific Objectives:** Each student will be able to:

- Discuss the history of the Liberian National Elections Commission
- Explain the importance of the work of the National Elections Commission
- State how the Commission is funded

Expected learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Willingness to cooperate with the Elections Commission</li> <li>• Acquired knowledge on the Election Commission</li> <li>• Understanding of the values of the Commission to peace and stability</li> </ul>	<ul style="list-style-type: none"> <li>• The National Elections Commission Establishment</li> <li>• Composition</li> <li>• Functions</li> <li>• Power</li> <li>• Funding</li> <li>• Role in sustaining democracy</li> <li>• Impacts of election results</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Group discussion</li> <li>• Dialogue</li> <li>• Guest lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Elections Commission Acts</li> <li>• Constitution of Liberia</li> <li>• Copies of elections Guidelines</li> <li>• Election Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module F: Civic and Voters' Education

**General Objectives:** Upon completion of the module, students will be able to: (1) Learn the meaning of voters' education (2) Know the importance of voters' education (3) Understand the method of conducting voters' education (4) Recognize the code of conduct for civic educators.

**Specific Objectives:** Each student will be able to:

- Discuss voters' and civic education
- Assess the code of conduct for voters educators
- Explain the importance of civic and voters' education
- Observe the electoral calendar

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Exhibit positive behavior during elections</li> <li>• Appreciate the electoral process</li> <li>• Adhere to electoral calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of civic and voters' education</li> <li>• The importance of civic and voters' education</li> <li>• Method of conducting civic and voters' education</li> <li>• Code of conduct for civic and voters' education</li> <li>• Electoral calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Guest lecture</li> <li>• Discussion with civic and voters' educators</li> <li>• Reading of elections materials</li> <li>• Conducting class elections</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Elections guidelines</li> <li>• Civic and voters' education materials</li> <li>• Textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Grade 9: Theme IX: Leadership and the State

Module Contents

- Module A: Leadership and governance
- Module B: Political parties and Civil Society Organizations
- Module C: Becoming an active citizen
- Module D: Self reliance
- Module E: Liberia and its neighbors
- Module F: Liberia in regional and global organizations

Module A: Leadership and Governance

**General Objective:** Upon completion of this module, students will be able to: (1) Know the meaning and types of leadership (2) Understand the essence of governance (3) Explain the relationship between leadership and governance (4) Know the impacts of leadership and governance on democracy (5) Recognize the effects of leadership and governance on human rights.

**Specific Objectives:** Each student will be able to:

- Discuss leadership at local and national levels
- Explain why societies need leaders
- Explain how good leaders form good government
- State the effects of leadership and governance on human rights

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Respect of leadership</li> <li>• Appreciation governance process</li> <li>• Honoring leaders at home, community and national levels</li> <li>• Practicing good leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of leadership</li> <li>• Types of leadership</li> <li>• Essence of governance</li> <li>• Relationship between leadership and governance</li> <li>• Impacts of leadership and governance on democracy</li> <li>• Effects of leadership and governance on human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Group discussions</li> <li>• Student debates</li> <li>• Book research</li> <li>• Drama/role play</li> <li>• Class projects</li> <li>• Talk shows</li> <li>• Journals</li> <li>• Leadership role play</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Photos of leaders</li> <li>• Charts of leadership structures</li> <li>• Constitution of Liberia</li> <li>• Audio-visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> <li>• Home group project</li> <li>• Assignment</li> </ul>

Module B: Political Parties and Civil Society Organizations

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the difference between political parties and civil society organizations (2) Recognize the roles of civil societies in the state (3) Understand the emergence of political parties and civil society organizations in Liberia (4) Know how these institutions are funded.

**Specific Objectives:** Each student will be able to:

- Explain the role of political parties and civic society organizations
- Discuss how parties are formed or organized
- State the names of political parties that have held state power in Liberia
- State the relationship between political parties and civil society organizations

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Demonstrate Patriotism</li> <li>• Develop citizenship virtues</li> <li>• Develop community development spirit</li> <li>• Developed attitude to accept failure and defeat</li> </ul>	<ul style="list-style-type: none"> <li>• Role of political parties</li> <li>• Role of civil society organizations</li> <li>• Relationship between political parties and civil society organizations</li> <li>• Emergence of political parties</li> <li>• Emergence of civil society organizations in Liberia</li> <li>• Funding of political parties and civil society organizations</li> <li>• Political parties that have held state power in Liberia</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Students debates</li> <li>• Book research</li> <li>• Drama/role play</li> <li>• Visit to law courts</li> <li>• Class projects</li> <li>• Talk shows</li> <li>• Guest lecture</li> <li>• Town hall meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• List of political parties</li> <li>• List of Civic Society organizations</li> <li>• visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Module C: Becoming an Active Citizen**

**General Objectives:** Upon completion of this module, students will be able to: (1) Acquire knowledge and skills to participate in national development (2) Obey and uphold the rule of law (3) Respect and protect private and public properties (4) Engage and challenge the main pillars of democracy.

**Specific Objectives:** Each student will be able to:

- Define and explain active citizenship
- Recount some civic values that bound us together
- Discuss ways to participate in national development and pursue self-empowerment

Expected Learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Developed Love for the nation</li> <li>• Built Spirit of participation</li> <li>• Abide by laws</li> <li>• Respect for private and public properties</li> <li>• Exhibit Honesty and transparency</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in national development</li> <li>• Obey and uphold the rule of law</li> <li>• Respect and protect public and private properties</li> <li>• Engage in national voluntary services</li> <li>• Pursue self-empowerment</li> <li>• Respect for authorities</li> <li>• Honesty in public and private services</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Student debates</li> <li>• Book research</li> <li>• Drama/role play</li> <li>• Class projects</li> <li>• Talk shows</li> <li>• Organizing career day festivals</li> <li>• Guest lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Brochures</li> <li>• Audio-visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Theme 4: Self-Reliance**

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the concept of self-reliance (2) Develop the passion for self-empowerment (3) Understand the essence of gainful occupation and services (4) Recognize the need for effective management of material resources and time.

**Specific Objectives:** Each student will be able to:

- Define the concept of self-reliance
- Explain self-development ability
- State effective use of available resources
- List some skills for gainful employment
- Discuss the importance of resources and time management

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire gainful employment</li> <li>• Uphold domestic economy</li> <li>• Manage time gainfully</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of self-reliance</li> <li>• Skill development</li> <li>• Self-employment</li> <li>• Effective utilization of available resources</li> <li>• Gainful occupation and services</li> <li>• Upholding domestic economy</li> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Class lectures</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Students debates</li> <li>• Book research</li> <li>• Drama/role play</li> <li>• Class projects</li> <li>• Talk shows</li> <li>• Display photos</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Visual aids</li> <li>• Photographs of self-employed persons</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module E: Liberia and its Neighbors

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand relationships b/w Liberia and its neighbors ((2) Appreciate the importance of Liberia's relationship with its neighbors(3) Analyze the physical, socio-culture, human and political features of Liberia's immediate neighbors.

**Specific Objectives:** Each student will be able to:

- Name the neighboring countries of Liberia
- Explain what neighborly relationship means
- Discuss the advantages and disadvantages of Liberia's relations

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching/Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Appreciate relationship between Liberia and its neighbors</li> <li>• Promote regional security</li> <li>• Uphold regional solidarity</li> </ul>	<ul style="list-style-type: none"> <li>• Liberia and Sierra Leone</li> <li>• Liberia and Guinea</li> <li>• Liberia and La Cote d'ivoire</li> <li>• Importance of Liberia's relationship with its neighbors</li> <li>• Security for Liberia and its neighbors</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Students debates</li> <li>• Book research</li> <li>• Drama/role play</li> <li>• Class projects</li> <li>• Talk shows</li> <li>• Map reading</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Visual aids</li> <li>• Map of West Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

Module E: Liberia in Regional and Global Organizations

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand Liberia's roles in regional and international organizations (2) Understand the relevance of these organizations in national development (3) Recognize the impacts these organizations have on national government.

**Specific Objectives:** Each student will be able to:

- Explain the aims and objectives for the formation of regional and global organizations
- State the significance of Liberia's membership in regional and international organizations

Expected learning Outcomes (Skills, Values and Aptitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Develop appreciation about Liberia's role in regional and global organizations</li> <li>• Appreciate peaceful co-existence</li> </ul>	<ul style="list-style-type: none"> <li>• Liberia and MRU</li> <li>• Liberia and ECOWAS</li> <li>• Liberia and AU</li> <li>• Liberia and United Nations</li> <li>• Liberia and other International organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Class lecture</li> <li>• Dialogue</li> <li>• Group discussions</li> <li>• Student debates</li> <li>• Book research</li> <li>• Drama/role play</li> <li>• Class projects</li> <li>• Talk shows</li> <li>• Guest lecture</li> </ul>	<ul style="list-style-type: none"> <li>• MRU Protocol</li> <li>• ECOWAS Protocol</li> <li>• UN charter</li> <li>• Students' textbooks</li> <li>• Other resource materials on regional organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Oral test</li> <li>• Written test</li> <li>• Class work</li> <li>• Home work</li> <li>• Quizzes</li> </ul>

**Grade 10: Theme X: Constitutional Functions of National Security Agencies**

**Module Contents**

Module A: Constitutional functions of National Security Agencies

Module B: Law and Order in Liberia

Module C: The Liberian Judiciary

Module D: Traditional Governance in Liberia

Module E: Traditional Council in Liberia

**Module A: Constitutional functions of National Security Agencies**

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the constitutional mandates of the various security agencies of Liberia (2) Recognize the role security agencies play in keeping law and order (3) Appreciate the relevance of security agencies in the maintenance of peace and stability.

**Specific Objectives:** Each student will be able to:

1. List the security agencies of Liberia
2. Discuss the constitutional mandates of each security agency
3. Differentiate their respective constitutional responsibilities
4. Relate their respective constitutional mandates to peace and stability

Expected Learning Outcome (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquired knowledge on the constitutional mandates of the national security agencies,</li> <li>• Appreciate and respect security officers</li> </ul>	<ul style="list-style-type: none"> <li>• National security agencies (Police Force, Immigration, Armed Forces)</li> <li>• Constitutional mandates</li> <li>• Roles for peace and stability</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research reports on Liberia Security System</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes.</li> </ul>

Module B: Law and Order in Liberia

**General Objectives:** Upon completion of this module, students will be able to: (1) Fully understand the application of law and order in the State (2) Appreciate the role of law and order play in a state (3) Understand how law and order contribute to the growth and development of the country.

**Specific Objectives:** Each student will be able to:

1. Define law and order
2. Distinguished between law and order
3. Discuss the relevance of law and order in society

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge on law and order</li> <li>• Develop respect for law and order</li> <li>• Demonstrate good behavior</li> <li>• Abide by law and order</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of law and order</li> <li>• Relevance of law and order</li> <li>• How do law and order promote democracy, peace and stability</li> <li>• The role of law and order in gender and youth development</li> <li>• How do law and order impact the development of peer groups and the physically challenged</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Research reports on law and order in Liberia</li> <li>• Law reports</li> <li>• Newspapers</li> <li>• Audio-visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> <li>• Class projects</li> </ul>

Module C: The Liberian Judiciary

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the role of the judiciary in supporting and protecting the democratic values and norms in Liberia (2) Recognize the judiciary as pillar of democracy (3) Appreciate the judiciary as corner-stone for justice, peace and stability in Liberia.

**Specific Objectives:** Each student will be able to:

1. Identify the structure of the judiciary
2. Discuss the functions of the judiciary
3. Discuss the power and limitations of the judiciary in the administration of justice
4. Discuss public perceptions of the judiciary

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• acquire knowledge on the Liberian Judicial System</li> <li>• Build confidence in the judicial system</li> <li>• Denounce mob Justice</li> </ul>	<ul style="list-style-type: none"> <li>• The Structure of the Judiciary</li> <li>• Functions of the Judiciary</li> <li>• Power of the judiciary</li> <li>• Administration of the Judiciary</li> <li>• Public Perceptions of the Judiciary</li> <li>• Mob justice</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research reports on the Liberian Judiciary</li> <li>• Liberian Law Review</li> <li>• Judicial Review Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

Module D: Traditional Governance in Liberia

**General Objective:** upon completion of this module, students will be able to: (1) Understand the role and importance of traditional governance in the Liberian political structure. (2) Distinguish between traditional and Western styles of governance (3) Understand the customs and practices of traditional governance (4) Appreciate the impacts of traditional governance on the Liberian State.

**Specific Objectives:** Each student will be able to:

1. Define traditional governance
2. Identify the kinds of traditional governance, customs and practices
3. Discuss the impact of traditional governance in the Liberian society
4. Discuss people's perception about the concept and relevance of traditional governance

Expected Learning Outcomes (Skills, values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge on traditional governance</li> <li>• Appreciate the relevance of traditional governance</li> <li>• Appreciate the role of traditional leaders in governance</li> </ul>	<ul style="list-style-type: none"> <li>• Historical overview</li> <li>• Kinds of traditional governance</li> <li>• Customs and practices of traditional governance</li> <li>• Impacts of traditional Governance</li> <li>• Perceptions about traditional governance</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Research reports</li> <li>• Annual Report</li> <li>• Newspapers</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

Module E: Traditional Council in Liberia

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the political and socio-cultural dynamics of the traditional Council in the governing structure of Liberia (2) Understand the origin, structure and functions of the Traditional Council (3) Know the relevance of Traditional Council (4) Analyze the impacts of the Traditional Council on national governance

**Specific Objectives:** Each student will be able to:

1. Discuss the origin of the Traditional Council
2. Identify the structure and functions of the Traditional Council
3. Explain the relevance and impact of the Traditional Council

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquired knowledge about the Tradition Council</li> <li>• Appreciate the role of the Traditional Council</li> <li>• Appreciate the impact of Traditional council on national Government</li> <li>• Appreciate the relevance of peace building</li> </ul>	<ul style="list-style-type: none"> <li>• Origin of TC</li> <li>• Structure of TC</li> <li>• Functions of TC</li> <li>• Relevance of TC</li> <li>• impacts on National Governance</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research</li> <li>• Reports of the Council</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

Grade 11: Theme XI: The Liberian Society

Module Contents

- Module A: The Liberian Society
- Module B: Women in Leadership
- Module C: Patriotism and Nationalism
- Module D: Payment of Taxes
- Module E: Governance and Democracy

Module A: The Liberian Society

**General Objectives:** Upon completion of this module, students will be able to : (1) Develop new understanding about the Liberian Society (2) Know the values and customs that make up the Liberian Society (3) Analyze the impacts of traditional communities and institutions on the Liberian society (4) Understand the roles of traditional arts and culture in the Liberian Society (5) Know the relevance of traditional families in the Liberian Society

**Specific Objectives:** Each student will be able to:

1. Explain some values and customs of the Liberian Society
2. Discuss the population structure of the Liberian Society
3. Identify some traditional institutions and their functions in Liberia
4. Discuss the relevance of traditional institutions to national growth and development

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge on the Liberian Society</li> <li>• Develop respect for the traditional arts and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Core Values and Customs</li> <li>• Traditional Communities</li> <li>• Traditional Institutions</li> <li>• Arts and Culture</li> <li>• Family</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research</li> <li>• Review of reports on the Liberian Society</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

Module B: Women in Leadership

**General Objectives:** Upon completion of this module, students will be able to: Understand the history of women leaders in Liberia (2) Know the roles of women leaders in Liberia (3) Analyze the contributions of women leaders (4) Distinguish between traditional and western women leaders (5) Outlines the achievements of women leaders in Liberia.

**Specific Objectives:** Each student will be able to:

1. Discuss the history of women leaders
2. Identify the kinds of women leaders
3. Discuss the roles of women leaders in national development
4. Name some traditional and contemporary women leaders
5. Discuss the impacts of women leadership to national development

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge on women leaders in Liberia</li> <li>• Appreciate the roles and impact of women leaders</li> <li>• Support women leaders in the society</li> </ul>	<ul style="list-style-type: none"> <li>• History of women leaders</li> <li>• Kinds of women leaders</li> <li>• The impacts of traditional and non-traditional women leaders</li> <li>• The roles of women leaders in national economy and family life</li> <li>• Women leaders in peace building and conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research</li> <li>• Research papers</li> <li>• Audio-visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

Module C: Patriotism and Nationalism

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the meaning and relevance of patriotism and nationalism (2) Know the essence of youth volunteerism (3) Recognize the relevance of protecting national values and properties (4) Understand the importance of service in the Armed Forces of Liberia.

**Specific Objectives:** Each student will be able to:

1. Define patriotism and nationalism
2. Distinguish between patriotism and nationalism
3. Discuss ways in which one can demonstrate patriotism and nationalism
4. Discuss the relevance of patriotism and nationalism in national development

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Demonstrate patriotism and nationalism</li> <li>• Be prepared and willing to perform national service</li> <li>• Pledge allegiance to the State</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of patriotism and nationalism</li> <li>• National Volunteer Service</li> <li>• National Youth Service</li> <li>• Boys Scouts and Girls Guides</li> <li>• Protect national values and properties</li> <li>• Service in the Armed Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research reports on patriotism and nationalism</li> <li>• Constitution of Liberia</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

**Module D: Payment of Taxes**

**General Objective:** Upon completion of this module, students will be able to: (1) Know the meaning of taxes (2) Understand the types of taxes (3) Recognize the importance of paying taxes (4) Consider the paying of taxes as a national duty (5) Understand the roles of taxes in national development (6) Be aware of the consequence of tax evasion.

**Specific Objectives:** Each student will be able to:

1. Define taxation
2. State the importance of taxes
3. Identify the kinds of taxes
4. Identify the role of taxes in national development
5. Discuss the consequences of tax evasion

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge of the significance of tax payment</li> <li>• Be a responsible tax payer</li> <li>• Encourage others to be responsible tax payers</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of taxes</li> <li>• Types of taxes</li> <li>• Relevance of taxes</li> <li>• The role of taxes in national development</li> <li>• Consequences of tax evasion</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research reports on tax payment</li> <li>• Revenue and Tax Code of Liberia</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

**Module E: Governance and Democracy**

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the concepts of governance in a democracy (2) Recognize elections as foundation for democracy (3) Know the essence of the rule of law and the constitution in democratic governance (4) Analyze the critical roles of the elections commission in the sustenance of democracy (5) Understand the role of the media and civil society in a democracy.

**Specific Objectives:** Each student will be able to:

1. Define governance and democracy
2. Distinguish between governance and democracy
3. Discuss some characteristics of governance and democracy
4. Discuss the importance of governance and democracy in peace building

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge on governance and democracy</li> <li>• Appreciate the role of the media and civil society in the sustenance of democracy</li> <li>• Understand the impact of the rule of law on governance and democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Governance in a democracy</li> <li>• Elections as a foundation for democracy</li> <li>• The rule of law and the constitution in democratic governance</li> <li>• The relevance of elections Commission in sustaining democracy</li> <li>• The role of the media and civil society</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research reports on governance and democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

Grade 12: Theme XII: The Liberian State

Module Contents

- Module A: The Liberian State
- Module B: Religious Beliefs and Practices
- Module C: Key Reforms Institutions
- Module D: Relevance of Decentralization
- Module E: Key Sectors of Liberian Economy

Module A: The Liberian State

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the nature, structure and composition of the Liberian State (2) Know the evolution of the Liberian State (3) Recognize the physical features of the Liberian State (4) Know how Liberia as a state survives (5) Understand the composition of the people in the Liberian State.

**Specific Objectives:** Each student will be able to:

1. Discuss the evolution of the Liberian State
2. Explain the structure and composition of the Liberian state
3. Identify the population and composition of the Liberian State
4. Discuss the relations amongst the people of Liberia
5. Discuss national and global challenges to the survival of Liberian State
6. Describe the physical features of Liberia

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquired substantive knowledge on Liberian Society</li> <li>• Appreciate Liberia's role in the global community</li> <li>• Appreciate the physical features of Liberia</li> </ul>	<ul style="list-style-type: none"> <li>• Evolution of the Liberian State</li> <li>• Structure of the Liberian State</li> <li>• Physical features of Liberia</li> <li>• The people of the Liberian State</li> <li>• Survival of the Liberian State</li> <li>• Relations amongst the people of Liberia</li> <li>• Liberia's relations with other nations</li> <li>• Liberia in the global community</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research reports on the Liberian Society</li> <li>• Review of Liberian History</li> <li>• Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

Module B: Religious Beliefs and Practices

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the kinds of religious practices in Liberia (2) Know the roles and relevance of religious beliefs and practices in Liberia (3) Recognize the relationship between religions and the State (4) Know the different kinds of religious institutions in Liberia.

**Specific Objectives:** Each student will be able to:

1. Name the kinds of religions in Liberia
2. Discuss the history of religions in Liberia
3. Describe the different religious beliefs and practices in Liberia
4. Discuss the role, impact and relevance of religion to the State
5. Discuss the challenges religious practices pose to national unity

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire clearer understanding about religious beliefs and practices</li> <li>• Appreciate the need for religious tolerance</li> <li>• Appreciate the role religions play in the State</li> </ul>	<ul style="list-style-type: none"> <li>• Types of religions</li> <li>• Impacts of religions</li> <li>• Relevance of religions</li> <li>• Roles of religions</li> <li>• Religions and the State</li> <li>• Religious institutions in Liberia</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research reports on religious beliefs and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

Module C: Reform Institutions

**General Objectives:** Upon completion of this module, students will be able to: (1) Know the reform institutions in post-conflict Liberia (2) Understand the structures and mandates of the reform institutions (3) Know the challenges facing these institutions (4) Analyze their roles in the administration of governance.

**Specific Objectives:** Each student will be able to:

1. List the reform institutions in Liberia
2. Discuss their respective mandates
3. State their role and relevance
4. Describe their structure and functions
5. Discuss the roles of the reform institutions in governance

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge on key reform institutions</li> <li>• Appreciate the roles of reform institutions in national development</li> </ul>	<ul style="list-style-type: none"> <li>• Reform institutions</li> <li>• Their structures and respective mandates</li> <li>• Challenges facing reform institutions</li> <li>• Roles of reform institutions in governance</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research</li> <li>• Reports</li> <li>• Newspapers</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

**Module D: Decentralization in Governance**

**General Objectives:** Upon completion of this module, students will be able to ( 1) Know the meaning of decentralization (2) Understand the way decentralization is carried out (3) Know the advantages and disadvantages of decentralization (4) Know the impacts of decentralization on good governance (5) Understand the importance and impact of decentralization on Liberia.

**Specific Objectives:** Each student will be able to:

1. Define decentralization
2. Identify ways of decentralization
3. Discuss the impact and relevance of decentralization.
4. Relate decentralization to governance
5. Advantages and disadvantages of decentralization

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge on decentralization</li> <li>• Appreciate decentralization as catalyst for national development</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of decentralization</li> <li>• Ways of decentralization</li> <li>• Advantages and disadvantages of decentralization</li> <li>• Decentralization and good governance</li> <li>• The relevance and impact of decentralization</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research</li> <li>• Annual reports</li> <li>• Policy papers</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>

Module E: The Liberian Economy

**General Objectives:** Upon completion of this module, students will be able to: (1) Understand the key sectors of the Liberian economy (2) Know how each sector contributes to the growth and development of the Liberian economy (3) Understand how the Liberian economy is managed (4) Recognize the direct impact of the Liberian economy on individual lives.

**Specific Objectives:** Each student will be able to:

1. List the key sectors of the Liberian economy
2. Discuss the functions and relevance of each sector
3. Explain how each sector contributes to national economy
4. Discuss how the products in each sector are accessed and marketed

Expected Learning Outcomes (Skills, Values and Attitudes)	Contents	Proposed Teaching /Learning Activities	Suggested Teaching /Learning Materials	Suggested Learning Evaluation Activities
<ul style="list-style-type: none"> <li>• Acquire knowledge on the key sectors of the Liberian economy</li> <li>• Appreciate the contributions of the various sectors</li> <li>• Influence on career choices</li> <li>• Develop sense of self-reliance</li> </ul>	<ul style="list-style-type: none"> <li>• Key sectors of the Liberian economy:</li> <li>• Agriculture</li> <li>• Mining/Extraction</li> <li>• Imports &amp; Exports</li> <li>• Manufacturing/In</li> <li>• Industries</li> <li>• Small and medium Enterprises</li> <li>• Service industry</li> </ul>	<ul style="list-style-type: none"> <li>• Book review</li> <li>• Discussions</li> <li>• Class debates</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research</li> <li>• Annual reports</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Class work</li> <li>• Home assignment</li> <li>• Quizzes</li> </ul>