

INTRODUCTION

The Lower Primary School Cultural Studies Syllabus has been developed to meet the broad educational aims of the Ten Year Basic Education programme. It aims at presenting students with opportunities for acquiring foundation skills.

This syllabus is presented in five broad thematic modules which cut across all the standards. Module 1, Exploring Relationships examines issues relating to how the individual interacts with the family and the community. Module 2 , Rights and Responsibilities focuses on the individual, the family and the broader community. This module explores a broad band of current social issues such as abuse, conflict resolution, peace, violence, civic rights and responsibilities.

Module 3, Authority Structures, examines both socio-economic traditional and modern organisational structures which contribute to the maintenance of order and socio-economic development within communities. Module 4, Culture, explores cultural issues such as values, norms, beliefs, ethnicity, material culture and the changing nature of culture. It also emphasises values of tolerance, interdependence, cultural equality and mutual co-existence and the importance of unity in diversity. Module 5, the Physical Environment and Resources deals with physical features and sustainable utilisation of resources. It aims at building foundation skills for location, space and processes and therefore includes such topics as natural and artificial physical features, location of places, settlements and services.

Each successive standard raises the knowledge, skills and competency levels on a staircase format. This outlook recognises the developmental stages of the child in line with the learning theories and the strategies of implementing Basic Education. The approach is also consistent with the contention that children can be successful within their own limits. Concepts on emerging issues such as HIV/AIDS and Environmental Education have been infused throughout the modules where relevant.

A major feature of this syllabus is that it emphasises each individual learner's socio-cultural and physical environment before proceeding to the broader areas of concern falling outside the immediate environment of the learner. It thus emphasises a concentric approach starting from the learner's experiences spiralling out to new experiences. It emphasises enquiry and active participatory and experiential approach to learning. As a result the objectives have been arranged in such a way that they allow for flexibility and individual teacher and environmental preferences.

Time Allocation

The time allocation assumed in this syllabus is that Cultural Studies will be allocated a minimum of five periods of thirty minutes per week. At least 20% of the time should be used for practical experiential work.

RATIONALE

Cultural Studies deals with the interaction of human beings with their physical, social, economic and political environment. It develops positive attitudes within learners that will promote protection, preservation and sustainable use of the environment.

It also helps learners to acquire knowledge and understanding of their society through appreciation and practice of their culture and a sense of good citizenship, thus promoting the all round development of an individual.

The subject helps learners to have a sense of identity and a positive self-concept. It also inculcates problem solving, decision-making, adaptability, individual initiative and interpersonal skills for further learning and vocational preparation.

AIMS OF LOWER PRIMARY SCHOOL CULTURAL STUDIES

On completion of the Four Year Cultural Studies syllabus, learners should have: -

1. developed desirable attributes such as curiosity, self-esteem, assertiveness, open-mindedness.
2. developed an awareness of the interrelationship between humanity and the environment.
3. developed desirable attitudes towards an appreciation for different types of work and the ability to assess personal capabilities, weaknesses and achievement.
4. acquired knowledge and understanding of their society and developed an appreciation of their culture and tradition.
5. developed an understanding and an appreciation of the contribution of religion in the formation of values and behaviour patterns.
6. developed critical thinking, decision-making, inquiry, problem solving, initiative and interpersonal skills for further learning and vocational preparations.
7. developed awareness of human rights and responsibilities related to health, gender, law, violence, identity, civic, and other social and moral issues.
8. developed knowledge, skills, attitudes and values needed to participate in the civic life of their local communities and nation.
9. gained the necessary knowledge and ability to interact well with the family, community and the nation.
10. acquired knowledge and understanding of their environment and the need for sustainable utilisation of natural and cultural resources.

RECOMMENDED TEACHING METHODS

In line with the aims of the Ten Year Basic Education, this syllabus encourages a learner centred approach. This involves putting emphasis on the development of such skills as problem solving, inquiry and experiential learning. Learners are expected to actively participate in the learning process. The approach is meant to cater for improved

performance in all lower primary school learners in Botswana including those with special needs and different abilities. The teacher should use a variety of practical action –results oriented teaching methods such as co-operative learning, team work, drawing, drama, emulation, class presentation and many others which enhance the acquisition of foundation skills among learners.

Experiential learning depends on thorough lesson preparation to be successful. The teacher is requested to carefully plan the lessons and have in place all the requisite resources. In the teaching/learning process the teacher becomes a guide and the learners learn from interaction with the learning environment. It is suggested that the teacher should start with examples and resources from home, then to school and then to the rest of the community within the locality of the school. In essence, the teachers should start from the experiences of the children.

ATTAINMENT TARGETS

Assessment of the Lower Primary School Cultural Studies Syllabus is based on the following attainment targets:

1. self assertiveness and self confidence in relations.
2. an understanding of cultural activities that happen within their community.
3. skills that will help them in solving simple problems.
4. an understanding of people's behaviours within their community.
5. an appreciation of their individual and family moral, cultural and religious values, beliefs and practices as they relate to the environment.
6. love and respect towards themselves, their colleagues and everyone in the community.
7. an awareness and appreciation of some civil responsibilities and duties.
8. an understanding of their rights as children.
9. an awareness of their citizenship and national identity as Botswana.

10. an awareness and appreciation of their immediate environment.

STANDARD ONE

MODULE 1: EXPLORING RELATIONSHIPS		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
1.1 Myself	1.1.1 develop an understanding and appreciation of themselves as worthwhile individuals.	1.1.1.1 identify themselves by name, surname, gender and religion. 1.1.1.2 draw a picture of themselves. 1.1.1.3 describe ways of caring for themselves. 1.1.1.4 describe good personal hygiene practices. 1.1.1.5 discuss what they like and dislike about themselves. 1.1.1.6 explain why it is necessary to love themselves. 1.1.1.7 discuss the importance of feeling about oneself
1.2 My family	1.2.1 explore relationships within their families.	1.2.1.1 name members of their family. 1.2.1.2 identify members of their family by name and relationship. 1.2.1.3 draw their family tree . 1.2.1.4 describe ways in which members of the family support each other. 1.2.1.5 discuss the importance of belonging to a family
1.3 Interrelations within my family	1.3.1 examine interrelations within their families.	1.3.1.1 describe how they respect one another within their families. 1.3.1.2 describe how they show respect for elderly people. 1.3.1.3 describe how adults show respect to children in a family. 1.3.1.4 explain what constitutes respect and disrespect in their families.
1.4 Family roles and responsibilities	1.4.1 develop an understanding and appreciation of roles and responsibilities of family members	1.4.1.1 identify their roles and responsibilities in the family 1.4.1.2 describe the roles and responsibilities of parents 1.4.1.3 discuss roles and responsibilities of other members of the family 1.4.1.4 discuss the need to be a responsible member of a family.

MODULE 2: RIGHTS AND RESPONSIBILITIES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
2.1 Children's rights	2.1.1 explore their rights and responsibilities as children.	2.1.1.1 list examples of children's rights. 2.1.1.2 discuss responsibilities related to their rights as children. 2.1.1.3 discuss ways in which children's rights can be violated 2.1.1.4 suggest ways in which they can respond to the violation of their rights.
2.2 Child abuse	2.2.1 acquire knowledge on child abuse.	2.2.1.1 explain abuse. 2.2.1.2 explain child abuse. 2.2.1.3 give examples of child abuse. 2.2.1.4 suggest ways of resisting child abuse. 2.2.1.5 state where and how they can report child abuse.
MODULE 3: AUTHORITY STRUCTURES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
3.1 Structure of authority in a family	3.1.1 acquire knowledge and understanding of the value of family rules.	3.1.1.1 identify the head of their family. 3.1.1.2 discuss why families have rules. 3.1.1.3 list their family rules. 3.1.1.4 discuss how family rules influence their day to day activities 3.1.1.5 discuss the importance of family rules
3.2 Value of rules	3.2.1 investigate the importance of rules at play.	3.2.1.1 identify school rules they know. 3.2.1.2 identify other areas where rules can be applied. 3.2.1.3 explain what happens when they do not follow the rules

MODULE 4: CULTURE		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
4.1 Cultural values, norms and beliefs	4.1.1 develop an understanding of cultural values .	4.1.1.1 state cultural norms and values practised at home . 4.1.1.2 state cultural beliefs they know 4.1.1.3 state religious beliefs they know 4.1.1.4 list cultural games and songs they know 4.1.1.5 play cultural games and sing cultural songs they know 4.1.1.6 classify cultural games and songs according to usage.
4.2 Food and culture	4.2.1 acquire knowledge and understanding of food as a cultural entity.	4.2.1.1 identify types of food found in their environment. 4.2.1.2 identify cultural food preferred in their community 4.2.1.3 account for the preference of cultural food in their community 4.2.1.4 identify different types of food eaten in different communities 4.2.1.5 describe ways of preparing and serving different types of traditional food 4.2.1.6 classify food according to cultural use. 4.2.1.7 discuss taboos and sayings related to cultural food and its preparation. 4.2.1.8 narrate stories with a moral value related to food.
MODULE 5: PHYSICAL ENVIRONMENT AND RESOURCES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
5.1 Location of my home	5.1.1 locate their homes.	5.1.1.1 locate their homes within their settlements. 5.1.1.2 identify physical features in and around their homes. 5.1.1.3 draw a picture of a shelter in their homes.
5.2 Animals and plants around my home	5.2.1 identify animals and plants found in and around their homes.	5.2.1.1 discuss cultural use of domestic animals 5.2.1.2 suggest ways of protecting domestic animals. 5.2.1.3 list types of plants found in and around their homes. 5.2.1.4 describe types of plants found in and around the home. 5.2.1.5 discuss the cultural use of plants 5.2.1.6 classify plants into edible and non-edible. 5.2.1.7 suggest ways of protecting plants

STANDARD TWO

MODULE 1: EXPLORING RELATIONSHIPS		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
1.1 Myself	1.1.1 develop skills to enhance high self esteem and confidence .	1.1.1.1 discuss the importance of being able to speak for themselves. 1.1.1.2 narrate stories to others 1.1.1.3 discuss ways of making independent decisions. 1.1.1.4 draw conclusions from given evidence 1.1.1.5 account for their decisions
1.2 Nuclear family	1.2.1 understand the structure and explore interrelations in a nuclear family.	1.2.1.1 explain the concept of a nuclear family. 1.2.1.2 list members of a nuclear family. 1.2.1.3 describe relationships within members of a nuclear family. 1.2.1.4 draw a nuclear family tree. 1.2.1.5 discuss responsibilities within a nuclear family. 1.2.1.6 Identify possible causes of conflicts in a nuclear family. 1.2.1.7 Explain ways of conflict resolutions in nuclear families.
1.3 Extended family	1.3.1 understand and appreciate interrelationships within an extended family.	1.3.1.1 explain the concept of an extended family. 1.3.1.2 describe relationships within extended families. 1.3.1.3 draw an extended family tree. 1.3.1.4 discuss causes of conflicts in extended families. 1.3.1.5 explain ways of conflict resolutions in the extended family.

MODULE 2: RIGHTS AND ESPONSIBILITIES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
2.1 Child abuse	2.1.1 demonstrate knowledge on issues of abuse.	2.1.1.1 list different types of abuse. 2.1.1.2 explain physical and emotional abuse. 2.1.1.3 identify possible places of abuse 2.1.1.4 identify signs of abuse. 2.1.1.5 list organisations that deal with child abuse.
2.2 Child labour	2.2.1 develop an awareness and understanding of child labour.	2.2.1.1 explain child labour. 2.2.1.2 differentiate between chores and child labour 2.2.1.3 assess the moral aspects of child labour. 2.2.1.4 narrate stories related to child labour
MODULE 3: AUTHORITY STRUCTURES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
3.1 Rules and regulations	3.1.1 assess the importance of rules and regulations at school.	3.1.1.1 list the school rules and regulations. 3.1.1.2 discuss ways of making rules at school. 3.1.1.3 explain the importance of school rules and regulations. 3.1.1.4 discuss the effects of breaking school rules. 3.1.1.5 cite historical and religious events where rules were broken with ill effects.
3.2 Structure of authority in the ward	3.2.1 analyse the structure of authority in their ward.	3.2.1.1 name different wards in their settlement . 3.2.1.2 describe the structure of authority in their ward. 3.2.1.3 draw the structure of authority in their ward. 3.2.1.4 explain traditional tribal authority in their ward

MODULE 4: CULTURE		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
4.1 Family values	4.1.1 understand and appreciate their family values.	4.1.1.1 explain values 4.1.1.2 classify values into abstract and concrete categories. 4.1.1.3 identify their family values. 4.1.1.4 explain values that their families uphold . 4.1.1.5 discuss the importance of family values. 4.1.1.6 narrate stories that portray moral values.
4.2 Cultural beliefs and practices in my family	4.2.1 demonstrate an appreciation of family cultural beliefs and practices.	4.2.1.1 list religions and / or denominations that members of their families belong to. 4.2.1.2 sing different religious songs. 4.2.1.3 identify religious and non-religious ceremonies performed in the family. 4.2.1.4 describe how different ceremonies are performed. 4.2.1.5 give reasons for performing various ceremonies in the family. 4.2.1.6 dramatise at least two different family ceremonies.
4.3 Ceremonies and festivals in my community	4.3.1 appreciate ceremonies and festivals observed in their communities.	4.3.1.1 list different ceremonies practised in their community. 4.3.1.2 describe different ceremonies. 4.3.1.3 state the similarities and differences between at least two ceremonies within their community. 4.3.1.4 discuss the importance of any two ceremonies in the life of the community.
4.4 Clothing.	3.4.1 Appreciate the importance of clothing in the life of the community.	4.4.1.1 name different types of clothing in their community. 4.4.1.2 describe types of clothing found in their community. 4.4.1.3 classify clothes according to traditional and modern. 4.4.1.4 relate clothing to different occasions / activities 4.4.1.5 differentiate clothes according to weather conditions. 4.4.1.6 discuss moral aspects of some clothes in the community.

MODULE 5: PHYSICAL ENVIRONMENT AND RESOURCES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
5.1 Locating physical features in my school	5.1.1 develop skills of location, description and elementary representation of structures.	5.1.1.1 describe the location of their school in relation to other features in the settlement. 5.1.1.2 name and locate different buildings in the school. 5.1.1.3 state the uses of different buildings in the school. 5.1.1.4 draw and label various buildings in their school.
5.2 Natural resources in my locality	5.2.1 develop an appreciation of sustainable use of resources found in their locality	5.2.1.1 identify natural resources found in their environment 5.2.1.2 discuss the uses of natural resources found in their locality 5.2.1.3 explore ways of managing resources in their locality
5.3 Caring for the environment	5.3.1 develop an understanding of the importance of keeping surroundings clean.	5.3.1.1 list different types of waste found around their settlement . 5.3.1.2 list ways in which they care for their surroundings. 5.3.1.3 explain the importance of keeping their environment clean. 5.3.1.4 demonstrate ways of caring for the environment. 5.3.1.5 suggest ways of waste management in the settlement . 5.3.1.6 make different objects using collected litter.

STANDARD THREE

MODULE 1: EXPLORING RELATIONSHIPS		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
1.1 Myself	1.1.1 acquire an understanding of the role of talents in relating to others,	1.1.1.1 explain what a talent is. 1.1.1.2 identify their talents. 1.1.1.3 suggest ways of improving their talents. 1.1.1.4 discuss how talents can be used to improve personal relationships. 1.1.1.5 discuss proverbs and sayings that encourage the use of talents. 1.1.1.6 narrate stories that encourage the use of talents for improving personal relationships.
1.2 Family	1.2.1 Acquire knowledge on the changing roles of family members.	1.2.1.1 discuss traditional roles of family members. 1.2.1.2 identify changing roles in the modern family life. 1.2.1.3 account for changes in the family roles. 1.2.1.4 discuss the impact of the changing roles on family life.
1.3 Caring for others	1.3.1 demonstrate an understanding of the need to care for others .	1.3.1.1 describe how they care for others such as siblings, grand parents, and the ill including HIV / AIDS patients. 1.3.1.2 explain safety measures to be borne in mind when caring for communicable diseases and HIV/AIDS patients 1.3.1.3 demonstrate a caring and empathetic attitude towards others.
1.4 Friendship	1.4.1 explore ways of making and sustaining friendship.	1.4.1.1 list characteristics of a good friend. 1.4.1.2 discuss obstacles to friendship. 1.4.1.3 state what they have in common with their friends 1.4.1.4 state ways of maintaining friendship 1.4.1.5 explain the value of friendship. 1.4.1.6 discuss proverbs and sayings illustrating the value of friendship.

MODULE 2: RIGHTS AND RESPONSIBILITIES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
2.1 Human Rights	2.1.1 develop an awareness and understanding of human rights	2.1.1.1 Give examples of human rights. 2.1.1.2 identify rights that guard against discrimination of human beings. 2.1.1.3 give examples of people who are discriminated against. 2.1.1.4 cite problems encountered by people who are denied their rights. 2.1.1.5 explain how religion protects the dignity of human beings. 2.1.1.6 discuss the importance of human rights.
2.2 Peace	2.2.1 understand the concept of peace and co-existence.	2.2.1.1 list characteristics of peace. 2.2.1.2 discuss the importance of peace. 2.2.1.3 draw symbols of peace. 2.2.1.4 identify organisations that work for peace. 2.2.1.5 discuss rules that help to keep peace. 2.2.1.6 explain moral implications of maintaining peace.
2.3 Conflict	2.3.1 understand the concept of conflict management.	2.3.1.1 list examples of conflict. 2.3.1.2 discuss effects of conflict on society. 2.3.1.3 explain ways of dealing with conflict in society.
MODULE 3: AUTHORITY STRUCTURES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
3.1 Leadership in the community	3.1.1 acquire an understanding and appreciation of the role of leadership in a community.	3.1.1.1 identify people with authority in their community 3.1.1.2 discuss different roles of people in authority in their community. 3.1.1.3 draw at least one authority structure in their community
3.2 Rules	3.2.1 explore the concept of rules and their role in the community	3.2.1.1 explain what rules are. 3.2.1.2 identify people responsible for making rules in their community. 3.2.1.3 list some of the local rules. 3.2.1.4 give examples of rules that govern their community. 3.2.1.5 explain why they need rules in their community.

MODULE 4: CULTURE		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
4.1 Cultural identity	4.1.1 develop an understanding and appreciation of cultural diversity and tolerance.	4.1.1.1 identify their ethnic group. 4.1.1.2 discuss characteristics common to their ethnic group. 4.1.1.3 list different ethnic groups living in their community. 4.1.1.4 discuss cultural equality and the benefits of ethnic diversity. 4.1.1.5 discuss mutual tolerance for cultural diversity. 4.1.1.6 give historical accounts of conflicts caused by cultural intolerance.
4.2 Language	4.2.1 examine the role of language as a part of cultural identity.	4.2.1.1 identify different languages spoken in their community. 4.2.1.2 discuss the role of languages in cultural identity. 4.2.1.3 discuss changes in languages as a result of cultural interaction. 4.2.1.4 cite samples of body language and signs. 4.2.1.5 explain the relation of body language to culture and location. 4.2.1.6 discuss the role of all forms of language in cultural self identity.
4.3 Shelter and cultural identity	4.3.1 develop an understanding and appreciation of the relationship between shelter and cultural identity	4.3.1.1 identify different types of buildings and homes in the community. 4.3.1.2 explain the interdependence between materials used in the construction , cultural use and availability of materials 4.3.1.3 relate shelter designs to cultural background. 4.3.1.4 discuss the link between the design and use of the building. 4.3.1.5 link shelter decorations and artifacts to cultural groups.
4.4 Religion and cultural identity.	4.4.1 develop an understanding of values of religious tolerance .	4.4.1.1 identify common religious beliefs in their community. 4.4.1.2 describe behaviours and practices related to different religions. 4.4.1.3 identify different religious festivals. 4.4.1.4 describe activities practised in different religions. 4.4.1.5 identify common beliefs in different religions. 4.4.1.6 discuss the importance of religious tolerance 4.4.1.7 narrate historical events resulting from religious intolerance

MODULE 5: PHYSICAL ENVIRONMENT AND RESOURCES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
5.1 Location of features using cardinal points	5.1.1 develop elementary map reading skills of location using cardinal points.	5.1.1.1 identify cardinal points. 5.1.1.2 locate physical features using cardinal points. 5.1.1.3 locate the school in relation to natural and artificial physical features in the locality 5.1.1.4 discuss the use of physical features . 5.1.1.5 draw labelled sketch maps showing artificial and natural features with a key showing directions..
5.2 Physical features in my community	5.2.1 assess the importance of physical features found in their locality.	5.2.1.1 list physical features found in their locality 5.2.1.2 draw a sketch map showing physical features found in their locality. 5.2.1.3 discuss the use of different features found in their locality. 5.2.1.4 discuss the importance of physical features to their community .
5.3 My settlement	5.3.1 acquire knowledge and understanding of their settlement.	5.3.1.1 explain the concept of a settlement. 5.3.1.2 describe the religious and ethnic composition of their settlement.. 5.3.1.3 discuss the history of their settlement. 5.3.1.4 give reasons for the choice of location of their settlement. 5.3.1.5 draw a sketch map of their settlement.

STANDARD FOUR

MODULE 1: EXPLORING RELATIONSHIPS		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
1.1 Myself	1.1.1 explore similarities between personal and community values.	1.1.1.1 identify personal values. 1.1.1.2 explain the importance of personal values. 1.1.1.3 identify community values. 1.1.1.4 compare personal values to community values. 1.1.1.5 describe how personal values are reflected in everyday community life. 1.1.1.6 narrate stories that encourage the acquisition of moral values.
1.2 Family	1.2.1 to explore family problems and to identify community intervention .	1.2.1.1 identify common family problems. 1.2.1.2 discuss common causes of family conflicts. 1.2.1.3 discuss the impact of conflicts on the family structure. 1.2.1.4 suggest ways in which families can resolve conflicts. 1.2.1.5 discuss common community intervention strategies to solve family problems.
1.3 Community interdependence	1.3.1 acquire knowledge and understanding of the importance of interdependence within a community.	1.3.1.1 identify traditional activities that people do together as a community. 1.3.1.2 identify traditional groups set up to perform special community tasks. 1.3.1.3 describe the changing role of community task groups. in the community. 1.3.1.4 explain the modern role of community task groups. 1.3.1.5 identify different services provided by the community

MODULE 2: RIGHTS AND RESPONSIBILITIES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
2.1 Citizenship	2.1.1 gain knowledge on the concept of a good citizen.	2.1.1.1 explain what a citizen is. 2.1.1.2 explain different types of citizenship. 2.1.1.3 discuss responsibilities of a citizen. 2.1.1.4 draw symbols related to nationality and citizenship.
2.2 Equality in society	2.2.1 examine inequalities in society.	2.2.1.1 differentiate between acts of fairness and unfairness. 2.2.1.2 differentiate between equality and inequality. 2.2.1.3 discuss common inequalities in society. 2.2.1.4 discuss causes of inequalities in society. 2.2.1.5 narrate stories and recite poems showing the virtues of equality in a society.
2.3 Violence	2.3.1 demonstrate an understanding of the evil of violence as a tool for conflict resolution.	2.3.1.1 explain what is violence. 2.3.1.2 identify common causes of violence. 2.3.1.3 discuss responses to violence. 2.3.1.4 discuss commonly held beliefs about violence. 2.3.1.5 discuss the effects of violence.
2.4 Human rights and HIV/AIDS	2.4.1 explore the rights of infected people and those living with HIV/AIDS.	2.4.1.1 discuss the rights of HIV/AIDS infected and affected people. 2.4.1.2 discuss whether HIV/AIDS should be a notifiable disease. 2.4.1.3 explain the effects of HIV/AIDS on the community social and economic development

MODULE 2: AUTHORITY STRUCTURES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
3.1 Village Development Committees	3.1.1 investigate the composition and functions of a Village Development Committee.	3.1.1.1 explain what a Village Development Committee is. 3.1.1.2 describe the composition of a Village Development Committee. 3.1.1.3 draw the structure of a Village Development Committee. 3.1.1.4 discuss duties of the Village Development Committee. 3.1.1.5 explain how the Village Development Committee contributes towards the social and economic development of a village.
3.2 The Council	3.2.1 explore the functions and authority structure of a council.	3.2.1.1 explain how councillors are elected. 3.2.1.2 describe the duties of a councillor. 3.2.1.3 describe the authority structure of a council 3.2.1.4 draw the authority structure of a council. 3.2.1.5 discuss the contribution of a council towards the welfare of its community
3.3 Authority structure in urban areas	3.3.1 develop an understanding of the authority structure of a town/city.	3.3.1.1 discuss the authority structure of a town /city. 3.3.1.2 draw the authority structure of a town/city. 3.3.1.3 describe different services offered in towns and cities by the town/city authority.
3.4 Religious Authority Structures	3.4.1 gain knowledge and understanding of religious structures and their role in the community	3.4.1.1 list different religious denominations. 3.4.1.2 describe authority structures in different denominations. 3.4.1.3 explain how leadership in various denominations assumes duty. 3.4.1.4 discuss how the religious structures contribute to the development of the community.

MODULE 4: CULTURE		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
4.1 Socio-cultural activities at the cattle post	4.1.1 gain knowledge on the socio-cultural activities practised at the cattle post.	4.1.1.1 Discuss ways in which people at the cattle posts help each other. 4.1.1.2 discuss the responsibilities of herders. 4.1.1.3 discuss the rights of herders as workers. 4.1.1.4 describe religious ceremonies practised at the cattle posts. 4.1.1.5 identify taboos associated with activities at the cattle pots. 4.1.1.6 discuss entertainment and leisure at cattle posts including folklore and games.
4.2 Social and cultural activities practised at the lands	4.2.1 understand and appreciate social and cultural activities practised at the lands.	4.2.1.1 explain the social activities practised at the lands. 4.2.1.2 identify taboos and religious ceremonies associated with lands. 4.2.1.3 discuss how people help each other at the lands. 4.2.1.4 discuss changes in interdependence at the land. 4.2.1.5 narrate and interpret stories with moral lessons related to interdependence.
4.3 Cultural Values	4.3.1 understand and appreciate the changing nature of rural and urban morals values .	4.3.1.1 carry out an investigation on the history of any selected village. 4.3.1.2 identify moral values common in villages. 4.3.1.3 identify norms which are commonly observed in villages. 4.3.1.4 discuss changes in moral and norm expectations in villages. 4.3.1.5 discuss how people care for each other in any one selected village..

MODULE 5: PHYSICAL ENVIRONMENT AND RESOURCES		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
5.1 Cattle posts	5.1.1 assess the importance of cattle posts as economic units in Botswana.	5.1.1.1 explain the three site system. 5.1.1.2 describe a cattle post. 5.1.1.3 explain the purpose of having cattle posts. 5.1.1.4 state factors influencing the location of cattle posts. 5.1.1.5 name animals found at the cattle post. 5.1.1.6 classify animals into domestic and wild animals. 5.1.1.7 discuss the religious, social and economic uses of animals in cattle posts. 5.1.1.8 discuss the economic activities carried out in cattle posts.
5.2 Lands	5.2.1 acquire knowledge and understanding of the economic functions of the lands.	5.2.1.1 explain what is meant by “lands”. 5.2.1.2 explain the purpose of the lands. 5.2.1.3 discuss factors that influence the location of lands. 5.2.1.4 describe farm equipment found at the lands. 5.2.1.5 identify types of crops produced. 5.2.1.6 explain different processes involved in crop production at the lands.
5.3 Villages	5.3.1 know the main features of a village in Botswana.	5.3.1.1 describe a village in Botswana. 5.3.1.2 list the main characteristics of a village in Botswana. 5.3.1.3 name the main villages in Botswana. 5.3.1.4 discuss factors that influence the location of villages. 5.3.1.5 describe the infrastructure found in villages. 5.3.1.6 list the services offered in a village. 5.3.1.7 draw a labelled sketch map of any village in Botswana.
5.4 Towns and cities	5.4.1 know the main features of towns and cities.	5.4.1.1 describe a town or city. 5.4.1.2 differentiate between a town and a city. 5.4.1.3 name the towns and cities found in Botswana. 5.4.1.4 discuss factors which lead to the development of towns and cities. 5.4.1.5 discuss economic activities in towns and cities. 5.4.1.6 compare the social and economic life styles of people living in towns/cities and villages.

5.5 Locating districts	5.5.1 know and locate districts in Botswana.	5.5.1.1 identify their own districts. 5.5.1.2 name different districts in Botswana. 5.5.1.3 locate the districts on a map of Botswana. 5.5.1.4 name the administrative village for each district/ sub-district.
5.6 Major physical features of Botswana	5.6.1 know the major physical features of Botswana and their socio- economic importance.	5.6.1.1 name the main physical features in their own district. 5.6.1.2 name the main physical features in Botswana. 5.6.1.3 draw a map of Botswana showing the main physical features. 5.6.1.4 discuss the economic importance of the different physical features of Botswana. 5.6.1.5 discuss the cultural and religious uses of some of the physical features . 5.6.1.6 suggest ways of sustainable utilisation of resources found in physical features.