

INTRODUCTION TO THE LEARNING ACHIEVEMENT TARGETS (LATs) HANDBOOK

The Learning Achievement Targets (LATs) booklet is an important source of reference material for teachers in the preparation of teaching and learning guides or notes. This version has been aligned with the revised syllabi and course textbooks for the Upper Basic, in the Core Subjects (English, Mathematics, Science and Social and Environmental Studies). Similar targets have been developed for the Lower Basic and shall in due course be developed for the Senior Secondary level as well. In addition, the revised booklet lays great emphasis on the three domains of teaching and learning, namely: **knowledge, skills and attitudes**. Hence, for effective lesson preparation and delivery, LAT booklets should not be used in isolation but alongside with the syllabi, textbooks and teachers' guides.

As the Ministry of Basic and Secondary Education strives to achieve its policy objectives of Quality Education by the year 2015, we call upon all stakeholders at school level particularly teachers in the classroom to effectively use this LAT booklet to adequately prepare our children who are our future generation, for responsible citizenship. Teachers should acquaint themselves with the content of the booklets and endeavour to see that pupils achieve the targets stated therein at the end of each term and school year respectively. This is because items/questions for the National Assessment Tests

(NAT) are developed from the LATs and failure to achieve the targets may pose a problem for pupils during NATs.

In a similar vein MOBSE calls on both internal monitors such as head teachers and senior teachers/heads of department and external monitors including Cluster Monitors and Regional Officers to familiarize themselves with the LATs in order to ensure their proper usage in the classroom. In addition, we urge monitors to closely monitor the impact of the LATs on pupils' performances, as well as provide support to teachers wherever needed. In fact, this is the main route for the Quality Assurance of Teaching and Learning in schools as encapsulated in the MoSBSE Quality Assurance Framework (QAF). Stakeholders at different levels i.e. classroom teachers, head teachers, deputies, senior teachers/heads of departments and SMCs, cluster monitors and regional officers are expected to provide support to those who work under them to achieve quality education. Furthermore, the LAT booklets can also serve as an important source of reference material for professional development activities of teachers at school, cluster and regional levels.

On a final note, MOBSE wishes to acknowledge with sincere gratitude, the effort, commitment and input of all partners who in one way or the other, took part in the development and validation of the LATs for the Upper Basic Schools.

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Permanent Secretary

LEARNING ACHIEVEMENT TARGETS (LATs) FOR SOCIAL AND ENVIRONMENTAL STUDIES - GRADES 7- 9

GRADE 7 - TERM 1

THEME 1: TRADITIONAL SOCIETY AND CULTURE IN THE SENEGAMBIA REGION

Attitude	Knowledge	Skills
<p>Unit 1: The Empire Systems</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the traditional rule of ancient empires • Appreciate the link between ancient kingdoms(Kaabu, Fulladu and Jolof) 	<p><i>To be able to :</i></p> <ul style="list-style-type: none"> • State the reasons for the rise and fall of ancient empires • Explain the rise and fall of Senegambia Kingdoms (Kaabu, Fulladu and Jolof) 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Dramatize or role play to demonstrate the rise and fall of empires

<p>Unit 2: The Ethnic Groups of The Gambia</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate ones culture and tradition • Respect each others culture and tradition 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Names of the different ethnic groups in The Gambia and their origin • Name where the ethnic groups are located • Explain the reasons for the migration of ethnic groups 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of the traditional society and culture of The Gambia
<p>Unit 3: Political And Social Structures Of The Ethnic Groups</p> <p><i>To be able to:</i></p> <p>Appreciate the importance of the political and social</p>	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Name the political and social hierarchy of the ethnic groups in The Gambia • Describe the political and social hierarchy of 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Prepare illustrations of people of different ethnic groups and their instrument or products • Research project on the ethnic groups • Role play/dramatize the

structures of the ethnic groups	the ethnic groups in The Gambia	functions of different ethnic groups
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GRADE 7 - TERM 2

Attitude	Knowledge	Skills
<p>Unit 4: Acculturation And Inter- Ethnic Group Relation</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate respect for and interest in other groups 	<p><i>To be able to :</i></p> <ul style="list-style-type: none"> • Explain the term acculturation • Be aware of the effects of acculturation(advantages and disadvantages) • Suggest agents and processes of acculturation 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Debate on the positive and negative effects of acculturation • Role play or dramatize the effects of acculturation

<p>Unit 5: Traditional Beliefs And Their Interpretations - Totems, Taboos And Superstition</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate totems and taboos of different ethnic groups and their importance 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • List some traditional beliefs, taboos and totems • Explain some traditional beliefs, totems, taboos and superstition of different ethnic groups and their effects 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Compare and Contrast between totems and taboos of different ethnic groups and their importance
<p>Unit 6: Traditional Religion and mode of worship</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the role of traditional 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • State the meaning of traditional religion and explain their various practices • Explain the role of traditional religion in 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Sketch some traditional places of worship • Visits to traditional places of worship and write a report

religion in society	society <ul style="list-style-type: none">• Explain the various practices of traditional religion	
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GRADE 7 - TERM 3

Attitudes	Knowledge	Skills
<p>Unit 7: Islam and Christianity To be able to:</p> <ul style="list-style-type: none"> • Appreciate the role of Islam and Christianity in the socio-economic development of The Gambia • Develop some degree of religious tolerance 	<p>To be able to</p> <ul style="list-style-type: none"> • Explain the coming of Islam and Christianity to The Gambia • Explain their roles in the socio-economic development of the country • Explain the effects of Islam and Christianity on traditional religion 	<p>To be able to:</p> <ul style="list-style-type: none"> • Draw different religious places of worship e.g. (Church and Mosque)

<p>Unit 8: Traditional Songs, Stories and Proverbs</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the need to maintain traditional songs stories and proverbs 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Explain the significance and interpretation of traditional songs, stories and proverbs 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Tell stories • Narrate and interpret Proverbs • Role play/ dramatize traditional songs and proverbs • Sing songs
<p>Unit 9: Masquerades, Lanterns, Dance And Folklore</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the importance of masquerades, lanterns and traditional dances 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Describe masquerades, lanterns, traditional dances and folklore • Explain the significance of masquerades, lanterns and traditional dances 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Design lanterns, model or sketch masquerades • Demonstrate traditional dances and folklore

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GRADE 8 - TERM 1

THEME: 1 TRADITIONAL SOCIETY AND CULTURE IN THE GAMBIA (BOOK 7 CONT)

Attitudes	Knowledge	Skills
<p>Unit 10: Traditional Cosmetics, Dresses and Hairstyles</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the values of traditional cosmetics, dresses, hairstyles and jewelries 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Describe the different traditional cosmetics, dresses, hairstyles and jewelries 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Identify traditional cosmetics, dresses, hairstyles and jewelries • Collect samples of traditional cosmetics, dresses, hairstyles and jewelries • Model some traditional cosmetics, jewelries and dresses

<p>Unit 11: Ceremonies: Social, Religious And Political</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the role of ceremonies in the lives of the people 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Name the different religious, social and political ceremonies in the Gambia • Explain the significance of political, social and religious ceremonies in The Gambia 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Categorize ceremonies into social, political and religious • Role play or dramatize some of the ceremonies
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GRADE 8 - TERM 2

THEME 1: THE GAMBIA ENVIRONMENT: - SOCIAL, ECONOMIC AND PHYSICAL

Attitudes	Knowledge	Skills
<p>Unit 1: Family Systems And Structures In The Gambia</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the significance of family systems and structures 	<p><i>To be able to :</i></p> <ul style="list-style-type: none"> • Be familiar with family systems and types • Describe the various family structures • State the advantages and disadvantages of family structures and types 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Carry out project work/assignment on the various family structures in The Gambia • Write report on assignment • Role play/ dramatize the different family types, structures and systems

<p>Unit 2: Tourism</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the role of tourism in the socio-economic development of The Gambia 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Explain the concept of tourism • Explain the origin of tourism in The Gambia • Name things that attract tourists in the Gambia • State the effects of tourism in The Gambia (advantages & disadvantages) 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Make visits to tourist attraction sites and write report • Draw posters of some tourist attraction sites
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GRADE 8 - TERM 3

Attitudes	Knowledge	Skills
<p>Unit 3: Climate Change <i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate efforts made to mitigate the effects of climate change e.g. tree planting exercise, preventing bushfires, etc 	<p><i>To be able to :</i></p> <ul style="list-style-type: none"> • Explain the concept of climate change • State the causes of climate change • Describe the effects of climate change • Suggest how climate change can be mitigated 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Write articles or poems relating to climate change • Participate in tree planting exercises to control climate change • Dramatize the effects of climate change • Participate in debates and quizzes on climate change

THEME 2: POPULATION & HEALTH ISSUES IN THE GAMBIA

<p>Unit 1: Population Issues</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none">• Appreciate the importance of population growth in national development	<p><i>To be able to:</i></p> <ul style="list-style-type: none">• Explain the concept of population• Describe population structure• Explain the factors that affect population growth• Explain settlement types: Rural & Urban• Explain the effects of urbanization	<p><i>To be able to:</i></p> <ul style="list-style-type: none">• Carry out simple assignment on factors that affect population growth• Report writing• Make posters/graph on population data from last census• Debate on population issues
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<p>Unit 2: Health Issues In The Gambia</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Show appreciation of the roles of traditional medicine in the treatment of diseases • Show concern on the effects of teenage pregnancy 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Explain the meaning of health • Describe good health practices • Explain what communicable diseases are; and state their mode of transmission and prevention • State the role of traditional medicine and their advantages & disadvantages • State the different types of substance abuse and their effects <p>- Explain the causes and effects of teenage pregnancy</p>	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Make visit to nearest health center/traditional healers and write report • Dramatize on the causes of diseases • Debate on the effects of teenage pregnancy
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GRADE 9 – TERM 1

THEME 1: THE EARTH IN RELATION TO THE SUN AND TOPOGRAPHY

Attitudes	Knowledge	Skills
<p>Unit 1: Our Planet</p> <p><i>To Be Able To:</i></p> <ul style="list-style-type: none">• Appreciate the effects of rotation and revolution of the earth• Appreciate the existence of other planets in the solar system	<p><i>To be able to:</i></p> <ul style="list-style-type: none">• List the names of the planets• Explain the concept of rotation and revolution and their effects• Explain longitude and latitudes• Explain the internal structure of the earth• Explain the origin and the formation of rocks	<p><i>To be able:</i></p> <ul style="list-style-type: none">• Do simple calculations on time differences• Draw models of the solar system• Carry out simple experiment to illustrate day and night• Sketch a simple diagram to illustrate revolution of the earth and its effects• Sketch the important lines of longitudes and latitudes

<p>Unit 2: Map Interpretation</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the importance of maps • Appreciate the use of scales in map interpretation 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Explain the concept of map and scale • Be familiar with different types of settlements • Be able to locate major settlements on the map of the Gambia • Interpret simple contour maps • Use scales to measure distance on a map 	<p><i>To be able to:</i></p> <p>To be able to:</p> <ul style="list-style-type: none"> • Use compasses to carry simple experiments in measuring directions • Locate major settlements on the map of The Gambia • Carry out simple map interpretations
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THEME 2: HISTORICAL AND POLITICAL DEVELOPMENT IN THE GAMBIA

<p>Unit 1: The Gambia's Early Contacts With The Wider World</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none">• Appreciate the abolition of the slave trade and its effects	<p><i>To be able to:</i></p> <ul style="list-style-type: none">• Tell who were the European Explorers and state reasons for their coming to the Gambia• Explain how the slave trade began• Describe how the slave trade was conducted• Explain the effects of the slave trade• Explain the effects of the abolition of the slave trade	<p><i>To be able to:</i></p> <ul style="list-style-type: none">• Locate route of explorers on a map• Visit historical sites and write a report• Debate on the pros and cons of European contacts with The Gambia• Draw/sketch slave trade routes on a map
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GRADE 9 - TERM 2

Attitudes	Knowledge	Skills
<p>Unit 2: The Scramble For And Partition Of Africa</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> - Appreciate some positive effects of colonialism i.e. development in Agriculture, Health, Education and the spread of Christianity 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Explain the concept of colonization • Explain the reasons for the scramble and partition of Africa. • Describe how the Europeans partitioned Africa and why? • Explain the British/French systems of administration. • Name the colonies 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> - Draw a map of W/Africa showing: British, French and Portuguese colonies. - Role play or dramatize on Indirect rule system - Debate on British indirect rule system in The Gambia

	<p>of the British, French and the Portuguese.</p> <ul style="list-style-type: none"> • Describe the effects of colonization 	
<p>Unit 3: Nationalism <i>To be able to:</i></p> <ul style="list-style-type: none"> - Appreciate the important contributions of nationalists in W/Africa. - Appreciate the importance of peace building and tolerance. 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Explain the concept of nationalism • Identify prominent nationalists and their contributions in W/Africa • Describe the factors that led to independence. • Explain the electoral process in The Gambia 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Role play on The Gambia electoral process • Draw a nationalist addressing a crowd

<p>Unit 4: The Gambia's Membership Of International Organizations</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate The Gambia's membership to international organization. • Appreciate the role of Aid Agencies in The Gambia 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Name at least five international organizations • Explain the reasons for The Gambia's membership of international organizations • Describe the role of Aid Agencies in The Gambia 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Visit a local agency and write a report • Draw a map of W/Africa showing the Ecowas states, CILLS etc • Quiz on international organizations and aid agencies
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GRADE 9 - TERM 3

Attitudes	Knowledge	Skills
<p>Unit 5: Historical Relics Emblems And Monuments</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the importance of preserving relics and monuments in The Gambia 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Explain what relics, emblems and monuments are • Name the places where relics, and monuments are found in The Gambia • Explain the significance of relics, emblems and monuments 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Sketch/Draw some relics, emblems and monuments • Visit historical sites and write a report
<p>Unit 6: Contributions Of People To National Development In The Gambia</p>	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate awareness of the role of men and 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Debate on the role of men and women in national

<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the contributions of men and women in the socio-economic and political development of The Gambia 	<p>women in national development.</p> <ul style="list-style-type: none"> • Suggest the contributions of men and women in various sectors of the society 	<p>development.</p> <ul style="list-style-type: none"> • Role play the role of men and women in national development. • Visit to a cottage industry e.g. Bakau women’s Garden, Njawara Horticultural Centre, etc

<p>Unit 7: Communication And Development</p> <p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Appreciate the importance of communication 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • State the meaning of communication. • Name the types and forms of communication. • List some communication equipment (modern and traditional) 	<p><i>To be able to:</i></p> <ul style="list-style-type: none"> • Construct models of simple communication equipment. • Draw posters of communication equipment e.g. telephone, radio, television, drums, horns, etc.
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