

FOREWORD

The Nigerian Educational Research and Development Council (NERDC) have the mandate to develop curricula for use at all levels of the educational system in Nigeria. In line with government declaration of a Universal Basic Education (UBE) programme, NERDC, in 2006 developed a 9 – Year Basic Education Curriculum (BEC) to meet the targets of the UBE programmes, the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDG). The 9-Year BEC was printed and distributed to all public Primary and Junior Secondary schools (JSS) nationwide. Its implementation commenced nationwide, in Primary 1 and JSS 1 classes in September 2008 respectively.

However, feedback received on the implementation of BEC called for an urgent need for the review of the 9-Year BEC to achieve a reduction in the number of subjects offered at the Basic Education Level (Primary and JSS Levels). I am pleased to note that the NERDC has revised the 9 – Year Basic Education Curriculum in line with contemporary global and national concerns and for the elimination of content overload and repetitions within and across subjects. It is therefore for me, a great privilege to present the revised 9-Year Basic Education curriculum to all Nigerians for the use of

our children now and in the future. I must congratulate all those who contributed to the review of this curriculum.

I wish to thank most especially the Nigerian Educational Research and Development Council for keeping faith with its mandate, the High Level Policy Committee on Curriculum Development for preparing the policy grounds for the curricula, the stakeholders that made input into the revised curriculum framework and the resource persons for a job well done. It is my fervent hope that the teachers and learners for whom these curricula are produced would demonstrate commitment and assiduity in using these curricula. This is a proud legacy to leave for posterity.

With great expectations, I gladly recommend these curricula to all for the purpose of producing the best textual materials, the best in teaching performance, the best learning outcome, and most importantly, for attaining the goals we have set for ourselves in education in line with the Millennium Development Goals (MDGS) and in compliance with the National Economic Empowerment and Development Strategies (NEEDS).

PROF. (MRS) RUQAYYATU AHMED RUFA'I
Honourable Minister of Education,
Abuja.

PREFACE

Following the decision of the Federal Government to introduce the Universal Basic Education (UBE) programme, the Nigerian Educational Research and Development Council (NERDC) re-structured and re-aligned all extant primary and Junior Secondary Schools (JSS) curricula into a 9-Year Basic Education Curriculum for implementation Nigerian schools. The 9-Year Basic Education Curriculum was particularly developed for the attainment of the Education for All (EFA) Goals, the critical targets of the National Economic Empowerment and Development Strategies (NEEDS), and the Millennium Development Goals (MDGs). Implementation of the 9-Year BEC commenced nationwide, in Primary 1 and JSS 1 classes in September 2008 respectively. The first batch of JSS students graduated in June 2011. It is expected that by September 2014, the cohort of pupils that benefitted from the use of BEC at the primary school level will be entering class one of the Junior Secondary School.

Nevertheless, the school curriculum is a dynamic and open document that is constantly changing with the needs, challenges and aspirations of the society. Thus in the light of the feedback on the implementation of the 9-Year BEC received and contemporary global and national concerns, NERDC revised the 9-Year BEC in line with contemporary global and national concerns.

The curriculum revision process involved consultations with stakeholders (curriculum experts, subject matter specialists, teachers, policy makers,

employers of labour, parents, etc.) in education at various levels (Concept Formulation, High Level Policy Committee (HLPC), etc.) to prepare a **Conceptual Framework** for the review of the 9-Year BEC. The Framework identifies and groups related disciplines, thereby achieving a reduction in subject listings. For example, related UBE subjects curricula like Home Economics, Agriculture are brought together to create a new UBE subject curriculum to be called **Pre-Vocational Studies**. Similarly, Islamic Studies, Christian Religious Studies, Social Studies, Civic Education, etc. that focus primarily on the inculcation of values (societal, moral, interpersonal) now form a new UBE subject called **Religious and Value Education**. Key concepts in the former curricula will now form integrating threads for organizing the contents of the new subject into a coherent whole.

Thus the Conceptual Framework for the review of BEC comprises of a ten (10) subjects namely:

1. English Studies
2. Mathematics
3. Basic Science and Technology
4. Religion and National Values
5. Cultural and Creative Arts
6. Business Studies
7. Nigerian Languages
8. Pre-vocational Studies

9. French

10. Arabic

In the process of the review, particular efforts have been made to further reduce the overload within and across subjects without compromising depth, appropriateness, and interrelatedness of the curricula contents. Specifically, the revised 9-Year BEC address amongst other things, the issues of value re-orientation, poverty eradication, peace and dialogue, including human rights education, family life/HIV and AIDS education, critical thinking, entrepreneurship and life skills as well as encourage innovative teaching and learning approaches and techniques. In addition, the curriculum is organized to ensure continuity and flow of themes, topics and experiences from primary school to junior secondary school levels.

Since the curriculum represents the total experiences to which all learners must be exposed, the contents, performance objectives, activities for both teachers and learners, teaching and learning materials and evaluation guide are provided. The prescriptions represent the minimum content to be taught in the schools in order to achieve the objectives of the 9-year basic education programme. However, teachers are encouraged to enrich the contents with relevant materials and information from their immediate environment, but adapting the curriculum to their needs and aspirations. Thus the curriculum can be adapted for such special needs as nomadic education, non-formal education and education of the physically challenged.

In conclusion, I wish to express profound gratitude to the President of the Federal Republic of Nigeria, Dr. Goodluck Ebele Jonathan, for his vision and commitment to improved education delivery and the Senior Special Assistant to the President on MDGs for the financial support of received during the review, printing and implementation of the revised 9-year Basic Education Curriculum. I congratulate and commend the Concept Development, Planning, Writing, Critique and Editorial teams which were drawn from all parts of this country for an excellent job; as well as acknowledge the efforts of the Policy and Policy Programmes Unit of the Executive Secretary's Office, the Curriculum Development Centre of the NERDC that coordinated the various activities and workshops that led to the successful review of the 9-Year Basic Education Curriculum within a short period of time. It is our belief that when these curricula are properly implemented, the future generations of this great country will be better for it.



Prof. Godswill Obioma fman, fiica, fcon, mnae
Executive Secretary, NERDC.

OKWU MMALITE

E bidoro kurikulum afọ itoolu nke Basic Education (BEC) na sọbjekt dum tinyere Igbo n'ọnwa Septemba, 2008 malite na klaasị ndị Praịmarị nke mbụ (Primary 1) na Junị Sekọndrị nke mbụ (JSS 1). Kurikulum a bịa na mkpa n'ihu na Iwu UBE (2004) wetara agụmakwụkwọ mmanye na nke efu maka ụmụaka dum rurulaogo agụmakwụkwọ praịmarị nakwa dị nọ na Junị Sekọndrị agọ mbụ (JS 1) oge UBE malitere n'afọ 2005.

Kurikuluma webatara ụmụ ihe ọhụrụ na-eme n'ụma taa dị ka NEEDs, MDG na EFA nke were ka kurikulum a daba dika nduki nke kacha mma enwere n'ụwa taa.

Nyoghari e mere na nsoso a, maka itinye BEC n'ọrụ, na-ekwu na ọnọgụ subject e nwere na kurikulum nke Basic Education jufere ejufe. Na nke ọzọ otu mputara gbara ọkpụrụkpụ na nnukwu ogbakọ akpọrọ Presidential Summit e hibere n'isi agụmuakwụkwọ Naijirịa n'ubochi nke anọ na nke ise n'ọnwa Oktoba, 2010, bụ mkpa ọ dị ibelata ọnọgụ sọbjekt ndị e nwere na kurikulum n'ogo agụmuakwụkwọ Basic Education n'igbaso usoro kacha mma e si eme ya n'ụwa dum. Na mba ọfọdụ dika Kenya, Tanzania, U.S.A, Malaysia na Indonesia, ọnọgụ sọbjekt a na-eme dị n'agbata isii na itoolu, n'ihu nke a Gọmentị nyere NERDC ikikere imegharị BEC nke afọ itoolu dị ka ndị nnukwu ogbakọ ahụ kwuru. N'iga n'ihu, ihe gbasara mmegharị BEC, e nwere mmeme nnyogharị ise, malite n'echiche mbuibo, inweta nkuekorita ndị metụtara, site n'idegara ha akwụkwọ, ntucha/ndezigbari, na kwa nnwale n'ebe ole ma ole tup e weputa ya n'ihu ogbakọ Joint Consultative Committee on Education (JCCE) na National Council on Education (NCE) – maka nnabata nke ikpeazụ. N'ihu ndị a niile, Gọmentị mere ka otu asụsụ Naijirịa soro na sọbjekt ndị a ga-amụ na kurikulum ahụ ya mere Igbo jiri soro n'otu sọbjekt dị na kurikulum dina Basic Education.

Mbunuche kurikululum Igbo nke Basic Education e meghariri dị ka nke e nweburu bụ inye ụmụaka ohere:

- (i) imuta isi na ide asụsụ Igbo nke ọma
- (ii) imuta omenala na ewumewu Igbo
- (iii) imuta agụmagụ ọnụ na nke e dere ede n'Igbo
- (iv) inwe ike ide edemede nka n'Igbo
- (v) imuta ihe ọhụrụ, echiche ọhụrụ, na amamihe ọhụrụ ndị e nwere n'ụwa ugbo a, dika ahụike ntoroọbia, mgbochi ọrịa HIV/AIDS, ibi n'udo, dg.

A gbasoro usoro ga-adịrị ndị nkuzi Igbo mfe ikuziputa isiobwu ndị dị na kurikulum ahụ, site n'ideputa mbunuche nke ọ bụla, ihe ụmụakwụkwọ ga-eme, na ụzọ nnwale ha.

A na-atụ anya na kurikulum Igbo a hazighariri maka afọ itoolu nke Basic Education ga-eweta ezi ntolite na mgbanwe n'ebe ụmụaka na-amụ Igbo dị na kwa n'ihu gbasara mmeziwanye nke agụmakwụkwọ Basic Education.

PRAIMARI 4 – 6

KURIKULUM ASUSU IGBO MAKAA AGUMAKWUKWO NDI PRAIMARI 4 – 6

PRAIMARI NKE ANO	PRAIMARI NKE ISE	PRAIMARI NKE ISII
ASUSU IGE NTI NA IKWU OKWU - Onuogugu 1 – 200 - Ikowaputa ihe OGUGU - Ogugu na aghotaazaa di mfe ODIDE - Edemede nduzi - Mwebata odide leta	ASUSU IGE NTI NA IKWU OKWU - Onuogugu 1 - 400 - Ikowaputa odidi mmadu OGUGU - Aghotaazaa (iji nkenke akuko ndi a hoputara kuzie aghotaazaa) ODIDE - Akaraedemede - Edemede Nduzi - Ndezu akuko	ASUSU IGE NTI NA IKWU OKWU - Mkparitaka (ibi n'udo) - Onuogugu 1 - 500 OGUGU - Aghotaazaa ODIDE - Edemede Nduzi
AGUMAGU	AGUMAGU	AGUMAGU
EJIJE - Ejije di nkenke ABU - Abu na uri di mfe (egwu) - Agwugwa di mfe (Gwa m gwa m gwa m) - Ilu di mfe ODINIIGHA - Akuko ifo	EJIJE - Ejije nkenke e deputaa edeputa ABU - Uri/Abu nkenke - Okwuntuh ODINIIGHA - Akuko Ifo	EJIJE - Ejije nkenke ABU - Igu abu nkenke ODINIIGHA - Ilu di mfe

PRAIMARI NKE ANO	PRAIMARI NKE ISE	PRAIMARI NKE ISII
OMENALA	OMENALA	OMENALA
NSINIWU NA MBAMURU (NORMS AND VALUES) - Agwa oma na agwa ojoo OMENALA NA EWUMEWU - Njirimara ndi Igbo - Akaoru ndi Igbo OMENALA DI OKPURUKPU - Nri na ejiji ndi Igbo	NSINIWU NA MBAMURU - Idobe gburugburu ocha - Idobe OMENALA NA EWUMEWU - Usoro ochichi odinala obodo - Mmemme odinala (Igu nwa aha) OMENALA DI OKPURUKPU - Ndi ntorobia na ahuike	NSINIWU NA MBAMURU (NORMS AND VALUES) - Orubere na oru umuaka - Inu na izu ogwu agharaaghara - Mgbawe na-abata n'omenala OMENALA NA EWUMEWU - Usoro nzikorita ozi odinala na nke ugbu a - Mmemme odinala: Oji OMENALA DI OKPURUKPU - Uzọ ndi Igbo si achọ mma

MBUIBO KURIKULUM A HAZIGHARỊ MAKÀ ASỤSỤ IGBO

TITLE: IGBO – PRAIMARỊ NKE ANỌ

NGALABA ỌMỤMỤ	NKEBI NGALABA ỌMỤMỤ	ISIOKWU
ASỤSỤ	A1: Ige ntị na ikwu okwu A2: Ọgụgụ A3: Odide	A1:1 Ọnụọgụgụ 1 – 200 A1:2 Ịkọwapụta ihe A2:1 Ọgụgụ na aghọtaazaa dị mfe A3:1 Edemede nduzi A3:2 Mwebata Odide Leta
AGỤMAGỤ	B1: Ejije B2: Abụ B3: Ọdịnịgha	B1:1 Ejije dị nkenke B2:1 Abụ na uri dị mfe (Egwu) B2:2 Agwụgwa dị mfe B2:3 Ilu dị mfe B3:1 Akụkọ ifo
OMENALA	C1: Nsiniwu na mbamuru (Norms and Values) C2 Omenala na Ewumewu C3: Omenala dị ọkpụrụkpụ	C1:1 Agwa ọma na agwa ọjọọ C2:1 Njirimara ndị Igbo C2:2 Akaorụ ndị Igbo C3:1 Nri na ejiji ndị Igbo