

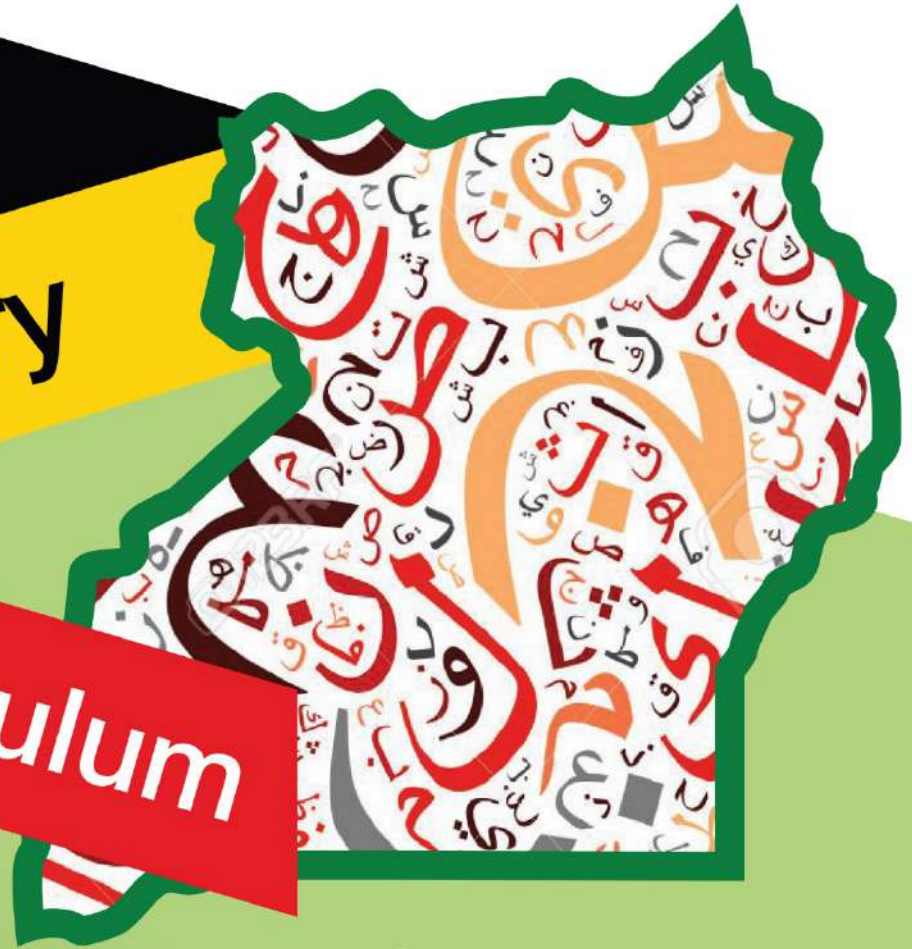


THE REPUBLIC OF UGANDA

Lower

Secondary

Curriculum



FOREIGN
LANGUAGES
SYLLABUS
ARABIC



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

CONTENTS

Foreword	1
Acknowledgement	2
Introduction	3
Background to the New Curriculum	3
Key changes	5
The New Curriculum	7
- Key learning outcomes	7
- Values	8
- Generic Skills	8
- Generic Skills in Arabic Language	9
- Cross cutting Issues	9
- Arabic within the new Curriculum	10
- Time allocation	10
- Rationale	10
- Teaching and learning Arabic	10
Programme planner	11
Detailed Syllabus	13
Assessment	35
- Examinations	37
- Formative assessment	37
- How do we find the opportunity to make formative assessment	38
- Generic Skills	39
- Attitudes	39
- Record Keeping	39
Glossary of Key terms	41

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Website: www.ncdc.go.ug

FOREWORD

The study of Modern Foreign Languages contributes to the acquisition and development of literacy and communication skills. Response to the spoken word and written texts encourages critical thinking; interaction and production of language, e.g. in role-plays, conversations and writing in different formats and for different purposes, fosters intelligibility, self-expression and creativity. Learners develop personal, interpersonal and team-working skills which can be applied in everyday life and in the world of work. This syllabus document therefore presents the four-year programme of study for Arabic as one of the 5 foreign languages in the New Lower Secondary school curriculum.

Exploitation of the available global opportunities requires learners to acquire knowledge and communication skills of foreign languages. Uganda has in the recent past experienced increased labour exportation mainly to the Arab world, therefore the teaching of Arabic at lower secondary level will enable learners to expand chances of studying and working in the Arab world as they explore the available opportunities with ease. Learners will learn more about the culture of the Arab people whose language they are studying, appreciate and reflect the diverse cultures thereby embracing global citizenship. The teachers of Arabic should shape learning experiences so that the needs and interests of all learners are catered for. The development and provision of good learners' textbooks with a diversity of texts and activities will greatly support teachers to do this.

The Lower Secondary syllabus for Arabic provides a sound foundation for further learning of the same or other related languages. The specific needs of the higher-achieving minority of learners who will go on to study Arabic at a higher level are met by the provision of activities that require an extra effort to acquire communication skills that respond to their specific needs. This is indicated within the list of vocabulary provided and indeed all the language skills.

As the Minister responsible for the provision of education, I endorse this syllabus as the official document for the teaching and learning of Arabic at the Lower Secondary School level throughout the country.



Hon. Janet K. Museveni

The First Lady and Minister for Education and Sports

ACKNOWLEDGEMENT

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Lower Secondary Syllabus.

Our gratitude goes to the Ministry of Education and Sports (MoES), for overseeing the development of the syllabus and taking timely decisions whenever necessary. They have worked as a team with NCDC to produce this syllabus. Their decisions have been invaluable in getting this work completed as required. Our thanks also go to our partners in education who provided the necessary guidance.

We would also like to thank the members of the public who made helpful contribution towards shaping this syllabus. Their efforts are invaluable towards having this syllabus implemented in the schools and for improved quality of education in Uganda.

The Centre is indebted to the learners, teachers and consultants from Cambridge Education and Curriculum Foundation UK, who worked with NCDC specialists. Great thanks go to members of Arabic Working Group who worked tirelessly to put together the necessary facts and guidance in producing this Syllabus.

Furthermore, NCDC would like to thank the World Bank for the initial technical support and the Government of Uganda for funding the rest of the processes up to implementation of the Lower Secondary Curriculum Review.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email admin@ncdc.go.ug or through our *Contact Us* page on our website at www.ncdc.go.ug.



A handwritten signature in black ink, appearing to be 'Grace K. Baguma', written in a cursive style.

Grace K. Baguma
Director
National Curriculum Development Centre

INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognises the existing weaknesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for inclusive and quality education, while the National Development Plan II focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded by some, is focused on the needs of a tiny academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with aims to secondary education in Uganda, as provided for in the Government White Paper on education (1992) as outlined below:

The aims of secondary education in Uganda are:

- Instilling and promoting national unity, an understanding of the social and civic responsibilities,
- Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Imparting and promoting a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Providing up-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socioeconomic development of Uganda;

- Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enabling individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
- Laying the foundation for further education;
- Enabling the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instilling positive attitudes towards productive work.

BACKGROUND TO THE NEW CURRICULUM

The review was based on the Education Sector Strategic Plan (ESSP), 2009 – 2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the short comings in the current curriculum.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information. There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, science and technology development and to ensure rigorous career guidance programme to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

To meet these requirements, the reforms are based on:

- The development of a holistic education for personal and national development based on clear shared values
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning
- An integrated and inclusive approach that will develop the ability to apply learning in practical situations.

The ESSP further outlines what the reforms imply:

“This reform will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently.”

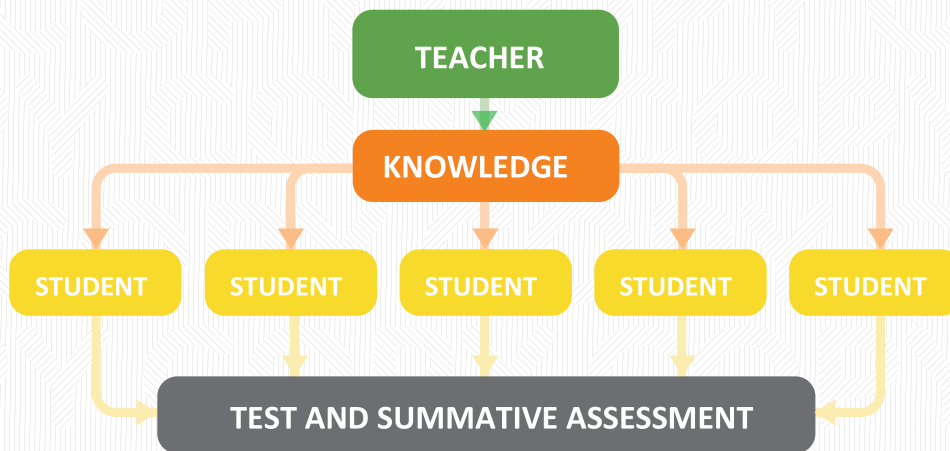
KEY CHANGES IN THE NEW CURRICULUM

The key change in the new curriculum is a move from a knowledge-based curriculum to a competence and skill-based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations. They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The change can be summarised in the following diagrams.

THE KNOWLEDGE-BASED CURRICULUM



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a unit, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for University, but the vast majority of learners never reach university. The new curriculum will cater for this majority as well as those who later go on to University.

THE COMPETENCE BASED CURRICULUM



In the competence-based approach, the “student” becomes a “learner”. The new Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners’ own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the Teacher and Learners. Learners also learn from each other through discussion. Assessment also becomes a two-way process of formative and summative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

THE NEW CURRICULUM

The new curriculum focuses on four “Key Learning Outcomes” of: self – assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society.

The curriculum emphasizes knowledge, application and behavioral change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject there are generic skills that allow holistic development into life-long learners. Besides, there are also cross cutting issues that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

This curriculum sets out ‘Key Learning Outcomes’ that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

Self-assured individuals who:

- Demonstrate self- motivation, self-management and self-esteem
- Know their own preferences, strengths and limitations
- Adjust their behavior and language appropriately to different social situations
- Relate well to a range of personality types

Responsible and patriotic citizens who:

- Cherish the values promoted in the curriculum
- Promote the development of indigenous cultures and languages and appreciate diversity, equity and inclusiveness
- Apply environmental and health awareness when making decisions for themselves and their community
- Are positive in their own identity as individuals and global citizens
- Are motivated to contribute to the well-being of themselves, their community and the nation

Lifelong learners who:

- Can plan, reflect and direct their own learning
- Actively seek lifelong learning opportunities for personal and professional development

Positive contributors to society who:

- Have acquired and can apply the Generic Skills
- Demonstrate knowledge and understanding of the emerging needs of society and the economy
- Understand how to design, make and critically evaluate products and processes to address needs
- Appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

This curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda. They are derived from The Uganda National Ethics and Values Policy of 2013. They are:

- Respect for humanity and environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social Responsibility
- Social Harmony
- National Unity
- National Consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all teaching and learning.

GENERIC SKILLS IN THE NEW CURRICULUM

Generic Skills

The generic skills lie at the heart of every Subject. They enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow young people to develop into life-long learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work. They need to be creative and innovative in their approach to learning and life. They need to be able to communicate well in all forms, co-operate with others and also work independently. They need to be able to use functional mathematics and ICT effectively. The details of the generic skills are:

Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalisations

Communication

- Listen attentively and with comprehension
- Talk confidently and explain ideas/opinions clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate ideas.

Co-operation and Self-Directed Learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

Mathematical Computation and ICT Proficiency

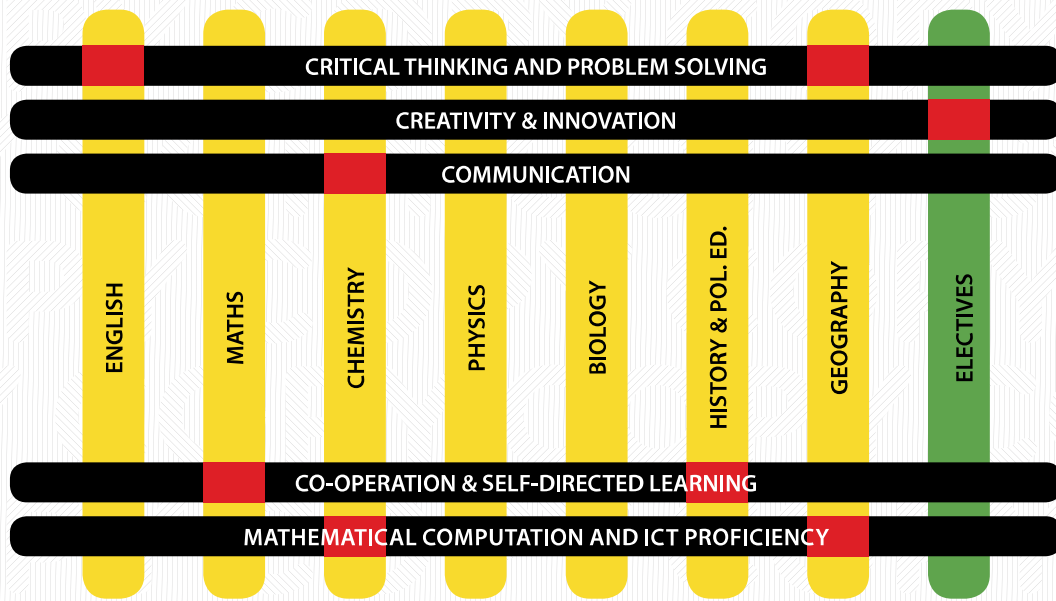
- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

Generic Skills within Arabic

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also help learning within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the subjects, and these subjects provide the context for the skill development. Arabic provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from the point of view of another country.

The subjects also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each Subject. For example, within „critical thinking“, the learner begins thinking critically about the relatively simple subject matter in Senior 1 and then progresses to thinking about the much more complex matters in Senior 2. Thus the progression is in the increasing complexity of the matters being thought about



Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one subject. These are the „Cross-cutting Issues“ and they need to be studied across the subjects. These issues develop the learners“ understanding of the connections between the subjects, and some of the complexities of life.

The Cross-cutting issues identified in the curriculum are:

- Environmental awareness
- Health awareness
- Mixed abilities and involvement
- Socio-economic challenges
- Citizenship and patriotism
- Life skills

These have been built into the syllabuses of each Subject. The way in which they operate within the Subject is very similar to the generic skills. Foreign Languages provides a very good context for reading about and discussing all these issues.

THE ARABIC SYLLABUS

Arabic is an elective subject from Senior 1 to Senior 4.

Time allocation

	SENIOR 1 & 2	SENIOR 3 & 4
Arabic	2 periods a week	3 periods a week

Rationale

Learning Arabic enables learners to communicate with those in neighbouring countries and around the world. Proficiency in other languages is important to help the nation extend its participation in the global economy. It helps the learner to understand the culture and traditions of other countries and to appreciate the richness of diversity in the world. It widens horizons, raises aspirations and enables young people to become global citizens. Language learning provides a wider communication base for the learners and increases their job opportunities beyond the borders.

Languages make an important contribution to the development of all five of the generic skills. Language learning involves a high degree of critical thinking as the learner build his/her understanding and establishes cross-links between the languages he/she is learning and those with which they are familiar. Communication is intrinsic to language learning with frequent speaking and listening activities involving paired work and groups of different sizes. Hence co-operation is developed along with communication.

Language reflects the culture of the communities in which they are spoken. Language learning invariably leads to consideration of culture and heritage associated with both the target language and the home nation.

Teaching and Learning Arabic

The thrust of the new syllabuses is experiential and towards deeper understanding. The focus in Arabic is on the development of understanding through experimentation, scientific enquiry and rational thought.

In common with established best practice around the world, language learning takes place principally in the target language and the principal focus is on communication. Use of new technologies should be made as frequently as possible.

The new syllabuses provide the learner with a wide range of contexts in which to develop this understanding, and these contexts are designed to engage the interest of the learner and to provide opportunities to build life- related knowledge, experience and skills. The Teacher is encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches

THE ARABIC SYLLABUS PROGRAMME PLANNER

Senior One	Theme	Topic	Duration (number of Periods)
Term 1	1. At school	1.1 School Compound	08
	"	1.1 School Compound	08
	"	1.1 School Compound 1.2 In My Class	02 06
	Total		24
Term 2	"	1.2 In My Class	08
	"	1.2 In My Class 1.3 Objects in The Classroom	04 04
	"	1.3 Objects in The Classroom	08
	Total		24
Term 3	"	1.3 Objects in The Classroom 1.4 Visit To a Sick Bay	06 02
	"	1.4 Visit To a Sick Bay	08
	"	1.4 Visit To a Sick Bay	08
	Total		24
Total			72
Senior Two	Theme	Topic	Duration (number of Periods)
Term 1	2. At home	2.1 My Home	08
	"	2.1 My Home	08
	"	2.1 My Home 2.2 My Family	02 06
	Total		24
Term 2	"	2.2 My Family	08
	"	2.2 My Family 2.3 My Home Town	04 04
	"	2.3 My Home Town	08
	Total		24
Term 3	"	2.3 My Home Town 2.4 4 Free Time Activities and Family Parties	06 02
	"	2.4 4 Free Time Activities and Family Parties	08
	"	2.4 T4 Free Time Activities and Family Parties	08
	total		24
Total			72
Senior Three	Theme	Topic	Duration (number of Periods)
Term 1	3. In the Market	3.1 Going Shopping	12
	"	3.1 Going Shopping	12
	"	3.1 Going Shopping 3.2 Marketing a Product	02 10
	Total		36

Term 2	"	3.2 Marketing a Product	12
	"	3.2 Marketing a Product	04
	"	3.3 In the Restaurant	12
	"	3.3 In the Restaurant	12
Term 3	"	3.3 In the Restaurant	02
	"	3.4 In Vegetables and Fruits Market	10
	"	3.4 In Vegetables and Fruits Market	12
	"	3.4 In Vegetables and Fruits Market	12
	Total		36
Total			108

Senior Four	Theme	Topic	Duration (number of Periods)
Term 1	4. Transport	4.1 Transport	12
	"	4.1 Transport	12
	"	4.1 Transport	02
	"	4.2 Travelling Abroad	10
Term 2	"	4.2 Travelling Abroad	12
	"	4.2 Travelling Abroad	04
	5. Education	4.3 Future Plans For Further Education	08
	"	4.3 Future Plans For Further Education	12
Term 3	"	4.3 Future Plans for Further Education	06
	"	4.4 Challenges in High Educational Institutions	06
	"	4.4 Challenges in High Educational Institutions	12
	"	Examination	
	Total		
Total			96

THE ARABIC SYLLABUS

The syllabus details for all subjects are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITIES
The knowledge, understanding or skills expected to be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the Learning Outcomes.	Opportunities for assessment within the learning

The teacher should base his/her lesson plans on the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities, and the teacher is encouraged to extend these and devise his/her own that are appropriate to the needs of his/her class.

Senior I, Term I

Theme 1: At school

Topic 1.1 School Compound

18 Periods

Competency: The learner understands and uses the Arabic language to describe what takes place on the school compound.

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment Strategies
a) use simple phrases for conducting classroom business (K,S)	<ul style="list-style-type: none"> Match up key phrases to pictures and work in pairs to practice and rehearse pronunciation. 	<ul style="list-style-type: none"> Form four groups and each learner introduces himself/herself to the group using simple phrases mentioning his/her name, age and place of residence. In a role-play, in pairs (one male and another female) one acts as a host and another one as a visitor, introduce each another, greet each other, and ask for favours from one another using a polite language and bid farewell to one another. Act out a scene in which one student demands to know how many times the bell rings and for what purpose. Another student gives correct responses. respond to questions about subjects that are taught at given times according to class time table. Say what you did over the weekend (Saturday and Sunday) in 2 minutes. In a role-play, act out a scene, one as an old student and another as a new student. The new student asks about the geography of the school, and the old student gives correct responses about location of school facilities and activities.
b) use a range of words and simple phrases for greetings, introductions, farewells and polite requests(K)	<ul style="list-style-type: none"> Explore the different cultural conventions when meeting and greeting peers and adults at different times of the day using pictures, words and role play 	
c) Greet a range of people using correct convention (K,V,S)		
d) Understand daily school activities (g.s)	<ul style="list-style-type: none"> Ask/tell why the bell is ringing Ask/ tell where an activity at school is taking place. 	
e) Interpret school timetable (u)	<ul style="list-style-type: none"> Tell what time it is Ask/tell at what time a certain subject is learnt Count using numbers 	
f) Know and use numbers (1-20) (k,u,s)		
g) Interpret the calendar	<ul style="list-style-type: none"> Ask for/tell days of the week and months of the year Ask for/tell the date of an event 	
h) Know key question words and phrases (u, k, s, v)	<ul style="list-style-type: none"> Practice the use of interrogative words Respond to questions that demand reason 	
i) Understand the concept of gender (u,v,s)	<ul style="list-style-type: none"> Use words(nouns, participles and adjectives for gender 	
j) use words related to school facilities (u, k, s)	<ul style="list-style-type: none"> Use words and simple phrases to describe school facilities. 	
<p><i>ICT support:</i> Use publishing software to draw a school map</p>		

Senior 1 Term 1

Theme 1: At school

TOPIC 1.2 In My Class

18 periods

Competency: The learners communicates in Arabic with and about people in the classroom

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment activities
a) Understand simple commands of the teacher (u)	<ul style="list-style-type: none"> Greet and take leave of their teacher and colleagues appropriately Respond to teachers commands appropriately Give commands to fellow learners Match statements to pictures 	<ul style="list-style-type: none"> Routinely check developing understanding/use of verb, classroom phrases during conjugation, and as lessons progress Check the research of the learner about the verbs of the first conjugation
b) Use appropriate words to ask for permission and demonstrate skill to politely ask for favour (k,s,v)	<ul style="list-style-type: none"> Use relevant verbs expressing going out and coming in politely Perform role-play on asking for and giving permission or favour 	<ul style="list-style-type: none"> Circulate during oral and written activities to check understanding and accuracy, of pronunciation Evaluate contribution to pair and group work ensuring coverage of all learners over time
c) Know how to introduce oneself and others (k,s,v)	<ul style="list-style-type: none"> Tell their name and other people's names, age, nationality and place of residence 	<ul style="list-style-type: none"> Involve the learner in self and peer assessment using success criteria agreed at the beginning of the tasks
d) Use adjectives correctly to describe people in the class (k,s,v)	<ul style="list-style-type: none"> Use appropriate adjectives to describe features of themselves and colleagues Extract information from identification card or form. Distinguish between feminine and masculine forms of adjectives in simple structures to describe people. 	<ul style="list-style-type: none"> Record listening and reading comprehension results. Assess quality of products: family tree; identity card, and presentation against agreed In a role-play, act out a scene between a teacher and a student: assume the position of a teacher and give five commands to another learner who assumes the position of a learner and responds to the commands appropriately Provide sentences with missing words and a list of proposed answers from which the learner chooses to fill in blank spaces. Using adjectives or active participles provided, write the correct forms of adjectives and participles in captions for pictures taking into account masculine and feminine forms.

Senior 1 Term 2

Theme 1: At school

Topic:1.3: Objects in The Classroom

18 Periods

Competency: The learner communicates in Arabic about objects in classroom

Learners outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment strategies
a) Use the names of classroom vocabulary correctly (u.k.s)	<ul style="list-style-type: none"> Identify and name items in a classroom Describe the function of each item in the classroom 	<ul style="list-style-type: none"> Fill in the gaps with classroom vocabulary in the sentences provided. Observe the learners matching pictures of objects and their names in a chart and give marks accordingly In the role-play, act out a scene of one requesting for something from the other, the other one accepts to give it
b) Use classroom vocabulary correctly (u.k.s)	<ul style="list-style-type: none"> Use the necessary vocabulary related to a classroom situation to be present, absent, late, in time etc Respond to a roll call 	<ul style="list-style-type: none"> Routinely check developing understanding/use of verb, classroom phrases during conjugation, and as lessons progress
c) Know the alphabets (k)	<ul style="list-style-type: none"> Identify and read consonants, write words and names 	
d) Understand letters used to express gender and number of objects in the classroom (u.k.v)	<ul style="list-style-type: none"> Identify object located in class by showing the real objects or pictures of objects whose names are pronounced by the teacher. label/match given pictures of objects with appropriate names Draw pictures of objects against the given names Describe pictures using nouns, objectives and active participles. 	<ul style="list-style-type: none"> Check the research of the learner about the verbs of the first conjugation Circulate during oral and written activities to check understanding and accuracy, of pronunciation
e) Know the expressions used to ask for something politely from a friend in class (k,v)	<ul style="list-style-type: none"> Use polite language to ask for an object or a favor Tell how many objects one needs Use the expression of wish or desire to express politeness 	<ul style="list-style-type: none"> Evaluate contribution to pair and group work ensuring coverage of all learners over time
f) Appreciate the importance of being early/on time in class (v,a)	<ul style="list-style-type: none"> Express regret for being late in class 	<ul style="list-style-type: none"> Involve the learner in self and peer assessment using success criteria agreed at the beginning of the tasks Record listening and reading comprehension results.
g) Understand at what time someone arrives at school (u)	<ul style="list-style-type: none"> Ask/tell time in hours/minutes using numbers Ask/tell at what time someone arrives in class Say that someone is absent in class at a given time of the day. 	<ul style="list-style-type: none"> Assess quality of products: family tree; identity card, and presentation against agreed
ICT support Use presentation application		

Senior 1 Term 3

Theme 1: At school

Topic 1.4: Visit to A Sick Bay

18 periods

Competences: The learner understands vocabulary related to a sickbay setting.

Learning outcomes <i>The learners should be able to</i>	Suggested learning activities	Sample assessment strategies
a) Know the personnel of the sick bay by their titles (k)	<ul style="list-style-type: none"> Name the titles of the sickbay members of staff they want to see. Request to see a specific person Tell/ask for what the person is doing. 	<ul style="list-style-type: none"> match different diseases with specific medical personnel. Discuss about the body temperature of a sick person.
b) Understand advice given to someone to seek the attention of particular sick bay personnel (u)	<ul style="list-style-type: none"> Direct someone to the appropriate/proper personnel for medical attention he/she is seeking Explain what a particular person does in the sick bay. 	<ul style="list-style-type: none"> In pairs, ask for directions to the out- patients section Read a short simple text about health matters and identify health related expressions as well as personal pronouns used.
c) Know what vocabularies to use to interact with the sick bay personnel about their health (k,s)	<ul style="list-style-type: none"> List the common ailments in Uganda Explain one's ailment to the doctor Respond to the questions of the doctor Take turns as they are interacting 	<ul style="list-style-type: none"> Routinely check developing understanding/use of verb, classroom phrases during conjugation, and as lessons progress
d) Understand and use appropriate words to describe symptoms of different sickness (u,s)	<ul style="list-style-type: none"> Use adjectives and active participles to describe the symptoms of a disease they are suffering from Say for how long the symptoms have persisted 	<ul style="list-style-type: none"> Check the research of the learner about the verbs of the first conjugation
e) Know how to describe the temperature of a person (k)	<ul style="list-style-type: none"> Associate the body temperature of a person in his/her health condition 	<ul style="list-style-type: none"> Circulate during oral and written activities to check understanding and accuracy, of pronunciation
f) Understand the language used in the sick bay (u,k,s,v)	<ul style="list-style-type: none"> List the drugs used for the common ailment Ask/tell how the drugs can be taken Read and understand medical short notices. 	<ul style="list-style-type: none"> Evaluate contribution to pair and group work ensuring coverage of all learners over time
g) Understand expressions to direct someone to go to a particular section of a sick bay (u,s)	<ul style="list-style-type: none"> Give specific directions to a patient to a particular section of a sick bay 	<ul style="list-style-type: none"> Involve the learner in self and peer assessment using success criteria agreed at the beginning of the tasks Record listening and reading comprehension results. Assess quality of products: family tree; identity card, and presentation against agreed
ICT support Use presentation application		

Senior 2, Term 1

Theme 2: At Home

Topic 2.1 My Home

18 periods

Competency: The learner uses appropriate vocabulary related to a home and family.

Learning outcomes <i>The learners should be able to</i>	Suggested learning activities	Sample assessment strategies
a) use courteous expressions and etiquette (u,k,v/a)	<ul style="list-style-type: none"> In a role play welcome a visitor to their home using courteous expressions. Introduce themselves to a visitor Invite a visitor to introduce him/herself Offer something to a visitor Take leave politely 	<ul style="list-style-type: none"> Identify courteous expressions in a dialogue Match the courteous expressions with the appropriate pictures that illustrate them.
b) Use appropriate words to describe home (k,s)	<ul style="list-style-type: none"> Identify and use words related to a home Associate objects in a home to their names 	<ul style="list-style-type: none"> Use courteous expressions in conversation Read a short text about the family and match the domestic activities with the family members.
c) use appropriate adverbs of places to locate a home (k,v,s)	<ul style="list-style-type: none"> Give directions to a home Relate words to different types of living accommodation. Name parts/rooms of a house. 	<ul style="list-style-type: none"> Carry out a matching exercise-matching real items/pictures to rooms/uses.
d) Know the expressions used to describe what people do in their homes (k)	<ul style="list-style-type: none"> Link family activities to specific parts/rooms of the house Match names/descriptions of activities to pictures Use expressions related to homes to respond to questions about their own homes. 	<ul style="list-style-type: none"> In a role -play admire an object. The other learner stops you from taking it. In a role play, one admires an object, the other one says that the object is his/hers and allows the friend to take the object.
e) Understand responsibilities of family members (u)	<ul style="list-style-type: none"> Identify domestic chores Indicate what responsibilities key family members undertake Read and respond to questions about the responsibilities of family members and identify positive values therein Select words to complete sentences to write to a friend about their home and family members. Select words to complete sentences to write to a friend about their home and family members. 	<ul style="list-style-type: none"> fill in the blank spaces with appropriate preposition of place Write an sms message to a friend to find an object from one of the rooms of your house. Give him/her direction to find the object.
f) give/obtain factual information about the objects in the home (s, gs)	<ul style="list-style-type: none"> Identify objects in the home by name, colour, size etc Link common household object to rooms Explain the way to use household objects 	
g) describe household objects (k,u)	<ul style="list-style-type: none"> Tell/ask whose objects they are Admire an object. 	
h) determine the gender of and number of objects (k,u)	<ul style="list-style-type: none"> Describe the use of household objects 	
i) Understand numbers from	<ul style="list-style-type: none"> Tell how many objects at home they 	

Learning outcomes <i>The learners should be able to</i>	Suggested learning activities	Sample assessment strategies
70-90 (u)	need	
j) express what belongs to who (k)	<ul style="list-style-type: none"> • Forbid/allow someone to take their objects • Use possessive pronouns to say to whom objects belong 	
k) give/obtain factual information about the location of the objects in the family (u)	<ul style="list-style-type: none"> • Identify words used for telling location of an object e.g on top of, beneath etc • Ask for the colour of some objects in the home 	
l) give directions to someone to find an object at home (s)	<ul style="list-style-type: none"> • Locate objects in the house using prepositions of place • Give and follow directions on how to find or where to place an object • Ask/tell where an object is found. 	
ICT support: Use audio and video recordings		

Senior 2 Term 2

Theme 2: At Home

Topic 2.2 My Family

18 periods

Competency: The learner uses the correct language to introduce the members of his/her family to a visitor and discusses family responsibilities/domestic chores.

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment activities
a) Understand relations among family members (u, v/a)	<ul style="list-style-type: none"> Describe the relationships among the people in the family using appropriate nouns, possessives and demonstrative pronouns following the structures. This is + noun + possessive This is + name She/he + profession/occupation 	<ul style="list-style-type: none"> In a simulation, work in pairs on the theme: "you are meeting your friend for the first time. Talk to each other about your family members. Mention the activities they do, what they own, their age, their profession/occupation," each pair takes five minutes to prepare the activity and five for the presentation.
b) Appreciate the value of having a manageable family size (v,a)	<ul style="list-style-type: none"> Compare the size of 2 families Describe family members of a large family Describe members of a small family Describe what their family should look like 	<ul style="list-style-type: none"> Routinely check developing understanding/use of verb, classroom phrases during conjugation, and as lessons progress Check the research of the learner about the verbs of the first conjugation
c) Understand words used to describe the family members (s)	<ul style="list-style-type: none"> Read/view documents about families and respond to questions about the family members Identify positive values in family issues. Locate the house in which family members live using prepositions and nouns (u, k, s) 	<ul style="list-style-type: none"> Circulate during oral and written activities to check understanding and accuracy, of pronunciation Evaluate contribution to pair and group work ensuring coverage of all learners over time
d) Understand and use pronouns, adjectives of nationality and possession, profession, forms, sounds (s,k,u)	<ul style="list-style-type: none"> Identify the words which are synonymous to house (u, k) Name and use correctly numbers 21-69 Compare the age of the person in the family. use adjectives to describe the family size. 	<ul style="list-style-type: none"> Involve the learner in self and peer assessment using success criteria agreed at the beginning of the tasks Record listening and reading comprehension results. Assess quality of products: family tree; identity card, and presentation against agreed
ICT support: Use audio and video recordings and simulations		

Senoir 2 Term 2

Theme 2: At Home

Topic 2.3 My Home Town

18 periods

Competency: The learner understands terminologies related to social, cultural and economic activities in their hometown.

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment activities.
a) understand activities in a town (k)	<ul style="list-style-type: none"> Identify activities in the town e.g. social, economic and cultural Discuss their liking or disliking of the activities Locate the venue and time of the activities using prepositions of place and adverbs of time. Compare the activities in their towns with the activities of the original speakers or Arabic language using comparative forms of adjectives. 	<ul style="list-style-type: none"> View pictures/read a passage describing activities in a town and in pairs, list 3 of the most common activities similar to those in your town. Learners describe the venues of cultural activities in their town. Debate on how activities in the town have impacted on young people Read a passage on how town activities are affecting young girls and boys.
b) Understand the impact of urban activities on young people (u, v)	<ul style="list-style-type: none"> Identify the activities young people in their town love most in a short passage Give examples of how much activities have misled the youth in their town Use appropriate adjectives, active participles, verbs and expression to describe young people's attitudes towards activities in their town. Use verbs of feeling appropriately e.g. I like I fear....., I enjoy Etc. 	<ul style="list-style-type: none"> Identify three activities that have caused a negative impact on the youth. observe 2 practices of boys and girls that are against the norms of their society and advice them to change. Make 5 short sentences about some activities/features in their town using adjectives meaning good, bad, terrible etc.
c) Develop awareness of the tourism opportunities in the hometown (K,u,s)	<ul style="list-style-type: none"> Identify interesting features of their home town e.g. cultural sites, beaches, mountains, rivers Describe the kind of people who visit the places Request/give directions to the unique features in a town. Identify the types and places of leisure in their towns. Use adjectives to describe the beauty, size of places of leisure and the manner in which people spend their leisure time. Name the types of people for specific leisure activities e.g. children, young people, old people, rich, poor, etc Identify and use interrogative pronouns appropriately. Identify and use the most common prepositions correctly. 	<ul style="list-style-type: none"> Write a short advertisement to attract tourists to visit one of the tourist sites in their town. listen to an advert for a specific leisure place in town and write an e-mail message to the company managing the place to inquire how much it would cost for a friend to use a given service for a given length of time. Fill in blank spaces in sentences with the correct prepositions. role-play communicating to a friend on phone telling him/her how you spend their leisure time. name the types of food you like and explain why to a waiter .

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment activities.
d) Understand the people who live in their town (u,k,s)	<ul style="list-style-type: none"> • Describe how people in the town spend their leisure time • Compare the culture of two communities living in the town in terms of what they eat. 	
ICT support: Use internet and other academic applications		

Senior 2, Term 3

Theme 2: At Home

Topic 2.4 Free Time Activities and Family Parties

18 periods

Competency: The learners uses appropriate words and phrases to talk about their leisure activities and family activities.

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment Strategies
a) Know a range of words used to talk about leisure activities (k)	<ul style="list-style-type: none"> • In a discussion learners share information about their hobbies • Write a list of what people usually do during their free time. • Use descriptive phrases and make a distinction between a leisure activity and a duty. • Explain the way an activity can be sometime described as a leisure activity and at another time described as a duty e.g. playing soccer is a duty or even a job for the professional soccer players, whereas for the amateurs who take it as a hobby, it is a hobby 	<ul style="list-style-type: none"> • Draw pictures representing hobbies on the black board and ask learners to copy 2 pictures that express their hobbies. • Read out names of celebrities and ask learners to choose those they like most (models)giving reasons for their choice. • Ask 10 learners to tell the class their favorite movies and why they enjoy them. • Write down your favourite British premier club and justify your choice. • tell the class the roles of the following players in a soccer game. <ul style="list-style-type: none"> - A striker - A goal keeper - A lines man - A referee - A coach - A defender
b) Know words and phrases used during a family party (u,k,s,v)	<ul style="list-style-type: none"> • Welcome and entertain a guest at a family party. • List foods and drinks that are normally prepared for a family party in your community. • Compare eats and drinks that Arabs prepare for their birthday parties with our local eats and drinks for the same function. 	<ul style="list-style-type: none"> • Routinely check developing understanding/use of verb, classroom phrases during conjugation, and as lessons progress • Check the research of the learner about the verbs of the first conjugation • Circulate during oral and written activities to check understanding and accuracy, of pronunciation
c) Understand the way Idd festival is celebrated (u,s,V)	<ul style="list-style-type: none"> • Tell the way different communities celebrate the Idd 	<ul style="list-style-type: none"> • Evaluate contribution to pair and group work ensuring coverage of all learners over time
d) Know a range of words used in organizing and attending a wedding party (k,u,s, gs)	<ul style="list-style-type: none"> • Write a list of words related to a wedding party meeting. • List down the functions of a chairman, secretary and treasurer of a wedding party meeting. 	<ul style="list-style-type: none"> • Involve the learner in self and peer assessment using success criteria agreed at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products: family tree; identity card, and presentation against agreed
ICT support: Use online dictionary		

Senior 3, Term 1

Theme 3: In the Market

Topic 3.1 Going Shopping

18 periods

Competency: The learner talk negotiates the prices and appreciates the quality of the goods.

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment strategies
a) Understand and use the names of merchandise/dual and plural forms of nouns adjectives of quality, weight (u,k)	<ul style="list-style-type: none"> Name the different items in a shop List the dual/plural forms of the goods 	<ul style="list-style-type: none"> Put in plural the list of goods provided in singular. list down the ingredients of some 5 goods you know. In a role-play act out a scene in a shop, one as a customer the other a shopkeeper and discuss about the prices.
b) Understand words to express what something is made of (u)	<ul style="list-style-type: none"> Name the ingredients of the goods/items Describe what they want to buy. 	<ul style="list-style-type: none"> Change numbers 1 to 10 to figures and vice versa
c) Develop the skills of correctly pronouncing relevant sounds (s)	<ul style="list-style-type: none"> Pronounce correctly all vocabulary related to shopping Ask for goods/items and their prices. 	<ul style="list-style-type: none"> Write a shopping list depending on the information provided.
d) Know the skills of convincing a shopkeeper by using terminologies applied in buying and selling e.g. expressing approval, appreciation, regret, indifference and accepting/declining an offer etc (k,s, v, gs)	<ul style="list-style-type: none"> Write a letter to acknowledge the receipt of commodities delivered in good condition as they appreciate the good quality of the goods. Complain to the manager of the shop on the unbecoming behaviors of the sales person Accept/decline an offer made by the sales person. 	<ul style="list-style-type: none"> In a role-play one act as a shopkeeper and the other as a customer. Tell the prices of goods. Construct sentences using words of shopping and pronounce them loudly and correctly.
e) Develop skills of financial discipline through accounting for the money used (gs,s)	<ul style="list-style-type: none"> Count and write figures from 1,000 to 1,000,000 Count money and commodities e.g. 1,001-1,000,000 	
f) Understand and use the words to bargain for prices of commodities (u,s)	<ul style="list-style-type: none"> Demonstrate the skills of convincing shopkeeper to reduce the prices of a commodity. Bargain for goods/items using words like reduce, it is too expensive, and I have less. 	
g) Understand documents used in the shop such as receipts, invoices, etc (u,k,gs)	<ul style="list-style-type: none"> Tell the means which they used to pay for items e.g. cheque, invoices, credit cards, receipts. 	
ICT support Use equation editors		

Senior 3, Term 2

Theme 3: In the Market

Topic: 3.2 Marketing A Product

18 periods

Competency: The learner uses persuasive language to interact with clients with a view of convincing them to develop interest in the products in their workshop or factory.

Learning outcomes Learners should be able to	Suggested learning activities	Sample assessment strategies
a) Develop skills to market their skills/product in the workshop/factory (s)	<ul style="list-style-type: none"> • Display the product to the public • List the users of the product • Give the qualities of a product by showing how different it is from other Products using words like "you will believe it." "you will not regret it" • Describe how a product/an object is made • Describe how a product can be used • Assure the clients of the durability and efficiency of the products 	<ul style="list-style-type: none"> • write an advert for a product. • Write an advert for broadcast media to advertise a dining table and six dining chairs made out of timber. use words that can convince people about the table and chairs • In pairs, role-play a client and a salesman. The learner who acts the part of a client asks questions about a product, the salesman responds with convincing and impressive words about the product.
b) Understand the words and develop the skills of advertising the products of workshop (k,u)	<ul style="list-style-type: none"> • Explain that the product functions excellently by comparing it with another one that worked poorly • Demonstrate that the materials and workmanship are excellent, etc • Explain the originality of the product by talking about the raw materials and ingredients used for making the product. 	
c) advertise in various media (v/a)	<ul style="list-style-type: none"> • Read and identify convincing words in adverts • Memorise, advertise and dramatise • Identify the techniques used in an advert to make people laugh/wonder/believe • Use vocabulary from advertising learners own adverts • Write an advert to radio/television and act it. 	
ICT support Use audio and video recordings		

Senior 3, Term 2

Theme 3: In the Market

Topic:3.3: In the Restaurant

18 Periods

Competency: The learner understands language related to requesting/giving services in a restaurant.

<i>Learning outcomes</i> <i>The learner should be able to</i>	Suggested learning activities	Sample assessment strategies
a) Use the correct language to ask for a menu, place/receive an order, express ones taste, suggest dishes, express satisfaction/dissatisfaction, obtain a bill (u,s,k)	<ul style="list-style-type: none"> • Ask for a menu • Ask question on what they do not understand on the menu • Place orders • Act as a waiter/waitress and receive guests • Comment on the taste of the food • Suggest the different types of food to a client • Appreciate the services of a restaurant personnel • Ask for a bill 	<ul style="list-style-type: none"> • In a role-play, act out a situation in a restaurant; one learner acts a guest, the other acts as a waiter and vice versa. • In a role-play, describe what you want to eat while another learner acts as the waitress/waiter and gives the price • You are having a function for a number of people, write to a hotel, book food for a dinner. Describe what kind of food you want. • Read information about people's preferences of food and compare food loved by 2 groups of people.
b) Understand information in a restaurant (u)	<ul style="list-style-type: none"> • Inquire/give information about restaurant facilities, meal times, etc • Read and respond to documents in the restaurant 	
c) Understand and know documents used in a restaurant (u,k)	<ul style="list-style-type: none"> • Ask a question about what they do not understand on the receipt • Explain why the bill is high • Write a bill 	
d) Understand socio-cultural vocabulary related to meals <ul style="list-style-type: none"> - Invitation to eat - Offer/reject food - Table setting etc(u,v/a) 	<ul style="list-style-type: none"> • Offer someone something to eat. • Accept an offer • Turn down an offer politely • Give foods liked by a given group of people. 	
<ul style="list-style-type: none"> • ICT support • Search online 		

Secondary 3 Term 3

Theme 3: In the Market

Topic: 3.4 In Vegetables and Fruits Market 18 Periods

Competency: The learner uses the appropriate language to bargain for lower prices when shopping for vegetables and fruits in a market.

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment strategies
a) Ask for/give directions to vegetables and fruits market (k,s)	<ul style="list-style-type: none"> Identify different sections of the vegetables market dealing in different vegetables. Identify different sections of the fruits. 	<ul style="list-style-type: none"> Describe describe the condition of vegetables in the market. In a role play, act out a scene in a vegetable market; one acts as a customer, the other as a seller. Complain about the quality of the vegetable.
b) Understand vocabulary related to bargaining (u,s)	<ul style="list-style-type: none"> Use appropriate words for bargaining. Use appropriate words like reduce, it is too expensive, I have less. 	<ul style="list-style-type: none"> write a shopping list of fruits depending on the information in a picture.
c) Understand and use names of vegetables and fruits in dual and plural forms of nouns, adjectives and participles (u,k)	<ul style="list-style-type: none"> Name the different types of vegetables and fruits in the market. List the vegetables and fruits in dual and plural forms of nouns, adjectives and participles (u, k) 	<ul style="list-style-type: none"> construct sentences using verbs related to shopping and then pronounce them loudly and correctly.
d) Develop the skills of correctly pronouncing relevant sounds (s,u)	<ul style="list-style-type: none"> Pronounce correctly all vocabulary related to shopping Ask for vegetables/fruits and their prices 	<ul style="list-style-type: none"> Routinely check developing understanding/use of verb, classroom phrases during conjugation, and as lessons progress
e) Know the skills of convincing a seller by using terminologies applied in buying and selling e.g. expressing approval, appreciation, regret, indifference and accepting/declining an offer etc (k,s,gs)	<ul style="list-style-type: none"> Write a letter to acknowledge the receipt of fruits delivered in good conditions as they appreciate the good quality of the goods. Complain to the market manager on the unbecoming behavior of the sales person Accept/decline an offer made by the sales person 	<ul style="list-style-type: none"> Check the research of the learner about the verbs of the first conjugation
f) Develop skills of financial discipline through accounting for the money used (gs,s)	<ul style="list-style-type: none"> Count and write figures from 10,000 to 100,000 	<ul style="list-style-type: none"> Circulate during oral and written activities to check understanding and accuracy, of pronunciation
g) Use correct language to pay for vegetables and fruits (k,s,u)	<ul style="list-style-type: none"> Write a shopping list of 5 types of fruits and their prices. 	<ul style="list-style-type: none"> Evaluate contribution to pair and group work ensuring coverage of all learners over time
h) Understand documents used in the market, such as receipts, invoices etc (u, k, gs)	<ul style="list-style-type: none"> Tell the means which they used to pay for items e.g. cheque, invoices, credit receipt 	<ul style="list-style-type: none"> Involve the learner in self and peer assessment using success criteria agreed at the beginning of the tasks Record listening and reading comprehension results. Assess quality of products: family tree; identity card, and presentation against agreed
ICT support Use internet		

Senior, 4 Term I

Theme 4: Transport and Communication

Topic:4 .1: Transport

18 Periods

Competency: The learner uses the correct terminologies related to common means of transport.

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment strategies
a) Know what means of transport are used in the country (u)	<ul style="list-style-type: none"> Draw pictures of different means of transport and name them Ask/tell what means of transport to use to reach a given place 	<ul style="list-style-type: none"> Identify and write down an appropriate means of transport from one point to another.
b) Appreciate the use of local means of transport (v/a)	<ul style="list-style-type: none"> Name the common/local means of transport in their area Tell what makes good for their area Sing a song to promote their local transport 	<ul style="list-style-type: none"> In pairs, dramatize a dialogue to express what transport system you prefer to use in your home and give reasons of your preference.
c) Know and use vocabulary related to transport (k, s)	<ul style="list-style-type: none"> Identify vocabulary related to transport in a short oral document Indicate who use which means in a short oral document. 	<ul style="list-style-type: none"> Fill in the missing verbs with words related to transport in their correct forms.
d) Understand and use verbs of movement (u, s)	<ul style="list-style-type: none"> Identify 3 words of movement in a short passage Use verbs of motion correctly. 	<ul style="list-style-type: none"> Pronounce loudly words related to transport.
e) Develop the skills of correctly pronouncing relevant sounds related to transport (k,s)	<ul style="list-style-type: none"> Listening to the sounds and repeating them as they are reading a loud The learners sing songs containing problematic sounds 	<ul style="list-style-type: none"> In groups create short posters to encourage the use of environmentally friendly means of transport
f) Appreciate means of transport that are environmentally friendly (U,s, v)	<ul style="list-style-type: none"> Mention the different means of transport used locally and the kind of fuel they consume Name the means of transport that do not use fuel Tell why those that do not use fuel are good Give advantages and disadvantages of local means of transport 	<ul style="list-style-type: none"> In a role-play, act out a scene where you act as a passenger and the other a taxi driver; then you discuss about the transport fare for 2 minutes.
g) Understand numbers from 70-99 (k,u,s)	<ul style="list-style-type: none"> Count objects 70-99 Tell the distances between 2 places from 70 to 99 kilometers. 	<ul style="list-style-type: none"> Draw and name five road signs
h) Demonstrate the skill of the way to interact with taxi drivers (conductors) on the transport fare to different destinations (u,s, v))	<ul style="list-style-type: none"> Argue that the destination is very far/near Complain about the driver's speed 	<ul style="list-style-type: none"> Warns and advises accordingly a child crossing a busy road.
i) Understand words used to ask for/tell transport fare (u)	<ul style="list-style-type: none"> Ask for/tell the transport costs of travel to a given destination Use the expression "how much" 	<ul style="list-style-type: none"> Match the pictures of some accidents with warning words that should have been said to the person before the accident.
j) Develop skills to bargain the transport fare (u,s, v,gs)	<ul style="list-style-type: none"> Complain that the cost is very expensive Suggest the amount of money they want to pay for the travel 	
k) Develop knowledge and understanding of local road signs (k,u, s, v))	<ul style="list-style-type: none"> Identify commonly used road signs in the country Read and understand road signs Match the road signs on a chart with their functions and read the functions loudly 	
l) Understand advice on good	<ul style="list-style-type: none"> Identify road sign showing places where 	

Learning outcomes	Suggested learning activities	Sample assessment strategies
<i>The learner should be able to</i> road use to avoid accidents (u,s)	pedestrians cross the road. <ul style="list-style-type: none"> • Describe and mime how to cross the road safely. • Use appropriate vocabulary to advise someone who is about to break the roads safety rule. 	
m) Appreciate the importance of respecting the road safety signs (v/a)	<ul style="list-style-type: none"> • Appreciate a short poem on respect for road signs • Write a short composition of 20 words on the repercussions of not following road signs. 	

Senior 4, Term 2

Theme 4: Transport and Communication

Topic: 4.2 Travelling Abroad

18 Periods

Competency: The learner uses language related to travel abroad.

Learning out comes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment strategies
a) Understand and use numbers (101-1,000) to tell the distances between places (u,k)	<ul style="list-style-type: none"> • Ask/tell the distance between places in miles and kilometres • Ask/tell the duration of a journey between places • Use expressions to estimate time. 	<ul style="list-style-type: none"> • With the help of a chart/ a map showing towns and their distances, tell whether the towns are far or near each other.
b) Understand how to use adjectives of size and length (u)	<ul style="list-style-type: none"> • Describe the distance between places using words like far, near, cheap, expensive, more than, less than, etc • Ask a friend to show places on the map/show a place on a map to a friend. 	<ul style="list-style-type: none"> • Use five words of duration like while, when, during, and then construct sentences correctly.
c) Understand and use adverbs of duration to describe the duration of a journey (u,s,k)	<ul style="list-style-type: none"> • Tell the duration/time taken to move from one place to another using words like while, when, during etc 	<ul style="list-style-type: none"> • Match pictures of places where travel documents like passport, tickets, driving permits etc are needed with the documents.
d) Understand the documents needed for travelling abroad (u)	<ul style="list-style-type: none"> • Identify the different types of travel documents needed within and outside the country e.g. passport, identity card, tickets, immunization certificates, inoculation certificates, etc. • Explain which country one is travelling to • Ask/tell what travel documents they need/have • Advise someone what travel documents to have while travelling to a given place. 	<ul style="list-style-type: none"> • Observe a role-play, where one learner acts as a traveler and another one acts as a security agent. The security agent asks where the traveler is going and he/she tells asks if she/he has a given travel document, the traveler shows the correct document or a picture. 3 minutes.
e) Understand information given at the point of departure (u)	<ul style="list-style-type: none"> • Read short message at the departure station for gist/specific information • Listen to short announcements about the travel time, arrival of the plane, train, bus and respond accordingly. • Respond to the information provided at the airport terminal, bus park or train station and act accordingly 	
ICT support Use digital mapping		

Senior 4, Term 2

Theme 5: Education

Topic: 4.3 Future Plans for Further Education

18 Periods

Competency: The learner communicates plans and wishes about further studies.

Learning outcomes <i>The learner should be able to</i>	Suggested learning activities	Sample assessment strategies
a) Understand entry requirements of further education institutions (u, k)	<ul style="list-style-type: none"> • Read an application form to a tertiary institution and identify the tertiary institution and identify the entry requirements. • In groups discuss the ways in which they will support their parents in meeting some of the requirements • Use future expressions to say what they plan to do • Report to parents/friends what they plan to do • Report to parents/friends what they have heard about the entry requirements to the tertiary institution of their choice. • Compare the entry requirements of two institutions • Advise a friend on which courses to take in a tertiary institution. 	<ul style="list-style-type: none"> • Write a composition of 120 words about how you plan to support their own education. • In a role-play, give your view on what you wish to study further. • Tell the subjects you should study in secondary with courses you can take in a tertiary institution. • Rewrite a passage as you fill in the blank spaces with correct forms of given verbs. You are guided by the adverbs of time in the passage.
b) Understand adverbs of time to express future period of time (k,u s)	<ul style="list-style-type: none"> • Identify adverbs of time in a passage about future plans • Use appropriate adverbs of time to complete sentences to express plan of actions. • Use appropriate forms of verbs depending on given adverbs of time used in a sentence. 	<ul style="list-style-type: none"> • Write a letter to convince your parents who had divergent views from yours on which course to take.
c) Appreciate the importance of guidance and counseling in making decisions about which course to take in a higher institution (v/a)	<ul style="list-style-type: none"> • Identify their ability to take a course that they can afford rather than following others and rejecting guidance and counseling • Give 4 reasons why they are able to take given course in a tertiary institution. • Give reasons to a friend crying endlessly because he/she was given a course he/she did not like at all to convince him/her to take the course up. 	<ul style="list-style-type: none"> • Imagine that you are already admitted to a tertiary institution. An organization is offering sponsorship to learners of your type. Write all application letters to request sponsorship of your course.
d) Develop their skills to plan for the future (u, s)	<ul style="list-style-type: none"> • Identify what they want to do to support their education in future • Using role-play, identify their certificates through discussion. • Write an application letter for admission to an institution specifying the course of their interest and indicating what documents are attached to the letter. • Fill in an application form 	
ICT support Mind mapping software		

Senior 4, Term 3

The theme 5: Education

Topic: 4.4: Challenges in High Educational Institutions 18 Periods

Competency:The learner communicates positive attitude to resolve challenges, faced by students in tertiary institutions.

Learning outcomes <i>The learner should be able to:</i>	Suggested learning activities	Sample assessment activities
a) Understand challenges female learners face at tertiary institutions (u)	<ul style="list-style-type: none"> Identify the major problems of students at university Read and respond to short press articles about problems of female students at higher institutions. Give their views on what to be done to solve the problems of female students at university using the structures "I think; I am sure, I believe" Advise learners to be responsible when they are at school 	<ul style="list-style-type: none"> Read a short article/observe/study a picture or photograph illustrating the problems of learners in a higher institution of learning and then respond to the article/photograph starting with "it is not good to" Students have missed lunch at school and now they are rowdy. In groups of 4 play the role of student leader and debate to solve the situation. Imagine that you are studying in a foreign country. The school administration there has increased school fees without consulting the school prefect body. Write to the school administration to complain that you are not going to pay the additional fees and give reasons. Routinely check developing understanding/use of verb, classroom phrases during conjugation, and as lessons progress Check the research of the learner about the verbs of the first conjugation Circulate during oral and written activities to check understanding and accuracy, of pronunciation Evaluate contribution to pair and group work ensuring coverage of all learners over time Involve the learner in self and peer assessment using success criteria agreed at the beginning of the tasks Record listening and reading comprehension results. Assess quality of products: family tree; identity card, and presentation against agreed
b) Develop skills of expressing their opinion on the use of strikes as a way of solving conflicts at school (k,s)	<ul style="list-style-type: none"> Give causes of strikes at school Identify problems of gender that can lead to strikes if not addressed Apart from strikes, suggest other ways of solving conflicts. Use expressions such as "In my opinion..., according to me..., my point of view is ..., I suggest that ..., I do not believe don't you think that ..., I am not of the view. 	
c) Understand and use adverbs of negation to express impossibility (s,u)	<ul style="list-style-type: none"> Underline adverbs of negation in a passage that talk about the impossibility of certain situations in schools to change in the near future Use adverbs of negation to express what they feel they will not do in tertiary institution Change positive sentences to negative sentences Use gestures to express negative responses 	

Use ICT to play a video that illustrates appropriate gesture to express negative responses.

Arabic Vocabulary List

Grammar

1. Morphology and Etymology – verbs and conjugation
2. Grammar –phrases and sentences
3. Noun
4. Pronoun
5. Verb (active& passive)
6. Adjective
7. Adverb
8. Preposition
9. Conjunction
10. Interjection
11. Active participle
12. Passive participle
13. Nominative Case
14. Accusative Case
15. Genitive Case
16. Subjunctive
17. Jussive
18. Preposition
19. Conjunction
20. Exception

Arabic Vocabulary List

a. Key commands

1. قلْ (m)
2. قولِي (f)
3. اقرأ (m)
4. اقرئ (f)
5. استمع
6. استمعى

b. Key nouns

1. الفصل
2. البيت
3. الغرفة
4. القلم
5. الملعب
6. المقصف
7. الحصة
8. الاستراحة
9. الشهر
10. السنة
11. المرض
12. الممرضة
13. المؤنث
14. الباب
15. المفتاح
16. الساعة
17. الحساب
18. الرياضة
19. الممسحة
20. الفسحة

c. Key active participle

1. متاخر
2. مسافر
3. منتبه
4. قائم
5. فاهم
6. ماشى
7. حاضر
8. غائب
9. صابر

10. مسرع

d. Key passive participle

1. مضروب
2. مدروس
3. مفهوم
4. مرسوم
5. محفوظ
6. مامور
7. مرفوع
8. منصوب
9. مجرور
10. مجزوم

e. Key verbs

1. حضر
2. درس
3. كتب
4. رسم
5. جلس
6. دخل
7. خرج
8. قارن
9. زار
10. لعب
11. تكلم
12. غاب
13. صحب
14. تعب
15. نظر
16. سكت
17. ساوم
18. شكر
19. باع
20. اشترى

f. Cultural expressions

1. مجاملة
2. تحية
3. شكرا
4. عفوا
5. تفضل
6. متأسف
7. عزيزى
8. عزيزتى
9. من فضلك
10. لو تسمح

11. عن ادنك
12. اسمح لى
13. لا باس
14. خلىنى
15. مع السلامة
16. انتظر
17. اصبر
18. تعال
19. تفضل معنا
20. طال عمرك

ASSESSMENT

This section should be considered alongside the Assessment Guidelines.

Assessing the new expectations for learning

The new curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a different approach to assessment.

The “Learning Outcomes” in the syllabuses are set out in terms of Knowledge, Understanding, Skills, and Attitudes. This is what is referred to by the letters k,u,s & v/a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

So this guidance booklet focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

Knowledge	The retention of information.
Understanding	Putting knowledge into a framework of meaning – the development of a ‘concept’.
Skills	The ability to perform a physical or mental act or operation.
Values	The inherent or acquired behaviours or actions that form a character of an individual.
Attitudes	A set of emotions, beliefs or behaviours toward a particular object, person, thing or event.

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.

Skills

Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example, a piece of writing, a picture or diagram.

Understanding

Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.

Values and Attitudes

Values and Attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.

Examinations

There will be examinations or tests set at the end of every year. There will also be a summing up of on-going teacher assessments made in the context of learning.

Formative Assessment

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. This is formative assessment. If teaching and learning stay the same, there would have been no point in carrying out the assessment. The changes that can be made include decisions about :

- What needs to be learned next
- Whether an element of the syllabus needs to be taught again in a different way
- Changing teaching approaches if necessary

- Identifying learners who need more support, or who are making exceptional progress
- Enabling learners to understand what they have to do to improve

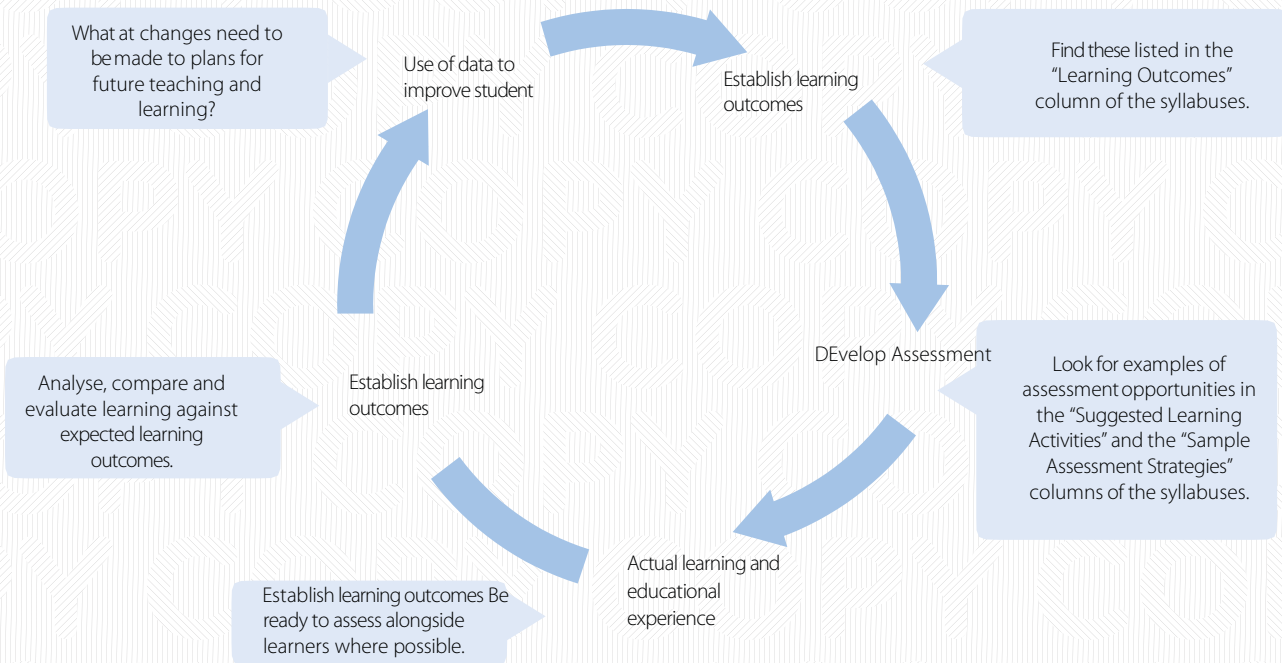
The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

It is the use of the assessment data within this cycle to improve learning that is key to the success and impact of formative assessment.

It is this cycle that enables formative assessment to impact on learning:

- The syllabuses set out the learning outcomes
- The lessons seek to achieve these outcomes
- Assessment finds out whether or not the outcomes have been achieved
- This information guides the next steps in learning and so sets new learning outcomes

The process of teaching, making formative assessments and then changing the teaching and learning in some way can be seen as a cycle.



FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE

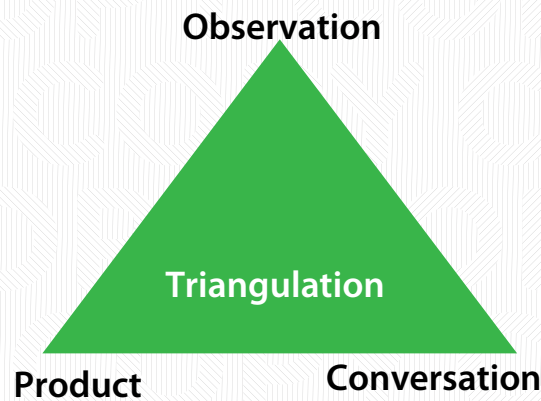
How do we find the opportunity to make formative assessments?

In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome. School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it. These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills)

- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner's work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (eg evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation".



Triangulation of assessment opportunities

To find these opportunities, look at the syllabus units. These set out the learning that is expected and give 'Sample Assessment Activities', and in doing so they contain a range of opportunities for the three forms of assessment.

Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore, detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each Topic or unit. This means recording the on-going summative assessments of each unit. There is no

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

need to make separate records of each of the Learning Outcomes because this would be very time-consuming and also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each Topic as a whole.

Each topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgement about the topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the topic as a whole. This will vary with the subject and Topic.

By looking at the Learning Outcomes within each Topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

There is no need to set a test to find this out

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the unit. If teachers have been working with the learners over the course of the unit, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the unit's overall Learning Expectation. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners in each category for different subjects and units. They will also

identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each syllabus unit through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore, teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-unit assessment for six learners.

Foreign Languages										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	1	1
Learner F	0	0	1	0	0	1	0	0	1	0

This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners E & F. It can be seen that Learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7.

All of this is very valuable assessment information and can be used to improve learning.

This summative teacher assessment will contribute 20% to the final grade of the School Leaving Certificate as elaborated in the Assessment Framework.

Glossary of Key Terms

TERM	DEFINITION
Competency Curriculum	One in which the learner develops the ability to apply his/her learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs strengths, preferences, and abilities.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skill	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each learner to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Process Skill	A capability acquired by following the programme of study in a particular subject; enables a learner to apply the knowledge and understanding of the subject.
Sample Assessment Activity	An activity which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested Learning Activity	An aspect of the normal teaching and learning process that will enable formative assessment to be made.



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