



THE REPUBLIC OF UGANDA

Lower

Secondary

Curriculum



LOCAL LANGUAGES CURRICULUM FRAMEWORK

Senior 1-4



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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FOREWORD

This four-year Syllabus for Local Languages is one of the 20 subjects of the Lower Secondary School Curriculum. It reflects contemporary approaches in the teaching and learning process, while the Learning Outcomes give the learner opportunities to develop understanding and skills within different topics and sub-topics at levels commensurate with his/her ability. The Lower Secondary Syllabus for Local Languages builds upon concepts, skills, attitudes and values developed at the primary school level, which provides a firm foundation specifically for the higher-achieving minority learners who will go on to study this subject at a higher level of education.

Local Language contributes to the development of the knowledge, understanding, skills, attitudes and values that the learner needs to live responsibly in society. It promotes the spiritual and moral development of the learner, which enables him/ her to search for meaning, value and purpose in life. The learner becomes aware that beliefs and values are fundamental to the self, the families and the fabric of society through discovery of the meaning and purpose of morality, beliefs and the values upheld by society.

The study of Local Language enables the learner to develop values and attitudes such as honesty, integrity, tolerance, respect, love, positive attitude to work, patience, perseverance, kindness, responsibility, generosity, loyalty and unity which are crucial in the modern world.

Teachers of Local Language are required to shape the learning experiences to cater for the needs and interests of each learner.

I, therefore, endorse this Syllabus as the official document for the teaching and learning of Local Language at the Lower Secondary School level throughout the country.



Hon. Janet K. Museveni

The First Lady and Minister for Education and Sports

ACKNOWLEDGEMENT

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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.



Grace K. Baguma

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INTRODUCTION

The UNESCO Education Strategy (2014 – 2021) advocates for a humanistic and holistic vision of education as a fundamental human right that is essential to personal and socio-economic development. 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 equitable 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, is focused on the needs of a minority 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 the aims of 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 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 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 a 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.

LOCAL LANGUAGES LEARNING FRAMEWORK

To meet these requirements, the reviews 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 approach that will develop the ability to apply learning in practical situations.

The ESSP further outlines what the review implies:

"This review 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."

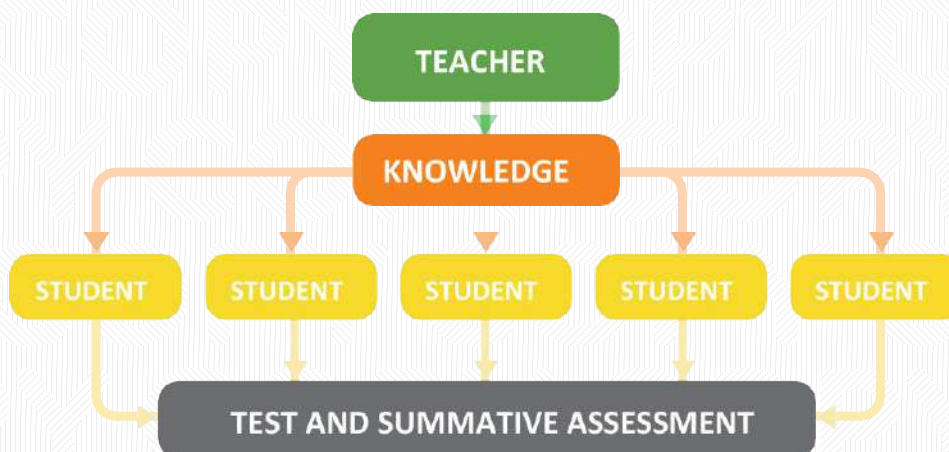
KEY CHANGES IN THE CURRICULUM

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 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. This curriculum caters 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 CURRICULUM

This curriculum focuses on four “Key Learning Outcomes” of: self-assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society. The curriculum emphasises knowledge, application and behavioural 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 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 behaviour 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 equity, the development of indigenous cultures and languages and appreciate other people’s cultures**
- 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. The values 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

The generic skills lie at the heart of every Subject. They are the skills that 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 lifelong 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 skill 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.

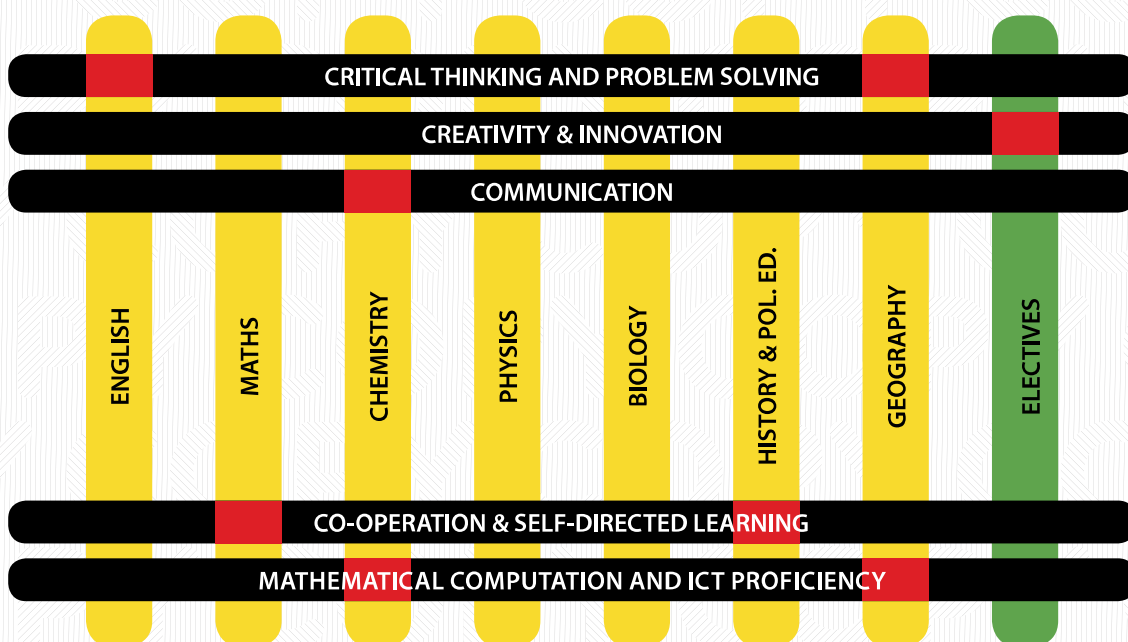
- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

Generic Skills in Local Languages

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. Local Languages provide a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from a literary point of view.

Local Languages 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', learners begin thinking critically about the relatively simple subject matter in Senior 1 and then progress to thinking about the much more complex matters in Senior 4. 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 learners' understanding of the connections between the Subjects, and so of the complexities of life.

The Cross-cutting Issues identified in the curriculum are:

- Environmental awareness
- Health awareness
- Life skills

- Mixed abilities and involvement
- Socio-economic challenges
- Citizenship and patriotism

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.

(For details on cross-cutting issues, refer to the Curriculum Framework document, page 11).

ICT Integration

ICT is embedded as a learning/teaching tool. ICT integration framework is summarised below and cuts across for all the subjects on the curriculum.

CATEGORY OF A TASK IN THE SYLLABUS	ICT APPLICATION (HOW ICT WILL BE INTEGRATED FOR THE TASK CATEGORY)
Field works	Use of cameras to take photos and record videos
Presentations in class	Use presentation application
Key words and meanings	Use online dictionary or search online
Drawing/graphics	Use publishing software, Word processor
Role play, narrations	Use audio and video recordings
Demonstrations	Use audio and video recordings and simulations
Locating and putting marks on an area	Use digital/online mapping
Present findings in graphic and written format	Use desktop publishing software or word processor
Showing data charts	Use spreadsheet software
Group discussions	Mind-mapping software
Search for extra reading materials	Download files on Internet or by sharing
Writing equations and formulas	Use equation editors
Carrying out academic research	Using the Internet and other academic applications like "Encarta", "Britannica" etc.
Sharing or learning with people across the world	Forming learning networks, formation of blogs, social media, emails etc.

THE LOCAL LANGUAGE SYLLABUS

Local Language is an elective subject at this level.

Time allocation

LOCAL LANGUAGE	S1&2	S3&4
	2 periods a week	3 periods a week

Rationale

Language is of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, thoughts, learning and sense of personal identity. We gain access to the oral and literary heritage of our people through mother tongue.

Local Language offers a rich means by which literary and linguistic skills can be imparted to the learners to enable

them communicate more effectively. It enables individuals to develop life skills and values such as problem solving, conflict management, information gathering, negotiation, decision making, critical thinking, tolerance, sharing, respect, self-esteem and confidence.

Local Language helps develop the learner's ability to communicate more effectively and creatively through speech and writing. Assist the learner to create works of literature in form of poems, prose and drama.

Teaching and Learning Local Language

The thrust of the new syllabuses is experiential and towards deeper understanding. The focus in Local Language is on the development of understanding through literary inquiry and expression, and the development of the skills to do so.

The new syllabuses provide learners 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. Teachers are 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 role of the teacher is to build on learners' existing knowledge and experience, and extend that by posing problems to the learners. This makes them think about their own ideas and experiences as well as adding new knowledge and skills to it.





Learners need to interact with real situations inside and outside the classroom. They need to look at pictures or diagrams, examine statistics, or read texts from a range of sources. They need to find out knowledge and ideas for themselves. They should then be expected to express these in their own words, not those of the teacher, and so demonstrate that they have understood what they have learnt.

In this approach, learners are encouraged to:

- be responsible for their own learning
- think for themselves and form their own ideas and opinions
- become critical thinkers, ready to face new challenges and situations for themselves

THE LOCAL LANGUAGE PROGRAMME PLANNER

Senior 1			
	Week	Sub-strand	Strand & Periods
Term	1	1.1: Family	 18
	2		
	3		
	4		
	5		
	6		
	7		
	8	1.2: Life at Home	 12
	9		
	10		
11			
12			
		1.3: Crops, Plants and Foods in Our Area	 16
Term	1	1.4: Animal Rearing	 12
	2		
	3		
	4	1.5: Personal and Community Hygiene	 12
	5		
	6		
7			
8			
9			
10			
11			
Total th is year: 72 periods			

Senior 2			
	Week	Sub-strand	Strand & Periods
Term 1	1	2.1: Establishing and Managing Relationships	 14
	2		
	3		
	4		
	5		
	6		
	7	2.2: School Environment	 16
	8		
	9		
	10		
	11		
	12		
		2.3: Public Places	 14
		2.4: Traditional Ceremonies: Naming	 12
	1	2.5: Occupations and Careers	 16
	2		
	3		
	4		
	5		
	6		

Senior 3			
Week			&
Term 1	3.1: Games, Sports and Leisure		14
	3.2: Indigenous Tourism		12
Term 2	3.3: Clans		12
	3.4: Wealth Creation		12
Term 3	3.5: Environmental Awareness		12
	3.6: Water		10
Total th is			

Senior 4			
Week			Strand & Periods
Term 1	4.1: Migration and Settlement		12
	4.2: Traditional Ceremonies: Marriage, Initiation and Funeral Rites		12
Term 2	4.3: Cultural Values, Morals and Ethics		12
	4.4: Leadership and Citizenship		12
Term 3	4.5: Human Rights		12
	4.6: Examinations Preparation and Examinations		12
Total th is			

DETAILED SYLLABUS

SENIOR ONE

1.1 Family

Competency: The learner appreciates families and the vocabulary related to family relationships and descriptions.		Strand: Personal Periods: 18
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
<p>a. pronounce, listen to, read and write the Local Language (k, s).</p> <p>b. differentiate between Local Language alphabet and the English alphabet (u).</p> <p>c. use vowel length (s).</p>	<ol style="list-style-type: none"> 1. learner illustrates the English language alphabet on the board. 2. the teacher guides the learner to identify, list and pronounce letters of the local language alphabet from a given text. 3. learner populates the generated list of sounds/letters with relevant examples of words from the text studied. 4. learner constructs additional words outside the given text that contain specific sounds. 5. teacher engages learner in a spelling exercise by dictating specific words especially those with common confusing sounds such as dh and th, ng and ŋ and those with diacritic marks. 	<ol style="list-style-type: none"> 1. compares Local Language and English language alphabets. 2. spells words from a dictation. 3. transcribes words recorded in an electronic device. 4. tabulates words according to vowel length e.g. bana vs baana, baba vs baaba, etc.
<p>d. describe family genealogy and relationships (k, u).</p>	<ol style="list-style-type: none"> 1. teacher brainstorms with learners about members in their families. 2. teacher draws an example of a family tree on the board. 3. through discussion, teacher asks learner to study a family tree chart and asks them to state any reasons for its arrangement. 4. teacher then wraps up the discussion. 5. using the given example of a family in (2), learners draw family trees reflecting their own immediate family genealogies. 6. as an individual project, teacher may ask learners to generate a larger relational tree of their families and clans. 	<ol style="list-style-type: none"> 5. writes a greeting dialogue with two responses for each time variation, that is, morning, afternoon and evening. 6. responds to questions from an audio or audio-visual recorded greeting dialogue.
<p>e. write numerals (k, s, gs)</p>	<ol style="list-style-type: none"> 1. teacher asks learners in groups to read a short text of a half-page containing numbers 1-20 in words. 2. teacher asks learners to write numbers 1-20 in figures and words. 3. teacher explains common rules observed in writing numbers beyond 20 in words. 4. using the principles learnt, learners write numbers beyond 20 in words (21-1,000,000) 5. teacher asks learners to mention their position of birth in family. 6. teacher asks learners to line up and mention their positions in the line. 7. teacher provides learners with flashcards containing ordinal numbers 1-20. 8. using examples in flashcards, learners write ordinal numbers 21-1000. 	<ol style="list-style-type: none"> 7. writes given figures in the local language using words e.g. 14,579. 8. writes a letter to a relative. 9. poses and responds to five riddles related to family. 10. draws an extended family tree.

Competency: The learner appreciates families and the vocabulary related to family relationships and descriptions.		Strand: Personal Periods: 18
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Strategies <i>The learner:</i>
f. write days of the week, months of the year and dates (k, u, s)	<ol style="list-style-type: none"> 1. teacher asks learners what day of the week it is. 2. learners read aloud a poem about days of the week and corresponding activities. 3. teacher asks learners to write days of the week and their activities from the poem. 4. teacher presents learners with a table of months of the year in the local language. 5. learners match months of the year in English and the local language. 6. teacher demonstrates how to write dates in a local language e.g. 03/12/1454. <i>Ka adek dwe marapar g'aryo oro ma gana achiel pyer'apar dingwen gi pyer'abich g'angwen (Dhopadhola); Nga isatu omwezi gwa Namuwawuzo, mu mwaka lukumi bina ataanu n'ena(Lusoga); Eraasi auni olap loka Orara okaru loka ilukumit akwata aungon akaisiakany aungon (Ateso).</i> 7. teacher points key prepositions, conjunctions and punctuations involved in writing date e.g. 'on'. 8. teacher asks learners to write their personal birthdays and those of three family members. 	
g. write time (k, u).	<ol style="list-style-type: none"> 1. teacher asks learners to divide and name parts of the day: dawn, morning, noon, afternoon, evening and night in the local language. 2. teacher guides learner to group times of the day into morning, afternoon, evening and night e.g. 12am-11am (morning), 12pm-3pm (afternoon), 4pm-7pm (evening), 8pm-11pm (night). 3. through group discussion, the teacher asks learners to write equivalents of specific terms such as am, pm, second, minute, hour, time, half-past, quarter-past or quarter-to, break, lunch, dinner, supper, etc. in the local language. 4. teacher illustrates to learners how to write given time in the local language in words or figures e.g. 10:15am (<i>Sawa angwen gi dakika apar g'abich m'odikini</i>); saawa inhha ne dakiika ikumi na itanu. 	
h. welcome, greet and bid farewell using appropriate vocabulary (words) while observing time, number, gender and age of people (k, v).	<ol style="list-style-type: none"> 1. teacher asks learners to pair up and greet one another. 2. teacher asks one learner to greet a group of learners. 3. learner greets the teacher. 4. teacher asks learners to talk about/explain what rules they followed while greeting in scenarios 1-3. 5. teacher clarifies or sums up rules involved in greeting (time, number, gender, title, and age). 6. teacher guides learners to construct a greeting dialogue. 	
i. use gestures that accompany greeting to express respect,	<ol style="list-style-type: none"> 1. teacher asks learners to discuss and demonstrate how they would greet peers, in-laws, women, men, and elders. 2. teacher engages learners to critique the greeting demonstrations and clarifies on some gestures. 	

LOCAL LANGUAGES LEARNING FRAMEWORK

Competency: The learner appreciates families and the vocabulary related to family relationships and descriptions.		Strand: Personal Periods: 18	
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Strategies <i>The learner:</i>	Assessment
age difference/similarity and so on (s, gs).	3. teacher asks learners to comment on the greeting gestures from other cultures vis-a-viz their own.		
j. write informal letters (k, s, gs).	1. teacher asks learners to mention types of letters they know. 2. teacher asks learners to identify examples of people to whom informal letters can be written. 3. teacher demonstrates on the board or presents a text example of an informal letter. 4. teacher asks learners to study example in 3 and identify parts of the letter. 5. teacher guides learners to write their own letters to a family member, friend or relative.		
k. use riddles related to family (k, v).	1. teacher begins the lesson by giving examples of riddles and learners respond. 2. teacher groups learners and tasks them to write ten riddles. 3. learners share their collections with the rest of the class. 4. after sharing, teacher asks learners to suggest importance of riddles.		
ICT support for this Sub-strand			
The learner can:			
<ul style="list-style-type: none"> • use recorded episodes to support development of listening and speaking skills. 			

1.2 Life at Home

Competency: The learner understands the home environment and the roles of the people at home.		Strand: Personal Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. tell roles of different people at home (k, u).	<ol style="list-style-type: none"> 1. teacher probes learner to name titles of different people at home. 2. through a discussion, the teacher asks learners to describe the roles of people at home. 3. in their groups learners generate lists of common words related to roles played in a home. 4. learners engage in a conversation using common words used in a family. 	<ol style="list-style-type: none"> 1. debates on topics related to the family such as: 'Mother is more important to the family than Father.' 2. writes the singular and plural of objects found at home. 3. writes a letter of apology or of gratitude to a family member. 4. writes a lullaby, rehearses it and discusses its importance. 5. makes a traditional object such as a banana fibre ball or skipping rope. 6. writes a one-page essay describing how one traditional object is made. 7. debates on traditional beauty vs modern beauty. 8. picks a role model from each side of beauty and explain why they admire them. 9. explains the rationale of at least five taboos associated with misuse of some traditional objects/crafts/wares. e.g Not sitting on the mortar is for hygiene purposes i.e. the mortar is used for preparing food and therefore should be kept clean/not be contaminated. 10. identifies at least five proverbs associated with the taboos on misuse of those objects /crafts/wares.
b. appreciate members of the family for carrying out their roles efficiently using appropriate vocabulary (v, a).	<ol style="list-style-type: none"> 1. teacher provides a text on appreciation. 2. learners identify the words/ language used in appreciation 3. learners share life examples/ personal experiences of appreciation/gratitude. 4. in groups, learners explain the purpose/benefits of appreciation and effects of ingratitude. 5. learner writes a letter of appreciation to a family member for help received. 	
c. appreciate the values of lullabies at home (k, v).	<ol style="list-style-type: none"> 1. teacher probes learners to mention various songs sung in their community and their purpose. 2. the teacher picks out a lullaby and explains what it is. 3. the learners sing the lullabies they know from their communities. 4. in their groups learners compose lullabies. 5. learners present their composed lullabies. 	
d. name objects found at home in singular and plural (k, u).	<ol style="list-style-type: none"> 1. teacher provides a text with plural and singular forms of objects found at home. 2. learners identify objects they have at their homes. 3. the learners generate a table of singular and plural forms of objects at home 	
e. identify how some traditional objects, crafts and wears are made (k, u).	<ol style="list-style-type: none"> 1. teacher guides learners to identify some traditional objects, crafts or wears and describe how they are made. 2. teacher sums-up the process of making any given traditional object, craft or wear e.g. mortar/pestle, sieve, rope, mat, footwear or backcloth. 3. learners write a half-page composition describing how any chosen traditional object, wear or craft is made. 	

LOCAL LANGUAGES LEARNING FRAMEWORK

Competency: The learner understands the home environment and the roles of the people at home.		Strand: Personal Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
f. explain the importance of domestic objects and wears (k, v).	<ol style="list-style-type: none"> 1. in groups, learners discuss the importance of any traditional object or wear. 2. learners present their group's finding in a plenary. 	11. writes a short essay on the roles of people at home (100-150 words).
g. appreciate traditional fashion and style (k, v)	<ol style="list-style-type: none"> 1. teacher guides learners to appreciate the concept of moral and physical beauty. 2. with vivid examples, teacher guides learners to discover aspects of moral beauty of a person in a traditional setting (honesty, appropriate language, respect of rule of law and order, respect for elders, hard work, etc.) 3. in groups, learners discuss aspects of physical beauty of a person in a traditional setting (decency, adornment, grooming, tooth extraction, body size, traditional dress codes, etc.) 	
h. appreciate the taboos related to the misuse of some of the objects at home (v, a).	<ol style="list-style-type: none"> 1. using specific examples, teacher guides learners to understand the meaning of 'taboo'. 2. in groups, learners identify and discuss the purpose of taboos associated with misuse of some objects found in a home. 3. learners share their findings in a plenary. 	
ICT support for this sub-strand The learner can: <ul style="list-style-type: none"> • use the Internet to obtain images or digital camera to take pictures of the objects in a home to support class discussion. • Use a computer to prepare a list of tribes and their cultural dress codes (where applicable). 		

1.3 Crops, Plants and Foods in Our Area

Competency: The learner understands knowledge concerning practices of growing crops, plants and making food.		Strand: Occupational Periods: 16
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. categorise food crops, non-food crops and wild plants and understand their importance to the family/ community (k, u, v).	<ol style="list-style-type: none"> 1. teacher groups learners and asks them to identify examples of food crops, non-food crops and wild plants in the community. 2. teacher guides learners to discuss the importance of crops and wild plants to the community. 3. learners write one-page composition describing the importance of crops. 	<ol style="list-style-type: none"> 1. reads and answers questions from a comprehension passage on effects of seasonal changes on crops. 2. mentions five advantages of growing crops to the family/ community. 3. holds a debate on different topics related to agriculture such as modern vs traditional techniques of farming, advantages and disadvantages of farming, etc. 4. writes two taboos related to crops. 5. uses a graphic organiser/ template to communicate the process of preparing a favourite food. 6. prepares and acts a skit to educate people about table manners etiquette. 7. correctly pronounces particular words on a given list. 8. explains meanings of given words. 9. re-arranges given words in alphabetical order. 10. using minimal pairs differentiates meanings of homophones.
b. differentiate seasons of the year and understand their impact on agricultural activities (k, u, v).	<ol style="list-style-type: none"> 1. learners study a text on different seasons and their impact on agricultural activities. 2. learners identify seasons mentioned in the text and their respective activities. 3. learners identify impacts of the season on the activities. 4. teacher guides learners to understand how their community categorises seasons e.g. by weather patterns or activity. 5. learners in their groups discuss and identify activities carried out in particular seasons and why. 	
c. use appropriate vocabulary in the Local Language during planting and harvesting (k).	<ol style="list-style-type: none"> 1. learners share experiences of how they grow and harvest any crop at home or school. 2. teacher provides a descriptive text on the process of growing and harvesting any chosen crop. 3. teacher guides learners to brainstorm on certain terms and processes as indicated in the text. 4. learners write a one-page description of the steps involved in growing and harvesting any crop. 	
d. study the taboos related to crop growing, harvesting and seasons and how they affect the crops (k, v, a).	<ol style="list-style-type: none"> 1. teacher introduces the concept of taboos by asking learners to brainstorm the purposes of rules and regulations at school. 2. teacher asks learners to relate school rules and regulations to taboos involved in growing and harvesting crops. 3. teacher asks learners to research and report on taboos related to growing and harvesting crops in their communities. 	
e. identify the techniques used in improving crop yields (k, v).	<ol style="list-style-type: none"> 1. teacher asks learners to talk about what crops were grown in their communities in their previous season and whether the yields were good or not. 2. teacher asks learners to explain what could have caused better or poor yields. 3. in groups, learners discuss methods of improving crop yields. 	

LOCAL LANGUAGES LEARNING FRAMEWORK

Competency: The learner understands knowledge concerning practices of growing crops, plants and making food.		Strand: Occupational Periods: 16
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
	4. in their groups, teacher asks to categorise methods into traditional and modern practices.	
f. describe the process of food preparation (k, v).	<ol style="list-style-type: none"> 1. teacher asks learners to mention various types of foods, sauces and beverages prepared at their homes. 2. teacher groups learners and allocates them different types of foods and asks them to describe the process involved in preparing such a food. 3. learners make a report on (2) above. 4. teacher asks learners to brainstorm on what takes place at mealtime. 5. in groups, teacher asks learners to identify examples of good and bad manners portrayed while having a meal. 	
g. describe ways of preserving and storing crops and food (k, v).	<ol style="list-style-type: none"> 1. teacher asks learners to identify the methods of food preservation or storage. 2. in groups, teacher tasks learners to identify the types of food and how they can be preserved or stored. 3. in groups, teacher provides learners with manilla papers and asks them to draw any type of food preservation or storage system known to them. 4. in their groups, learners present their work. 	
h. describe a food menu (k, u).	<ol style="list-style-type: none"> 1. learners brainstorm on what foods, sauces and beverages they often have for a meal at home. 2. the class visits any local restaurant to appreciate how a food menu is prepared. 3. while in the field, learners take notes. 4. in groups, teacher asks learners to write a food menu using their field notes. 	
i. use a dictionary (k, u, s, gs).	<ol style="list-style-type: none"> 1. in groups, teacher provides learners with a dictionary or photocopies and guides them to locate certain words. 2. learners pronounce words they have located and use them to construct different sentences. 3. in their groups, learners display their sentences on charts. 4. with specific examples, teacher illustrates the meanings of synonyms, antonyms and homophones. 5. learners complete assignments on synonyms, antonyms and homophones. 	
ICT support for this sub-strand The learner can: <ul style="list-style-type: none"> • use a Word processor to prepare a food menu. • use a digital camera to take pictures of local crops. 		

1.4 Animal Rearing

Competency: The learner appreciates knowledge concerning practices of animal rearing.		Strand: Occupational Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. name domestic animals, birds, their products and understand their importance (k, u, v).	<ol style="list-style-type: none"> 1. teacher asks learners to mention animals and birds they know. 2. in their groups, the learners generate a list of domestic animals, birds, their young ones and shelter. 3. the learners share lists. 4. learners discuss the importance of domestic animals and poultry. 5. learners research and report on ways in which domestic animals and birds contribute to livelihoods. 6. by way of tabulation, learners identify animals/birds and their young ones. 	<ol style="list-style-type: none"> 1. reads/listens to a text on a topic related to health issues of animals and/or birds and answers questions. 2. writes a letter to his/her father informing him of the state of the animals or poultry at home. 3. writes a composition on the importance of domestic animals and poultry (half-page). 4. discusses the importance of observing the rights of animals. 5. reads a one-paragraph passage on the importance of domestic animals and punctuates it correctly. 6. fills a table with names of five animals, their young ones and shelter. 7. debates on topics related to birds and animals e.g. "poultry keeping is better than animal rearing."
b. differentiate punctuation marks and their functions (k, u).	<ol style="list-style-type: none"> 1. teacher provides a varied-punctuated text for the learner to read. 2. the learner identifies the different punctuation marks used in the text. 3. learner writes them in their local language. 4. learner compares them with those in the standard orthography. 5. learners discuss the use/importance of each of them. 6. learner punctuates a given text. 	
c. explain taboos related to domestic animals and poultry (v, a).	<ol style="list-style-type: none"> 1. teacher asks learners to identify taboos related to domestic animals and poultry. 2. in two groups: one for domestic animals and the second for poultry, learners discuss the taboos. 3. each group reports their findings. 4. learner writes an essay on the taboos. 	
d. identify the symptoms and traditional ways of treating some common sicknesses that affect animals (k, u, v, a).	<ol style="list-style-type: none"> 1. teacher provides a text on animal/bird diseases. 2. learner describes symptoms of different diseases. 3. learner generates a table on animal and poultry diseases and their traditional treatment. 	
e. know animal rights (k, u, v).	<ol style="list-style-type: none"> 1. teacher provides a text on animal rights for learners to study. 2. learners identify two animal and poultry rights. 3. learners share their opinions/feelings on animal rights. 4. in their groups, learners write a composition on animal rights. 	

Competency: The learner appreciates knowledge concerning practices of animal rearing.		Strand: Occupational Periods: 12
f. explain the relationship between animals and different communities in Uganda (k, u, v, a).	<ol style="list-style-type: none"> 1. teacher guides learners to brainstorm on animals found in their communities. 2. learners discuss the uses of animals in different communities. 3. learners describe agricultural activities relating to animal rearing. 4. learners debate on the relationship between animals and people. 	
ICT support for this Sub-strand The learner can: <ul style="list-style-type: none"> • use a Word processor to generate a list of domestic animals, their young ones and shelter. • use the Internet to obtain images of domestic animals. • generate a table on animal and poultry diseases and their treatment. 		

1.5 Personal and Community Hygiene

Competency: The learner understands language related to should be able to basic hygiene.		Strand: Public Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. use words related to hygiene and how it is maintained at personal and community level (k, u, v, gs).	<ol style="list-style-type: none"> learners study a text on personal and community hygiene. teacher guides learners to identify words related to hygiene from the text. learners brainstorm the meanings of words identified. learners use the words identified to construct sentences. 	<ol style="list-style-type: none"> discusses the causes of diseases related to poor hygiene in their community. suggests ways of preventing common diseases in the community. draws and labels the human body. matches six diseases related to hygiene and the body parts they attack. writes four paragraphs about keeping their bodies and environment clean, observing the rules of orthography. composes simple songs and poems.
b. name internal and external parts of the body that are prone to disease due to poor hygiene (k, u).	<ol style="list-style-type: none"> teacher groups learners, provides them with charts and asks them to draw and label the human body. in their groups, learners identify parts of the body that are prone to disease. learners identify different diseases that affect internal and external parts of the human body. 	
c. translate words and short sentences (k, s).	<ol style="list-style-type: none"> in groups, teacher provides learners with translated text on parts of the body and human diseases. in their groups, learners translate short sentences related to parts of the body and human diseases into the local language. teacher assesses learners' work. teacher identifies some simple songs from different languages about health and tasks learners to translate them. 	
d. maintain personal hygiene and proper sanitation (gs).	<ol style="list-style-type: none"> learners brainstorm the different ways on how proper hygiene and sanitation are maintained. learners discuss advantages of maintaining proper hygiene and dangers of poor hygiene. 	
e. explain how to prevent various diseases using traditional approaches and modern methods (k, u).	<ol style="list-style-type: none"> in groups, teacher asks learners to recap various human diseases. in their groups, learners suggest ways of preventing and treating diseases mentioned. teacher guides learners to categorise the prevention and treatments into traditional and modern methods. 	
f. compose and write simple songs and poems (s).	<ol style="list-style-type: none"> learners study sample poems/songs. teacher recites a poem and learners sing a song along with teacher. in groups, learners compose poems and songs about hygiene. learners sing the songs or perform their poems. 	
ICT support for this sub-strand The learner can: <ul style="list-style-type: none"> use electronic devices to record plays/songs/poems in a Local Language. use mobile thermometer, stethoscope and sphygmomanometer (Blood Pressure Machine) for measuring one's body temperature, breathing and pressure. 		

SENIOR TWO

2.1 Establishing and Managing Relationships

Competency: The learner knows about growth and development in adolescents and the management of peer pressure.		Strand: Public
		Periods: 14
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. describe changes experienced during adolescence and their effects on the person (k, u).	<ol style="list-style-type: none"> using prior knowledge, teacher guides learners to brainstorm on what adolescence is and the age at which it begins. in groups, learners outline the biological changes experienced during adolescence. learners discuss the effects of those changes on girls and boys in their groups. teacher guides learners to identify specific terms related to adolescence and their equivalents in their local language. learners translate a text on adolescence from English to their local language (quarter page). 	<ol style="list-style-type: none"> listens to a conversation and notes down perspectives on peer influence. describes orally their experiences in managing peer pressure. discusses the dangers of drug abuse. writes a letter to a friend advising them against drug abuse giving reasons.
b. use verbs (k, u).	<ol style="list-style-type: none"> teacher guides learners to understand a verb. in their groups, learners list the verbs they know and use them to construct sentences. the learners identify and use key verbs that describe biological changes during adolescence. 	<ol style="list-style-type: none"> lists five verbs related to growth, maturation and relationships. writes a persuasive dialogue on how one can resist peer pressure.
c. identify challenges of peer pressures and how to manage them (k, u).	<ol style="list-style-type: none"> the teacher probes learners to identify who peers are citing examples. in their groups, learners discuss challenges in managing relationships among young people. learners perform a dialogue on persuasion and resistance to peer pressure. 	<ol style="list-style-type: none"> reads a passage on dangers of drug abuse and answers the questions accordingly. translates a one-paragraph text on drug abuse or peer influence.
d. know the impacts of peer pressure on young people in decision-making. (k,u, v/a)	<ol style="list-style-type: none"> in groups, learners share the impact of peer pressure. the teacher prompts learners to give their personal judgements on the impact of peer pressure. learners read and respond to texts relating to peer influence. learners write their personal experience on the effects of peer pressure. 	<ol style="list-style-type: none"> writes one-passage essay on the effects of drug abuse.
e. identify dangers of drug abuse, e.g. alcohol, marijuana, "weed", cigarettes (k, u).	<ol style="list-style-type: none"> the teacher guides learners to brainstorm on what drug abuse is. in their groups, the learners name drugs that are abused locally and their effects. the learners answer questions from a dictated passage about drug abuse. in groups, learners write a short article for the local media explaining dangers of drug abuse. 	
f. use appropriate vocabulary to overcome challenges	<ol style="list-style-type: none"> the teacher groups learners and provides them with passages/pictures relating to peer influence for them to interpret. 	

Competency: The learner knows about growth and development in adolescents and the management of peer pressure.		Strand: Public Periods: 14
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
associated with peer influence (k, u, s, gs).	<ol style="list-style-type: none"> learners translate a passage about drug abuse from English into local language. through a role-play, learners express their views clearly and coherently. 	
<ol style="list-style-type: none"> explain what a diary is (k, u). state why keeping a diary is important (k, u, v) mention what to keep in a diary and how (k, u). 	<ol style="list-style-type: none"> through question and answer, teacher guides learners to brainstorm on what a diary is. in their groups, learners study a sample diary provided by the teacher. learners discuss the features/format of a diary. in their groups, the learners brainstorm on the type of information to keep in a diary. the learners brainstorm on the advantages and disadvantages of keeping a diary. the teacher probes learners to identify how people in the past kept their information. the teacher tasks learners to fill out a hypothetical diary for a week using appropriate tense. 	<ol style="list-style-type: none"> writes an expository essay on the advantages and disadvantage of keeping a diary. debates on why diary is not popular. designs a diary for a particular period such as a school term, etc. writes an argumentative composition comparing traditional ways to the modern ways of storing information.
ICT support for this Sub-strand The learner can: <ul style="list-style-type: none"> use electronic devices to record information in the diary. watch a movie on the effects of good/bad peer influence. 		

2.2 School Environment

Competency: The learner uses language related to wellbeing in the school environment.		Strand: Educational Periods: 16
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. describe the school environment (k, u).	<ol style="list-style-type: none"> teacher probes learners to brainstorm on what environment is. in their groups, learners list ten things found at school. learners name five different categories of people found at school. learners name different places at school. the teacher tasks learners to draw a map of their school and locate different places on it. 	<ol style="list-style-type: none"> draws a sketch map of a school showing the locations of different places. identifies adverbs from a given text. writes a brief essay explaining why they like the news presenter they have selected. presents news (relating to school and community) to the class/school assembly. writes a persuasive speech discouraging others from striking.
b. write a descriptive composition (k, u, s).	<ol style="list-style-type: none"> teacher provides a sample descriptive text. teacher guides learners to identify elements/principles/characteristics of a descriptive text from the sample. learners write a composition of 150 words describing the school environment. 	
c. differentiate types of schools (k, u).	<ol style="list-style-type: none"> through question and answer, the teacher guides the learner to outline the types of schools that are common in Uganda. 	

LOCAL LANGUAGES LEARNING FRAMEWORK

Competency: The learner uses language related to wellbeing in the school environment.		Strand: Educational Periods: 16
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
	2. in their groups learners analyse what differentiates the schools/ different curricula.	6. debates on the impacts of strikes.
d. use adverbs (k, u, s).	1. teacher probes learners to explain what an adverb is. 2. learners identify adverbs from a text provided by the teacher. 3. learners construct sentences using given adverbs.	7. assumes the role of a school representative and gives a speech on the causes and impacts of school strikes.
e. appreciate school routines (v, a).	1. teacher probes learners to narrate what happens in a normal school day. 2. in groups, learners discuss different programmes that take place in the school and their rationale. 3. the learners interpret school schedules/lists and tables, for example a timetable. 4. teacher guides learners to draw a class routine chart. 5. learners are tasked to fill in important events on a class calendar.	
f. explain what news is (k, u). g. identify various sources of news and how to extract it (k, u). h. present news on different platforms (s).	1. teacher probes learners to explain what news is. 2. in their groups learners identify the different ways in which news is delivered in their community. 3. the learners mention/talk about their favourite news presenters on both radio/tv and the time of broadcast. 4. in their groups, learners discuss qualities/characteristics of a good news reader/format of a good news article. 5. learners listen to news on a radio broadcast. 6. learners read a news article extracted from one of the local dailies. 7. as project work the learners are tasked to gather news for the school newspaper/newsletter.	
i. fill in forms, identity cards and so on (s, gs).	1. teacher groups learners and asks them to study sample forms and other official documents. 2. teacher guides learners to analyse and extract key information from the sample forms and other official documents. 3. in their groups, the learners fill in the forms and other official documents as guided by the teacher.	
j. understand the importance of school rules (k, u).	1. teacher probes learners to explain what "rules" are. 2. in groups teacher guides learners to reflect and discuss examples of rules in their family/community. 3. learners outline rules in their school in their groups. 4. teachers brainstorm with learners the importance of family/social rules. 5. in groups, learners discuss the importance of school rules. 6. learners present the outcomes of their discussion in a plenary.	
k. identify the types and causes of strikes in schools (k, u).	1. teachers and learners brainstorm the meaning of strikes. 2. teacher guides learners to identify types of strikes. (sit-down, hunger strikes, demonstrations, laydown tools).	

Competency: The learner uses language related to wellbeing in the school environment.		Strand: Educational Periods: 16
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
	<ol style="list-style-type: none"> 3. in groups, learners study a text/article on strikes and identify the causes. 4. in their groups, learners analyse the causes of strikes in schools. 5. learners discuss advantages and disadvantages of strikes at school in their groups. 6. learners suggest how strikes can be avoided. 7. in groups, learners prepare a persuasive speech to discourage others from striking. 8. learners deliver their speeches in a plenary. 	
ICT support for this Sub-strand The learner can: <ul style="list-style-type: none"> • use a camera to take pictures of the school environment. • use the Internet to study about school strikes, and obtain images about objects and areas around the school to scupper class discussions. • use a computer to prepare a news item. 		

2.3 Public Places

Competency: The learner understands appropriate behaviour and language used in public places.		Strand: Public Periods: 14
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
<ol style="list-style-type: none"> a. acquire appropriate vocabulary concerning public places such as shops, markets and hospitals (k, u). 	<ol style="list-style-type: none"> 1. the teacher asks learners to study a map extract of a local trading centre or town. 2. teacher guides learners to interpret the map extract and guides them to identify specific public places. learners read a text provided by the teacher on public places. 3. in groups, learners identify specific words used in different public places. 4. learners construct sentences using the words they have identified (in 4 above). 5. learners make a visit to a nearby trading centre and interact with the community. 6. teacher guides learners to interpret public signs and notices. 	<ol style="list-style-type: none"> 1. identifies types of public places and describes activities carried out in them. 2. writes a composition of 100-150 words about an experience in any one public place. 3. role-plays the interaction between a buyer and seller in a marketplace. 4. writes a conversation between a doctor and patient of about one page. 5. listens and responds to a radio advert on a product and answers related questions (the advert can be recorded or read to the class).
<ol style="list-style-type: none"> b. explain activities pertaining to buying and selling (k, u, v, a, gs). 	<ol style="list-style-type: none"> 1. learners roleplay a bargain for a commodity during a transaction in a market. 2. in groups, learners identify the appropriate negotiation and persuasion skills, phrases and sentences in marketing or buying a commodity. 	

LOCAL LANGUAGES LEARNING FRAMEWORK

Competency: The learner understands appropriate behaviour and language used in public places.		Strand: Public Periods: 14
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
c. write a dialogue (s).	<ol style="list-style-type: none"> 1. teacher groups learners and tasks them to act a transaction. 2. learners study a sample dialogue in groups. 3. teacher guides learners to write a conversation of one page (8-10 pairs) on an activity between a buyer and seller carried out in a market/shop. 4. learners act a telephone conversation as the teacher observes. 5. learners respond to an exercise on a telephone conversation. 	6. writes a composition of 200 words giving a first or second-hand account of an incident.
a. use tenses (k, u, s).	<ol style="list-style-type: none"> 1. teacher provides learners with a sample text with varied tenses. 2. teacher guides the learners to identify all the different tenses in the text and their tense markers. 3. learners write sentences in different tenses. (present, past and future). 	
b. describe activities in hospitals (as public places) using appropriate vocabulary and punctuation (k, u).	<ol style="list-style-type: none"> 1. teacher groups learners and tasks them to identify, draw and name five objects found in hospital. 2. in groups, learners name five categories of people found in the hospital and their roles. 3. teacher pairs learners and tasks them to engage in a telephone conversation between a patient and doctor. 4. teacher guides learners as they demonstrate conversation etiquette. 	
c. develop customer care skills and marketing skills (gs).	<ol style="list-style-type: none"> 1. teacher brainstorms with learners on what attracts them to buy certain items on the market. 2. in groups, learners share their personal experiences. 3. teacher provides a text containing different products for learners to choose an item/product and try to convince customer to buy it. 4. in pairs, learners role play/dramatise number (3) above. 5. learners write an advert to market an item/product as guided by the teacher. 6. learners make an exhibition of the products. 7. respond to news on a market survey and answer questions related to it. 8. listen to a radio advert on an item. 	
d. recognise dress codes for different public places (v, a, gs).	<ol style="list-style-type: none"> 1. teacher guides learners to identify different professions that have specific dress codes. 2. learners brainstorm on the rationale for the dress codes. 	

Competency: The learner understands appropriate behaviour and language used in public places.		Strand: Public Periods: 14
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
	3. learners describe how a person working in any one public building/location should dress.	
e. describe an incident witnessed in a public place (k, u, s).	<ol style="list-style-type: none"> 1. teacher provides an oral or written account of a real or imaginary incident witnessed in a local centre, for instance, a fistfight, an accident or a theft for learners to study. 2. in plenary learners vividly describe an incident, such as a fight, or an accident they witnessed. 3. learners produce well-structured pieces of writing of one page, which clearly express an argument or specific viewpoint using a wide range of language related to public places. 	
ICT support for this Sub-strand The learner can: <ul style="list-style-type: none"> • use a camera to take pictures of public places, local signposts and images to support classroom discussions. • use an online Geographical Information System (GIS) to obtain an insight in the plan, map interpretation and location. 		

2.4 Traditional Ceremonies: Naming

Competency: The learner appreciates traditions and rituals of baptism and naming.		Strand: Public Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. explain how (ways in which) people acquire names (k, u, v, a).	<ol style="list-style-type: none"> 1. learners talk about the meanings of their names. 2. teacher brainstorms with learners on how and when children are named. 3. in groups, learners describe different ways in which children/people acquire names. 4. in their groups, learners explain situations that induce people to give names to their children. 5. teacher guides learners to list and categorise names according to situations of naming. 6. in their groups learners identify surnames with masculine and feminine equivalents. (e.g. Ngobi vs Nangobi- Lusoga, Oketcho vs Nyaketcho– Dhopadhola) 7. as project work, learners collect twenty surnames and investigate their meanings and origins. 	<ol style="list-style-type: none"> 1. reads a text and responds to questions on baptism /aqeeqah and naming. 2. states five names of personal significance (e.g. names of members of his/her family) and describes the circumstances surrounding their meanings/ origins.
b. use key vocabulary applicable to baptismal/ aqeeqah and naming activities. (u, k)	<ol style="list-style-type: none"> 1. learners study a text on baptism. 2. teacher guides learners to identify and discuss key vocabularies used in the text. 3. learners use vocabularies identified to construct sentences (god-father, god-mother, overcoming Satan, sprinkling water, candle, etc.) 	<ol style="list-style-type: none"> 3. states a name that he/she would love to give to his/her child and gives reasons.

LOCAL LANGUAGES LEARNING FRAMEWORK

Competency: The learner appreciates traditions and rituals of baptism and naming.		Strand: Public Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
c. state the importance of rituals associated with baptismal/ aqeeqah and naming ceremonies. (u, v/a)	<ol style="list-style-type: none"> 1. teacher guides learners to describe a naming ceremony they ever attended. 2. learners identify the different rituals associated with naming. 3. in their groups, learners analyse the importance of the rituals identified above. 4. teacher guides learners to identify five proverbs associated with naming. 	<ol style="list-style-type: none"> 4. compiles a list of proverbs associated with names in his/her culture. 5. collects and writes various naming/ baptismal songs in his/her culture. 6. composes and performs a song related to naming.
d. understand how nouns and verbs are formed.	<ol style="list-style-type: none"> 1. learners recap the meanings of noun and verb with examples. 2. using appropriate examples, teacher demonstrates to learners how nouns and verbs are formed. 3. in groups, learners study a text on noun and verb formation and respond to questions on the text. 	
e. identify the values of bearing a name that reflects ones' origin. (u, v, a)	<ol style="list-style-type: none"> 1. teacher gives a list of names from different ethnic groups, religions and clans and asks for learners' opinion. 2. learners brainstorm on the values/importance of names. 3. teacher guides learners to point out at least two levels of identity associated with names. 	
f. identify songs related to naming (k, u).	<ol style="list-style-type: none"> 1. teacher sings a song related to naming. 2. teacher asks learners to explain the subject and purpose of the song. 3. in groups learners identify other examples of naming songs and perform them. 	
ICT support for this Sub-strand The learner can: <ul style="list-style-type: none"> • listen or watch recordings of traditional naming ceremonies. 		

2.5 Occupations and Careers

Competency: The learner understands different occupations, professions and careers and their related terminologies.		Strand: Occupational Periods: 16
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. identify the the various professions in the world of work (k, u).	<ol style="list-style-type: none"> 1. teacher asks learners to identify the various professions/careers in their communities and schools. 2. learners talk about their career interests and why. 3. teacher guides learners to identify other professions and occupations in the world of work. 4. individually learners write a one-page essay explaining their career interests. 	<ol style="list-style-type: none"> 1. answers comprehension questions about a given passage on professions/ occupations. 2. writes a composition explaining his/her profession/ occupation interest.
b. identify terminologies used in the different professions and occupations (k, u).	<ol style="list-style-type: none"> 1. learners mention titles of people working in different professions/occupations. 2. teacher guides learners to derive professions from verbs. 3. learners identify professionals and what they do e.g. teacher-teaches, a doctor-dragonises /prescribes /treats, a lawyer-defends/prosecutes suspects, driver-drives, etc. 4. teacher identifies terminologies and tasks learners to use them to construct sentences. 5. teacher guides learners mention the equipment and tools used in different occupations. 	<ol style="list-style-type: none"> 3. fills in a table on the different professions and their respective places of work. 4. translates texts on different professions. 5. debates on topics related to places of work e.g. "uniforms should be abolished at places of work." 6. writes an application letter for a job attaching a c.v.
c. identify different places of work for the various professions /occupations (k, u).	<ol style="list-style-type: none"> 1. learners mention the work places of their relatives and friends. 2. teacher provides learners with a text on different professions and workplaces. (e.g. mechanic- garage, judge-court, shopkeeper – shop, teacher-school, doctor-hospital, etc. 3. learners answer questions on the text. 	<ol style="list-style-type: none"> 7. presents a comicskit on a topic/issue selected from the learners' suggestions.
d. appreciate the dress code for the different professions (v, a, gs).	<ol style="list-style-type: none"> 1. teacher provides learners with a chart having samples of different dress codes and asks them to match them with corresponding professions. 2. in groups, learners describe dress codes of other professionals they know. 3. learners discuss reasons for the different dress codes in their groups. 	<ol style="list-style-type: none"> 8. writes a composition about a comedy s/heenjoy and the lessons learnt. 9. writes a composition on the merits and demerits of comedy to society.
e. write a CV (s, gs)	<ol style="list-style-type: none"> 1. teacher guides learners on how to present information about themselves. 2. learners talk about themselves - bringing out necessary information. (random selection). 3. teacher provides a sample cv for learners to study. 	<ol style="list-style-type: none"> 10. matches tools and equipment with their respective professions/

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Competency: The learner understands different occupations, professions and careers and their related terminologies.		Strand: Occupational Periods: 16
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
	<ol style="list-style-type: none"> learners identify aspects of a cv basing on the sample (format). individually learners write personal cvs. 	<p>occupations in a matching exercise.</p> <ol style="list-style-type: none"> draws a table to show personal pronouns and their plural forms. writes a report about a tour to a place of work highlighting activities taking place there.
f. write an application letter (s, gs).	<ol style="list-style-type: none"> learners study a sample application letter. from the sample letter, teacher asks learners to identify parts of an application letter (format). teacher provides a sample job advert to which he/she responds with learners. in an exercise, learners write an application letter 	
g. write an apology letter (s, gs)	<ol style="list-style-type: none"> teacher asks learners whether they have ever wronged any one. then asks them to share how they respond when they have done something wrong. a role-play in which a learner is apologising to a superior (e.g. a parent, teacher, prefect, priest, police officer etc.) learners study a sample apology letter identifying key parts. in an exercise learners write an apology. 	
h. describe what comedy is (k).	<ol style="list-style-type: none"> teacher brainstorms with learners on what comedy is and who comedians are. learners describe any comedian they know. learners identify other persons they consider to be comedians in their community, school, media and beyond explaining why. in groups teacher guides learners to suggest what makes a comedian comic. learners brainstorm on why people perform comedy. in their groups, learners discuss the benefit of comedy in society, e.g. entertainment, stress reliever, excitement, income generation, talent expo/development, mirror what happens in society, advocacy. in a plenary, learners present their responses to (6) above. 	
i. explain characteristics of comedy (k).		
j. state the merits and demerits of comedy (k).		
k. use personal pronouns (k, u).	<ol style="list-style-type: none"> teacher guides learners to recap their understanding of pronouns. using examples, teacher illustrates to learners what personal pronouns are (singular and plural). teacher guides learners on how to construct sentences using personal pronouns. 	
ICT support for this Sub-strand The learner can: <ul style="list-style-type: none"> use a project to display to various dress codes for different professions. project a comedy. use e-mail, social media, SMS or wikis to share information and collaborate with oneanother. 		

SENIOR THREE

3.1 Games, Sports and Leisure

Competency: The learner communicates appropriately about games and sports including traditional games		Strand: Occupational /Public Periods: 14
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. identify games and sports played in the locality (k, u).	<ol style="list-style-type: none"> learners brainstorm on the games and sports played in their school and community. teacher guides learners to identify the rules or process/steps involved in playing a particular game or sport. learners write a one-page composition describing a game or sport they have ever watched or played. 	<ol style="list-style-type: none"> writes a composition describing a favourite game or sport in about one hundred words. discusses the benefits of games and sports in small groups and make a class report on their findings.
b. describe the importance of games and sports (k).	<ol style="list-style-type: none"> in groups, learners discuss benefits of games and sports giving relevant examples. in a plenary learners present their opinions. 	<ol style="list-style-type: none"> in groups, designs a poster warning against involvement in gambling.
c. differentiate between modern and traditional forms of games and sports (k, u, v).	<ol style="list-style-type: none"> learners brainstorm on modern and traditional games and sports. teacher guides learners to identify terminologies used in different games and sports. learners use terminologies identified to construct sentences. 	<ol style="list-style-type: none"> identifies possessive and demonstrative pronouns from a given text. conducts a debate on the topic: 'traditional games and sports are better than modern ones'.
d. use possessive and demonstrative pronouns (k, u)	<ol style="list-style-type: none"> with relevant examples, teacher guides learners to understand possessive and demonstrative pronouns. learners study a text and identify possessive and demonstrative pronouns. learners use two possessive and demonstrative pronouns to construct sentences. 	<ol style="list-style-type: none"> groups exchange reports for review and comment. reads extract of different aspects of leisure and responds to questions appropriately.
e. explain disadvantages of games that involve gambling and why the law prohibits them (v, a)	<ol style="list-style-type: none"> with relevant examples learners brainstorm on the meaning of gambling. learners identify different games that involve gambling. in groups learners discuss advantages and disadvantages of gambling citing relevant examples. learner narrate their own/other peoples' luck or bitter experiences in gambling. 	
f. use vocabulary applicable to games and sports (k, u, s).	<ol style="list-style-type: none"> using a sample text, teacher guides learners to identify key vocabulary from the text. using the above example, learners generate key vocabularies for different games and sports. 	

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Competency: The learner communicates appropriately about games and sports including traditional games		Strand: Occupational /Public Periods: 14
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
g. plan an event (s, gs).	<ol style="list-style-type: none"> 1. in groups, learners act the role of a sports committee and plan for an event. 2. teacher guides learners to draw a budget for a one-day sports event. 	
h. write a biography (s).	<ol style="list-style-type: none"> 1. learners study a sample biography. 2. teacher guides learners to understand the format of a biography. 3. learners study and extract key information from the biography of a sports hero/heroine. 4. learners write a short biography of a real or imaginary sporting hero (male or female). 	
i. explain what leisure is (k, u). j. state forms of traditional and modern leisure activities (k, v, a) k. describe the merits and demerits of leisure (k, v, a)	<ol style="list-style-type: none"> 1. learners brainstorm the meaning of leisure. 2. in groups, learners identify traditional and modern leisure activities. 3. in a debate, learners discuss merits and demerits of leisure. 	
l. write an argumentative composition (k, s)	<ol style="list-style-type: none"> 1. learners study an exemplar argumentative composition. 2. teacher guides learners to identify aspects or principles of an argumentative composition. 3. learners respond/do an exercise on an argumentative composition of two pages e.g. "sports have done more harm than good in our society"; "watching premier league should be banned in schools", etc. 	
ICT support for this sub-strand the learner can: <ul style="list-style-type: none"> • use a camera or internet to obtain images of traditional and modern games. • use a computer software to prepare an invitation/ poster for a sporting event. 		

3.2 Indigenous Tourism

Competency: The learner uses language related to wildlife and cultural heritage sites.		Strand: Occupational/ Public Period: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. articulate tourism vocabularies (k, u).	<ol style="list-style-type: none"> learners study a sample text on tourism. teacher guides learners to identify and discuss tourism vocabularies in the text. learners translate those vocabularies in local language and use them to construct sentences. 	<ol style="list-style-type: none"> compiles a list of common tourism vocabularies borrowing from other learning areas such as social studies. role-plays the function of a tour guide and explains to tourists about the birds in uganda.
b. identify names of wildlife found in zoos and parks (k, u).	<ol style="list-style-type: none"> teacher asks learners to share their experiences of wildlife they have seen in their communities, zoos and parks. in groups, learners generate names of animals and birds found in zoos and parks. with the aid of ICT/tv/media, teacher guides learners to identify more wild animals and birds. in their groups learners write at least five similes related to wildlife. in their groups, learners compose a poem about local wildlife. in plenary, learners recite their poems. 	<ol style="list-style-type: none"> writes a composition of 200-250 words about the importance of cultural sites. writes and illustrates a notice to prohibit the local population from encroaching on national parks. writes an animal story (fable) of 200-250 words. debates on ideas and information obtained from various sources including the media on wildlife, conservation and cultural heritage issues.
c. understand noun classes 1-4 (where applicable) (u).	<ol style="list-style-type: none"> using appropriate examples teacher guides learners to recap the understanding of nouns. with relevant examples teacher guides learners to understand noun classes 1-4. in groups, learners generate at least five nouns in classes 1-4. 	<ol style="list-style-type: none"> writes an apology letter for a job you he/she is unable to take.
d. appreciate the importance of cultural heritage sites and objects (v, a).	<ol style="list-style-type: none"> with relevant examples, learners brainstorm on objects and sites they consider culturally significant in their locality e.g. trees, water bodies, hills, mountains and sacred places such as places of worship and sacrifice. teacher guides learners to discuss the significance of the above sites and objects. 	
e. describe the importance and challenges of wildlife in parks and zoos (v, a).	<ol style="list-style-type: none"> teacher guides learners to discuss the importance of wildlife to community and nation. in groups, learners share the difficulties faced in keeping domestic animals. further, learners brainstorm on the challenges of conserving wildlife. teacher guides learners to write an argumentative composition on the merits and demerits of wildlife conservation e.g. "wildlife has done more harm than good to our society"; "game parks and zoos should be turned into farmland", etc. 	
ICT support for this Sub-strand The learner can: <ul style="list-style-type: none"> project pictures of various tourist sites. use a camera to take pictures of animals and birds or use the Internet to obtain images of animals and birds found in the environment. 		

3.3 Clans

Competency: The learner appreciates own identity and expresses fundamental knowledge of symbols, taboos and “if beliefs”.		Strand: Public
		Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. name clans found in their tribe (k).	<ol style="list-style-type: none"> with relevant examples, teacher guides learners to understand the meaning of clan. in groups, learners identify clans in their ethnic groups and discuss their origins. in a plenary, learners make an oral presentation on the origin of any one clan. teacher guides learners to identify and classify names according to clans. 	<ol style="list-style-type: none"> in a tree diagram or any other graphic form, illustrates the origin of his/her clan. discusses any possible totems found in the clan. identifies four “if beliefs” and interprets them.
b. identify clans and their totems (k, u, v)	<ol style="list-style-type: none"> with relevant examples, teacher guides learners to understand the meaning of a totem. in groups, learners identify their clans and totems. with the aid of a chart or board, teacher wraps up and provides further guidance on clans and their totems. teacher guides learners to brainstorm the importance of totems. 	<ol style="list-style-type: none"> translates/ interprets from local language into English a passage that talks about the origin of his/her tribe.
c. understand noun classes 5-10 (where applicable) (k, u).	<ol style="list-style-type: none"> using appropriate examples, teacher guides learners to recap their understanding of noun classes. with relevant examples, teacher guides learners to understand noun classes 5-10. in groups, learners generate at least five nouns in classes 5-10. 	<ol style="list-style-type: none"> reads a passage and identifies nouns belonging to classes 5-10.
d. write an invitation letter (s, gs).	<ol style="list-style-type: none"> teacher tasks learners to identify events that require invitations. learners study a sample invitation letter. using the above example, teacher guides learners to understand the format of an invitation letter. in their groups, learners write an invitation letter for a graduation party. 	<ol style="list-style-type: none"> writes a letter inviting people to a clan function.
e. talk about ‘if’ beliefs (v, a)	<ol style="list-style-type: none"> teacher explains the meaning of ‘if’ beliefs using vivid examples. in groups, learners generate a list of ‘if’ beliefs. teacher asks learners to justify the validity of ‘if’ beliefs e.g. is it true that “if your palms itches, you are likely to receive money?” “if an owl sings at night, death will occur?” “if one sits on a mortar, they develop hydrocele”. from the above discussion, teacher guides learners to understand rationales underlying ‘if’ beliefs. 	
ICT support for this Sub-strand The learner can: <ul style="list-style-type: none"> use presentation software to prepare a photo story about any clan. Type an invitation. Use a computer to draw a list of clans and their totems. 		

3.4 Wealth Creation

Competency: The learner uses language related to wealth creation.		Strand: Occupational Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. understand what wealth is (u).	<ol style="list-style-type: none"> 1. teacher brainstorms with learners the meaning of wealth. 2. in groups, learners cite different forms of wealth. 	<ol style="list-style-type: none"> 1. discusses in small groups the disadvantages of wealth mismanagement and poverty. 2. explains in 200-250 words the various ways of creating wealth using appropriate vocabulary. 3. role-plays on the impacts of wealth mismanagement. 4. describes a rich person who can be considered as a role model. 5. identifies any adjectives in a given text. 6. conducts research on proverbs, poems, similes and idioms related to wealth, riches and poverty.
b. explain how wealth can be created or generated (k, u).	<ol style="list-style-type: none"> 1. teacher asks learners to declare what they consider personal wealth. 2. after declaring examples of personal wealth, learners share personal experiences on how they acquired such wealth. 3. in groups, learners discuss socially acceptable and unacceptable ways, activities or practices of wealth creation. 4. in plenary, each group presents outcomes of their discussion in (3) above. 5. teacher invites a resource person or uses “pakasa” extract of the new vision to share personal experience on wealth creation. 	
c. use adjectives to talk about wealth creation (k, u).	<ol style="list-style-type: none"> 1. teacher guides learners to recap their understanding of adjectives. 2. learners study a text with adjectives on wealth creation. 3. teacher guides learners to identify adjectives from the text. 4. individually, learners list ten (10) adjectives and use them to construct sentences. 	
d. explain how wealth can be productively or unproductively used (k, u).	<ol style="list-style-type: none"> 1. learners share personal/family experiences on how they productively or misused wealth. 2. in groups, learners brainstorm on how wealth can be used productively or misused. 3. learners debate or write compositions on various topics relating to productive and unproductive use of wealth e.g. “the love of money is the root cause of all evil”; “with money all things are possible”; “a wealthy person does not need people”. 	
e. identify proverbs, poems, songs, similes and idioms related to wealth creation and poverty (k, v).	<ol style="list-style-type: none"> 1. learners brainstorm on any proverbs, similes, poems, songs and idioms they know. 2. in groups, learners identify and explain proverbs, similes and metaphors related to wealth and poverty. 3. learners compose and perform songs and poems related to wealth and poverty. 	
ICT support for this Sub-strand The learner can: <ul style="list-style-type: none"> • use a mobile phone to share a business for wealth creation. • listen to or watch audio-visual recordings to learn about wealth creation. • use a photo to explain wealth creation. 		

3.5 Environmental Awareness

Competency: The learner uses appropriate language related to environmental management.		Strand: Public/ Educational
		Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. mention the components of nature that make up the environment (k).	<ol style="list-style-type: none"> learners recap the meaning of environment. learners brainstorm on the components of nature that make the environment. learners study and interpret maps and data about climate in Uganda and changes to historical climate patterns and summarise them in writing. learners translate half-page text on environment. 	<ol style="list-style-type: none"> conducts research on environmental terminologies, for instance, from SST Learning Area and translates them in the Local Language. reads and responds to questions on texts on environment/ climate change.
b. explain causes of environmental degradation (k, u, gs).	<ol style="list-style-type: none"> teacher takes learners to observe evidence of environmental degradation from a nearby site e.g. excess soil erosion, garbage dumping sites, deforestation, industrial complex, etc. learners share their discoveries from the field visit in plenary randomly. learners study a text and answer questions on the causes of environmental degradation. 	<ol style="list-style-type: none"> studies various media about the causes of environmental degradation and writes a short article for the school magazine giving the dangers of environmental degradation.
c. identify measures that can be taken to reduce environmental degradation (s, gs).	<ol style="list-style-type: none"> teacher engages learners to discuss a local environmental problem and propose actions to be taken to prevent a disaster. in groups, learners identify general causes and effects of environmental degradation and suggest possible remedies. learners act the role of environment officer to deliver a speech on environmental awareness. learners plant at least two trees in the school or community to curb environmental degradation and write a notice explaining why he/she planted them. 	<ol style="list-style-type: none"> shows cooperation by persuading a group to agree on key points in a discussion on degradation/ disaster areas. in a group, discusses how the environment can be conserved, using a local example.
d. write or make an announcement (s).	<ol style="list-style-type: none"> in groups, learners study a sample announcement. using the above sample, teacher guides learners to identify elements/format of an announcement. in groups, learners prepare an announcement on a given event for radio, poster, assembly, newspaper or any other media. 	<ol style="list-style-type: none"> writes a composition of 200-250 words on the dangers of environmental degradation using appropriate vocabulary and punctuation. debates the following scenario arguing for or against the move: the village members are planning to expel an old man from the village because he is said to be the cause of a long dry spell in the area.
e. use prepositions and postpositions (k, u).	<ol style="list-style-type: none"> using relevant examples, teacher explains to learners the meaning of preposition/postposition. learners study a text and identify prepositions and postpositions. learners generate further examples of prepositions/postpositions and use them to construct sentences. learners write an announcement for a local radio on prevention of environmental degradation. 	<ol style="list-style-type: none"> watches films or reads texts regarding climate change and disasters and summarises them in 80-100 words.

Competency: The learner uses appropriate language related to environmental management.		Strand: Public/ Educational Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
f. compose poems and creative prose about environmental degradation and conservation (s).	<ol style="list-style-type: none"> learners study an imaginative or creative text on environmental degradation and conservation. using the above text, teacher guides learners to understand/appreciate elements of imaginative/creative writing. learners compose a poem/imaginative prose piece about environmental degradation and conservation. 	<ol style="list-style-type: none"> reads and responds to a poem on environment. writes a short poem/story based on his/her personal response to this topic.
g. explain key vocabulary and their meanings related to environment (k, u).	In groups, learners study a text with key vocabulary related to environment such as degradation, conservation, reclamation, afforestation, deforestation, soil erosion and terracing and translate it into their local language.	
ICT support for this Sub-strand		
The learner can: <ul style="list-style-type: none"> use the Internet to obtain images of climate changes. 		

3.6 Water

Competency: The learner knows language related the importance of water.		Strand: Educational Periods: 10
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. study a comprehension passage on the sources of safe or unsafe water (s).	<ol style="list-style-type: none"> learners brainstorm on local sources of safe and unsafe water. learners study a sample comprehension text. teacher guides learners to understand the principles of studying a comprehension. learners read a comprehension passage on how to maintain water safety and respond to questions. <i>(the passage should entail traditional and modern ways of water preservation).</i> 	<ol style="list-style-type: none"> summarises a passage on a disease caused by drinking unsafe water (acquisition, symptoms, treatment) carries out an interview in the community to collect views on their sources of water. in a group simulation, acts as a local leader and addresses the people in his/her village on ways of preventing and treating waterborne diseases. the other learners ask questions and discuss the issues.
b. summarise a passage (s).	<ol style="list-style-type: none"> teacher explains to learners the meaning of summary writing. using a sample, teacher guides learners to understand the principles of summary writing. learners study a passage on dangers of drinking unsafe water and summarise it. 	<ol style="list-style-type: none"> uses verbs to construct five sentences describing the importance of water.
c. explain the importance of water (gs).	<ol style="list-style-type: none"> learners identify importance or uses of water. for every use in (1) above, learners identify the verb used. 	<ol style="list-style-type: none"> composes and performs a poem of 80-100 words about water creatures.

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Competency: The learner knows language related the importance of water.		Strand: Educational Periods: 10
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
	3. using (1) and (2) above, learners suggest a title and compose a poem on it.	
d. translate large texts (s).	<ol style="list-style-type: none"> 1. learners study a sample text and translate it (quarter-page). 2. teacher randomly assesses learner's work and guides them to understand the principles of translation. 3. using the above principles, learners translate a large text (half-page) on waterborne diseases. 	
e. describe common water creatures using adjectives (k).	<ol style="list-style-type: none"> 1. learners identify aquatic creatures. 2. learners write two sentences describing each creature. 3. using the assignment in (2) above, teacher asks learners to identify adjectives used. 4. teacher clarifies on adjectives of size, quality, quantity, base, comparative and superlative (for example a hippopotamus is the biggest aquatic animal but with the smallest tail (superlative)). 	
ICT support for this sub-strand The learner can: <ul style="list-style-type: none"> • use the Internet to obtain images of water creatures. 		

SENIOR FOUR

4.1 Migration and Settlement

Competency: The learner appreciates own identity and origin.		Strand: Public/Educational Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. trace his/her origin (k, u, v).	<ol style="list-style-type: none"> 1. teacher randomly selects learners to narrate stories of their origin. 2. learners study a sample text of the origin of any clan/ethnic group. 3. teacher guides learners to understand characteristics of a good narrative or principles of story writing. 4. using principles learnt in (3), learners write a story of 400-500 words narrating their origin. 	<ol style="list-style-type: none"> 1. gives an oral or written account of his/her tribe's migration. 2. writes an essay or composition on the causes of migrations. 3. writes five clans and their totems in his/her tribe. 4. demonstrates a clan chant. 5. in groups, dramatises the origin of a tribe or clan.
b. apply conjunctions for different purposes (k).	<ol style="list-style-type: none"> 1. learners recap their understanding of conjunctions. 2. learners identify the conjunctions used in the story above (competence a). 3. learners outline all conjunctions they know and use them to construct sentences. 	
c. describe some myths about the origin of his/her tribe/clan and their significance (k, v, a).	<ol style="list-style-type: none"> 1. using relevant examples teacher explains the meaning of a myth to learners. 2. in groups, learners discuss myths about the origin of their clan/tribe, chants and their significance. 3. in plenary learners present their findings and recite their chants. 	
d. use interjections and idiophones (k, u).	<ol style="list-style-type: none"> 1. using relevant examples teacher explains the meanings of interjections and idiophones to the learners. 2. in groups, learners study a sample text and identify interjections and idiophones. 3. learners further discuss the significance of interjections and idiophones. 4. teacher outlines interjections and idiophones on the board and tasks learners to use them in sentences. 	
e. appreciate the settlement patterns in relation to other tribes (v, a).	<ol style="list-style-type: none"> 1. teacher brainstorms with learners on the meaning of migration. 2. learners study maps/diagrams showing migration patterns. 3. in groups, learners discuss the causes of migration. 4. teacher tasks learners to write about one significant migration, its causes and its route. 	
f. appreciate cultures from other tribes and clans (v, a).	<ol style="list-style-type: none"> 1. teacher probes learners to talk about their cultural practices and values. 2. Learners discuss the differences and similarities in cultures/values from other tribes/clans. 3. in groups, learners identify culture practices/values they admire from other ethnic groups and discuss why. 4. learners role play a cultural practice. 	
ICT support for this sub-strand Learner can: <ul style="list-style-type: none"> • use audio-visual recordings to demonstrate a story of origin of your tribe. 		

4.2 Traditional Ceremonies: Initiation, Marriage and Funeral Rites

Competency: The learner appreciates traditional practices of initiation, marriage and funeral rites.		Strand: Public
		Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. explain types and purposes of marriages, funeral rites and initiations (where applicable) (k, v, a).	<ol style="list-style-type: none"> 1. teacher probes learners to talk about their cultural practices and values. 2. learners share on the differences and similarities in cultures/values from other tribes/clans. 3. in groups, learners identify culture practices/values they admire from other ethnic groups and discuss why. 4. learners role play a cultural practice. 	<ol style="list-style-type: none"> 1. describes stages involved in a cultural marriage ceremony in a graphic organiser. 2. describes the traditional ceremonies practised in his/her locality. 5. describes personal experiences in the form of a letter to a friend.
b. describe types of traditional songs, dances and poems (k, v, a).	<ol style="list-style-type: none"> 1. teacher tasks learners to identify songs that suit different ceremonies such as initiation/wedding/traditional marriage ceremony. 2. in groups, learners compose and sing songs and poems on traditional ceremonies like initiation wedding/traditional marriage, folksong, traditional anthem, religious/sacred ceremonies, funeral, naming, work, traditional slogans ("omubala"-Lusoga and Luganda), and lullabies. 3. in plenary different groups of learners perform any form of traditional dance e.g. initiation/post-initiation, funeral, twin, fertility, general, courtship, war, marriage, etc. where applicable. 4. teacher tasks learners to draw and name instruments and costumes used for different traditional dances in groups. 5. learners discuss the importance of songs, dances and poems. 	<ol style="list-style-type: none"> 6. writes a composition of 250-300 words starting with a proverb. 7. writes and performs at least one chant or incantation. 8. generates a will using a given template and someone's biography. 9. reads a given text and identifies verb conjugations that have taken place.
c. explain the processes involved in identifying marriage partners (k, v, a).	<ol style="list-style-type: none"> 1. learners share an experience of a recent marriage in their home/community and explain how the couple met. 2. learners study a text on courtship and marriage. 3. in groups learners brainstorm on the stages involved in getting a marriage partner. 4. teacher tasks learners to discuss the different ways in which a partner can be identified. 5. in groups, learners compare the tradition and modern ways in which people identify partners. 6. using an example of a marriage ceremony known to them, learners mention gifts given during marriage ceremonies and their significance. 6. learner writes an imaginative or real life story about a marriage ceremony he/she has attended. 	
d. take minutes (k, s).	<ol style="list-style-type: none"> 1. learners study a sample of minutes of a meeting. 2. teacher guides learners to understand the format of writing minutes. 3. learners attend a class meeting and write minutes. 	

Competency: The learner appreciates traditional practices of initiation, marriage and funeral rites.		Strand: Public Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
e. describe activities done during funeral rites (chants, singing, etc.) (k, v, a).	<ol style="list-style-type: none"> 1. learners share an experience of a recent funeral rite they attended in their community. 2. learners identify activities and process during funeral rites. 3. in groups, learners discuss the significance of the activities and practices done during funeral rites. 	
f. use specialised vocabulary associated with marriage, funeral rites and initiation (k, s).	<ol style="list-style-type: none"> 1. learners study a text on marriage, funeral rites and initiation and translate it into local language. 2. teacher identifies key vocabularies and tasks learners to use them to construct sentences. 	
g. identify proverbs and idioms related to marriage, initiations and funeral rites (k, u, v).	<ol style="list-style-type: none"> 1. learners brainstorm on any proverbs and idioms they know. 2. in groups, learners identify and explain the meanings of proverbs and idioms related to marriage, initiation and funeral rites. 3. in their groups, learners write a speech for a marriage or funeral ceremony with appropriate use of proverbs and idioms. 4. in plenary, learners deliver their speeches. 	
h. describe chants and incantations and their significance (where applicable) (k, s, v, a).	<ol style="list-style-type: none"> 1. teacher demonstrates to learners an example of a chant or incantation they know. 2. using the above example, learners identify other examples of chants and incantations. 3. learners categorise clans and their chants or incantations. 4. teacher guides learners to brainstorm the significances of chants and incantations. 	
i. write a will (k, s).	<ol style="list-style-type: none"> 1. learners study a sample will. 2. teacher guides learners to understand the format and content of a will. 3. learners discuss the significance of a will. 4. learners write and read a will. 	
j. conjugate verbs (where applicable) (k).	<ol style="list-style-type: none"> 1. using relevant examples, teacher illustrate the concept of verb conjugation. 2. teacher identifies verbs and asks learners to conjugate (for example, marry, marries, and marrying). 7. learners construct sentences using conjugated verbs. 	
ICT support for this sub-strand The learner can: <ul style="list-style-type: none"> • use audio-visual recordings/documentary about funeral rites/ marriage/initiation ceremonies. • use electronic devices to record plays/songs/poems in Local Language about funeral rites/ marriage/initiation ceremonies. 		

4.3 Cultural Values, Morals and Ethics

Competency: The learner appreciates own cultural values and morals.		Strand: Public
		Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. express gratitude/thanking (v, a, gs).	<ol style="list-style-type: none"> 1. teacher asks learners to share personal experiences and life examples of appreciation/gratitude. 2. learners brainstorm on situation that require appreciation and words used. 3. in groups, learners discuss the purposes of appreciation and the consequences of ingratitude from personal experience. 4. learners roleplay gestures and words used in expressing/ingratitude from different ethnicities. 	<ol style="list-style-type: none"> 1. in pairs, role-plays the benefits of grateful behaviour. 2. works in a group to write and perform a story/dialogue/ skit of dangers associated with unacceptable behaviour in a community. 3. writes from personal experience/ hearsay a composition on an example of a poor dress code that occurred in his/her locality. 4. researches and uses proverbs and sayings related to behaviours.
b. explain why some personalities are taken as role models in society and appreciate the contributions of such personalities (k, v, a).	<ol style="list-style-type: none"> 1. learners brainstorm the meaning of role model. 2. teacher guides learners to identify people they consider role models and why. 3. in groups, learners discuss the qualities or virtues of role models. 4. learner writes a composition describing one person he/she considers a role model. 	
c. identify the forms of dress found in the community (k, v, a).	<ol style="list-style-type: none"> 1. learners brainstorm on dress codes for people of different age groups in their communities and give their opinion. 2. considering different ages groups, learners discuss what they consider acceptable or unacceptable dress code. 3. learners discuss the values of decent dressing e.g. respect, honesty, integrity. 4. teacher moderates the discussion and wraps up clarifying on pertinent issues. 	
d. use verb extensions 4-6 (where applicable) (k, u).	<ol style="list-style-type: none"> 1. teacher guides learners to recap their understanding of verb conjugations. 2. using relevant examples, teacher illustrates verb conjugations 4-6 (for example, kola, kolera, kolakola, kolerera, koleka, kolesa) 3. in an exercise, teacher identifies verbs and asks learners to conjugate verbs in levels 4-6. 	
e. explain corruption and its various forms (k, v, a).	<ol style="list-style-type: none"> 1. teacher guides learners to understand the meaning of corruption. 2. in groups, learners identify forms/examples of corruption they know about e.g. bribery, vote buying, gift-giving, etc. 3. learners share personal or any known case of corruption. 	
f. state causes and effects of corruption in society (k, u).	<ol style="list-style-type: none"> 1. in groups, learners discuss the causes and effects of corruption in society. 2. learners study a sample text on corruption and answer questions on it. 	

Competency: The learner appreciates own cultural values and morals.		Strand: Public Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
	3. learner debate on the advantages and disadvantages of corruption e.g. "corruption is a necessary evil in society," discuss.	5. in about 80-100 words summarises what happened in the video presentation on corruption.
g. explain how to fight corruption (k, u, gs).	1. learners brainstorm on the contribution they can make in fighting corruption. 2. learners brainstorm on ways of reducing corruption.	6. reads and translates/ interprets into a local language a passage on corruption. 7. role play to demonstrate a corruption scene e.g in a public office, schools, roads etc.
h. use noun classes 11-14 (where applicable) (k, u).	1. using relevant examples, teacher introduces noun classes 11-14. 2. teacher gives learners an exercise to identify more examples of nouns in classes 11-14.	8. write a report on a corruption incident he/she witnessed.
i. understand how compound nouns are formed (where applicable) (k, u).	1. using relevant examples, teacher introduces the concept of compounds. 2. learners do an exercise on compound nouns.	9. make/write a police statement giving evidence about a corruption incident witnessed. 10. reads a text and identifies compounded nouns.
ICT Support The learner can:		
<ul style="list-style-type: none"> • use a computer to prepare animations about a corruption scandal. • analyse a news item on corruption. 		

4.4 Leadership and Citizenship

Competency: The learner understands vocabulary related to systems of governance.		Strand: Public Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
a. comprehend leadership structures, qualities, types and values at different levels (u).	1. learners identify the administrative hierarchy of their school and that of the prefects' body. 2. teacher guides learners to identify the leadership structures of their country and traditional institution. 3. in groups, learners discuss qualities of a good leader citing relevant examples. 4. learners draw an organogram for any political or traditional institution.	1. in a group simulation exercise, dramatises a traditional/political leader gathering views on his/her roles as a representative of the electorate. 2. describes, in discussion and in writing, qualifications required of

LOCAL LANGUAGES LEARNING FRAMEWORK

Competency: The learner understands vocabulary related to systems of governance.		Strand: Public Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning Activities	Suggested Assessment Strategies <i>The learner:</i>
b. use noun classes 19 - 23 (where applicable) (k, u).	<ol style="list-style-type: none"> using relevant examples, teacher introduces noun classes 19-23. teacher gives learners an exercise to identify more examples of nouns in classes 19-23. 	<ol style="list-style-type: none"> a voter and qualities of a good leader. explains five electoral malpractices and suggests solutions.
c. appreciate the values of elections and know the electoral processes (k, v, a).	<ol style="list-style-type: none"> learners share their personal experiences of an electoral process they participated in e.g. local council or prefectural election. teacher guides learners to identify the stages involved in a local and national election. learners brainstorm on qualifications or prerequisites for a voter e.g. age, id, citizenship, residence, etc. in groups, learners write a one-page campaign speech for a public rally. learners present their speeches in plenary. learners debate on the values of elections e.g. "elections are of no value"; "democracy can only be realised through elections". 	<ol style="list-style-type: none"> administers a questionnaire or an interview guide to seek public opinion on elections. uses the questionnaire in practice/ simulation. identifies the roles of government and traditional leaders from texts/research and writes notes to deliver a short talk.
d. state the types, roles and responsibilities of citizens (k, v, a).	<ol style="list-style-type: none"> learners brainstorm on the meaning and types of citizenship. in groups, learners discuss their roles and responsibilities in their communities. teacher helps to correlate their roles and responsibilities in their communities to the nation. 	<ol style="list-style-type: none"> writes a campaign manifesto. conducts campaigns in the classroom for the post of class monitor.
e. use verb extensions 7- 9 (where applicable) (k, u).	<ol style="list-style-type: none"> teacher guides learners to recap their understanding of verb conjugations. using relevant examples, teacher illustrates verb conjugations 7-9 for example kola, kolera, kolakola, kolerera, koleka, kolesa, kozesa, kolagana, kolaganira. in an exercise, teacher identifies verbs and asks learners to conjugate verbs in levels 7-9 (where applicable). 	<ol style="list-style-type: none"> studies a text and identifies verb conjugations in level 7-9.
ICT support for this sub-strand The learner can: <ul style="list-style-type: none"> use computer animations to demonstrate electoral processes. 		

4.5 Human Rights

Competency: The learner appreciates individual rights.		Strand: Public Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning activities	Suggested Assessment Strategies <i>The learner:</i>
a. state the fundamental human rights (k).	<ol style="list-style-type: none"> 1. teacher guides learners to brainstorm and clarifies the meaning of <i>'fundamental human rights'</i>. 2. learners study a text on human rights and identify examples of fundamental human rights. 3. learners present their findings on fundamental human rights and teacher clarifies on key issues or provides further examples. 	<ol style="list-style-type: none"> 1. discusses in groups children's rights and responsibilities. 2. writes placards for pwds. 3. debates on the topic: workers' rights should be abolished. 4. reads and responds orally to a two-page text on human rights violation and protection.
b. explain forms of human rights abuses, organs and organisations that are supposed to protect human rights (k, u).	<ol style="list-style-type: none"> 1. learners brainstorm on the meaning of human rights abuses and relevant organs, organisations and persons responsible for tackling such abuses. 2. learners share personal experiences or examples of human rights abuses they know of. 3. teacher provides learners with a sample text on human rights abuses and learners identify ways in which basic human rights can be violated. 	<ol style="list-style-type: none"> 5. carries out a paper/internet research into abuses of the rights of pwds. 6. in groups, reduplicates at least five verbs, adverbs and adjectives. 7. studies a text and identifies reduplicated verbs, adverbs and adjectives.
c. know and use noun classes 15-18 (where applicable) (k, u).	<ol style="list-style-type: none"> 1. using relevant examples, teacher guides learners to recollect prior knowledge of noun classes previously learnt. 2. using the above example, teacher introduces noun classes 15-18 with concrete examples on a board or chart. 3. learners use teacher's example to generate at least five examples of nouns in classes 15-18. 	<ol style="list-style-type: none"> 8. listens and gives speeches on human rights.
d. know children's rights/responsibilities and organs and institutions that protect human rights (k, v, a).	<ol style="list-style-type: none"> 1. using prior knowledge on human rights, learners brainstorm or suggest examples of children's rights and responsibilities. 2. teacher guides learners to identify institutions/organisations that promote human rights. 3. teacher appreciates learner's contribution and makes further clarification on children's rights and responsibilities clearly differentiating the two concepts. 	
e. know workers' rights and organs and institutions that protect workers' rights and how workers benefit from labour laws (k, u).	<ol style="list-style-type: none"> 1. teacher asks learners to share their experiences on whether they have been employers or employees and what rights they had or owed their employees. 2. based on prior knowledge on human rights, learners brainstorm examples of workers' rights. 	

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Competency: The learner appreciates individual rights.		Strand: Public Periods: 12
Learning Outcomes <i>The learner can:</i>	Suggested Learning activities	Suggested Assessment Strategies <i>The learner:</i>
	3. learners study a text on safety regulations for a workplace and explain in groups how these regulations protect or promote workers' rights.	
f. know the rights of people with disabilities (PWDs) and organs and institutions that protect their rights (k, u).	<ol style="list-style-type: none"> 1. teacher explains the meaning of pwds and asks learners to suggest suitable examples. 2. learners listen to a presentation from a human right's expert on pwds and a compile a list of rights of pwds. 3. in groups, learners write a one-page report on rights of pwds that are often ignored/abused suggesting ways in which these rights can be promoted. 4. in groups, learners conduct a study in their school or community on pwds and write a report on how their rights have been abused and promoted. 	
g. know how words are reduplicated (where applicable) (k, u).	<ol style="list-style-type: none"> 1. with relevant examples, teacher explains the concept of reduplication and its purpose in speech or writing. 2. learners study a text and identify reduplicated words. 3. learners identify more examples of verbs, adverbs and adjectives and demonstrate how they can be reduplicated. 4. learners use reduplicated words to construct sentences orally or in writing. 	
ICT support for this sub-strand The learner can: <ul style="list-style-type: none"> • use the Internet as a source of information about human rights. • use a computer to type a report on human rights abuse. • use a computer to design a poster to raise awareness against a vulnerable group of people. 		

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. Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

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

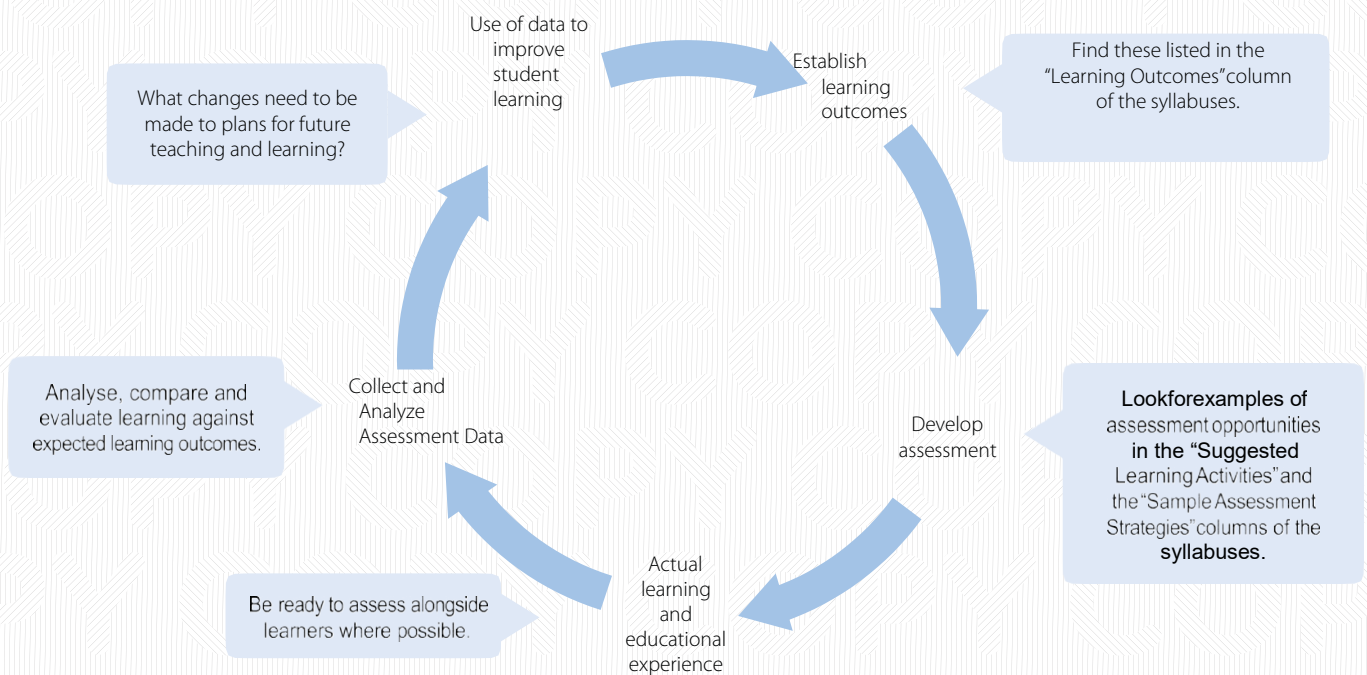
The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

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 has 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.

ASSESSMENT

How do we find the opportunity to make formative assessments?

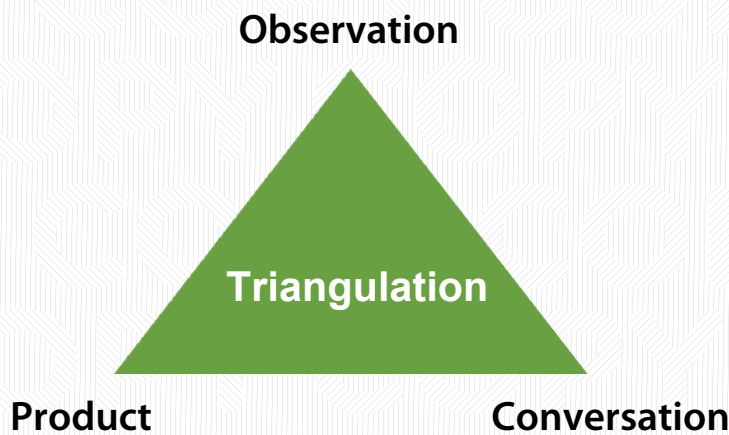
In the new curriculum, the teacher’s assessment role is not to write tests for learners, but to make professional judgements about learners’ learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are 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 and values)
- 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 (e.g. 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 Strategies’, 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.

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.

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 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 to be achieved. 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

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The 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.

<i>Literature in English</i>										
	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

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 learners develop the ability to apply their 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 student 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.
Sample Assessment Strategy	A strategy 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 a formative assessment to be made.

Key words for a particular sub-strand can be printed clearly on paper/card, preferably with marker pen and left on display until learners are familiar with them.

Resources for all Languages	
Essential	Important
<ul style="list-style-type: none"> • Audio players (CD, cassette or MP3) with loudspeaker • Audio storage (CDs, cassettes or flash drives) • Reading materials (story books, graded readers, poetry books, magazines & newspapers in the languages) • Dictionaries 	<ul style="list-style-type: none"> • Display Board/ Flannel Board made from plywood covered with flannel cloth/thin blanket. • Recording equipment for recording voice and recorded/broadcast media. • DVD player (with DVDs in the languages) • Pictures and real objects related to the topics. • Flipchart paper and marker pens • Computer for word processing/internet access

Tools and equipment required	Related sub-strand titles
Family tree diagram, riddles	1.1 Family
Real household objects/pictures	1.2 Life at home
Recipes, menus, pictures	1.3 Food, sauces and beverages
Pictures of crops/real produce	1.4 Crops grown in our area
Pictures of domestic animals posters of animal care, how to build an animal shelter and so on	1.5 Animal rearing
Chart of body in the language info on common diseases/ vaccination	1.6 Personal and community hygiene
Posters/information about adolescent body changes/drugs in the language	2.1 Establishing and managing relationships
School brochure/ handbook, timetable, charts/list of teachers and so on	2.2 School environment
Plan of local trading centre, pictures of hospital staff, hospital signs showing departments and so on	2.3 Public places
Artefacts/ pictures of naming ceremonies, proverbs, songs	2.4 Traditional ceremonies: Naming
Pictures of different buildings, pictures of people building a house/granary showing materials and techniques	2.5 Building
Games equipment, pictures of games	2.6 Games and sports
Pictures of animals, leaflets/maps of parks	3.1 Indigenous tourism
Pictures of clan symbols, real artefacts	3.2 Clans
Pictures of local small business/industry that produces income	3.3. Wealth creation
Pictures/posters about the environment/environmental degradation/climate change/natural and man-made disasters	3.4 Environmental awareness

Tools and equipment required	Related sub-strand titles
Pictures of water sources/water creatures	3.5 Water
Picture/emblems of the clan	3.6 Migration and settlement
Pictures/artefacts related to rites	4.1 Traditional ceremonies: initiation, marriage and funeral rites
Pictures of different modes of dress, real items of cultural dress	4.2 Cultural values, morals and ethics
Samples of election materials	4.3 Leadership and citizenship
Posters/leaflets about rights	4.4 Human rights
Anti-corruption posters	4.5 Corruption



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