



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Lower

Secondary

Curriculum



UGANDAN SIGN LANGUAGE SYLLABUS



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



UGANDAN SIGN LANGUAGE

SYLLABUS

LOWER SECONDARY CURRICULUM
(SENIOR ONE TO SENIOR FOUR)



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FOREWORD

This four-year Syllabus for Ugandan Sign Language is one of the 21 subjects of the Lower Secondary Education Curriculum. Ugandan Sign Language is a subject offered at the Lower Secondary Education classes. It reflects contemporary approaches in the teaching and learning process.

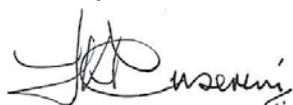
The learning outcomes provided, give the learner opportunities to develop understanding and skills within different topics at levels appropriate to his/her ability. Ugandan Sign Language, in particular, and literacy in general, contribute to the development of knowledge, understanding, skills, attitudes and values that learners (i.e., both learners who are deaf and those who are not deaf) need to live responsibly and independently in their respective 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.

Studying of sign languages generally 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, all of which are crucial in the modern world.

This syllabus builds upon concepts, skills, attitudes and values developed at the primary school level, which provide a firm foundation specifically for the higher-achieving minority learners who will go on to study this subject at a higher level of education.

I, therefore, endorse this syllabus as the official document for the learning/teaching of Ugandan Sign Language in the Lower Secondary Schools throughout our country.



Hon. Janet Kataaha Museveni

First Lady, Minister of Education and Sports.

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NCDC is equally grateful to members of the Sign Language Working Group who worked tirelessly to put together the necessary facts and guidance.

The Centre acknowledges the Local Language and Special Needs Education Specialists, and the panel who formed part of the team that worked hard to finalise this syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively address the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.



Dr Grace K. Baguma

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National Curriculum Development Centre

INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP II 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 inclusive education, while the National Development Plan II focuses on the enhancement of human capital development, strengthening mechanisms for quality, effective efficient service delivered improvement of quality and relevance of skills development. The Constitution of the Republic Uganda (1995) provides the context which states that: “The state shall promote the development of a sign language for the Deaf”. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems, E-Learning and strengthening soft skills such as; self-esteem, conscientiousness, positive attitude to work and computer literacy. Unfortunately, all these are lacking in the curriculum, and where they exist, they are at too minimum a level to enhance learning.

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. Although the Old Lower Secondary Curriculum is highly regarded, it unfortunately focuses on the needs of a minority who are the academically oriented elite and focusing less on the needs of the majority of learners. The Lower Secondary Curriculum was reviewed by Ministry of Education and Sports (MoES), through National Curriculum Development Centre (NCDC), with the aim of providing a learning environment, opportunities, interactions, tasks and instructions fostering deep understanding 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 to:

- Instil and promote national unity, an understanding of the social and civic responsibilities.
- Promote an appreciation and understanding of the cultural heritage of Uganda including its languages.
- Impart and promote a sense of self discipline, ethical and spiritual values, personal responsibility and initiative.

- Enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy.
- Provide up-to-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.
- Enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment.
- Enable 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.
- Lay the foundation for further education.
- Enable 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.
- Instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.
- Develop a positive attitude towards learning as a lifelong process.

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 shortcomings in the current curriculum.

The review focused on producing a secondary school graduate who has the competencies 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, and science and technology development and to ensure rigorous career guidance programme to expose learners to the related subjects. This will enable learners to make informed choices as they transit, and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain. To meet these requirements, the review is based on the following:

- i) The development of a holistic education for personal and national development based on clear shared values.
- ii) A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed.

- iii) A focus on the key skills that are essential to work, to learning, and to life and which will promote life-long learning.
- iv) 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 Senior Four 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.

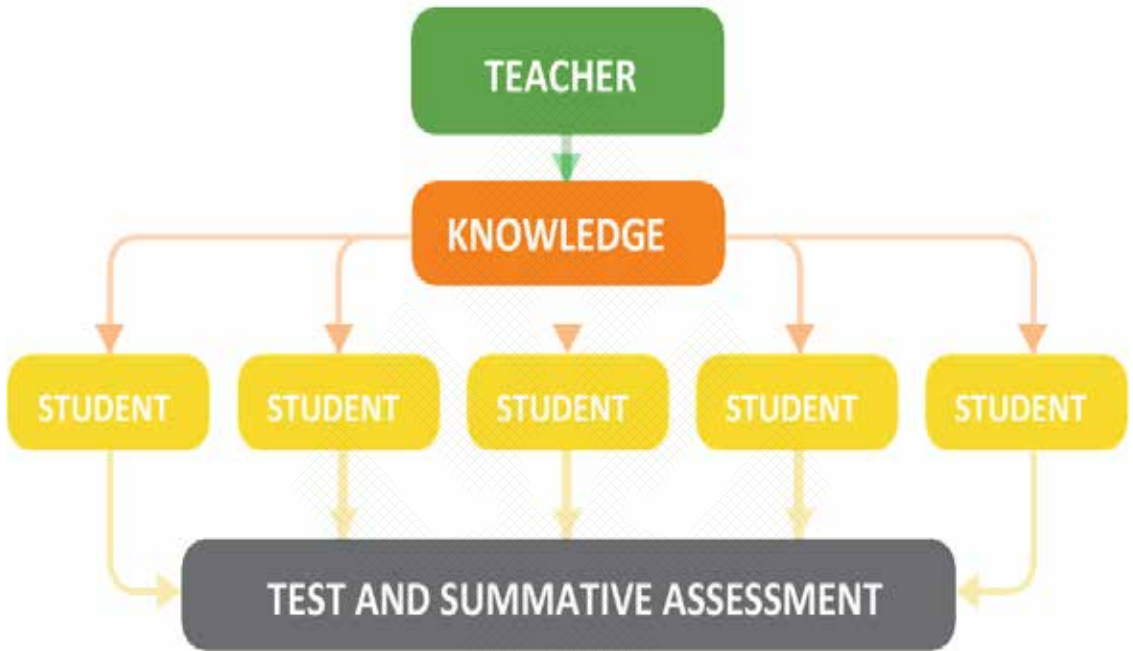
The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently.”

Key Changes in the Curriculum

The key change in the curriculum is a move from a knowledge-based curriculum to a competency- 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 competency 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 everyone enjoys 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.

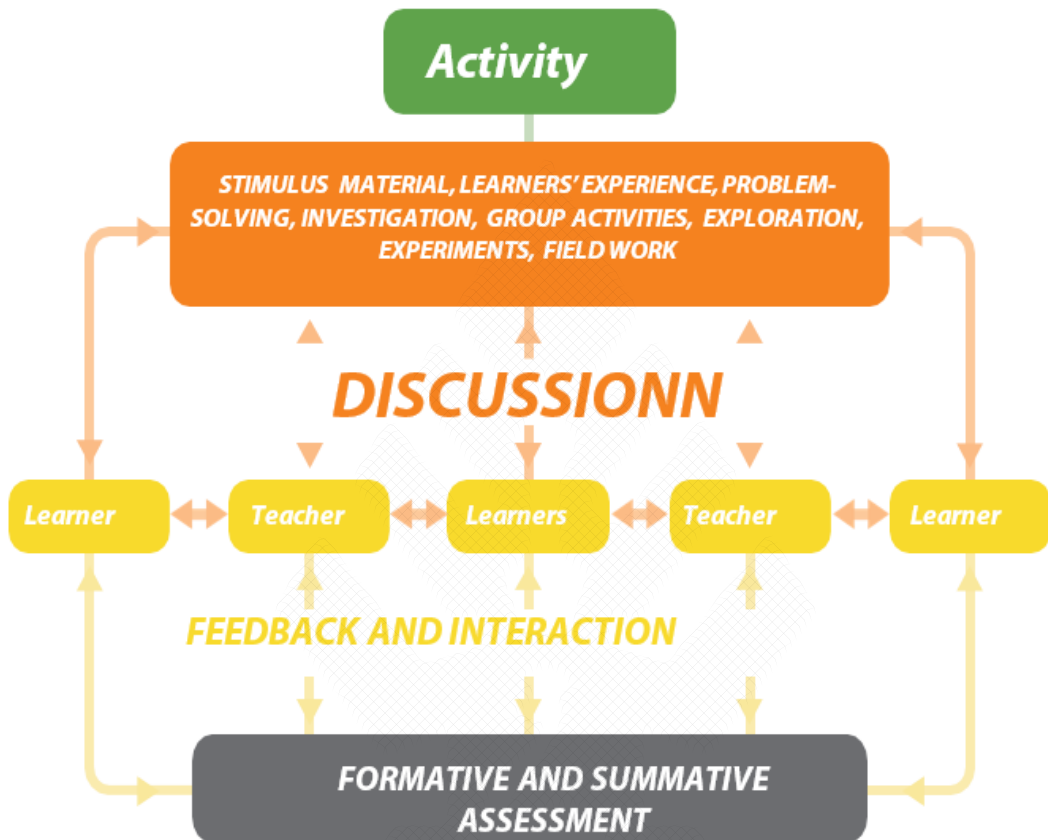
THE OLD CURRICULUM CAN BE SUMMARISED IN THE FOLLOWING DIAGRAMS



Knowledge-based teaching was centred on transferring knowledge from the teacher to the students. The teachers had the knowledge which they transferred to the students by lecturing, talking, asking them to read the textbook 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 topic, term or school course to see if they could remember what they had been taught.

The knowledge was based mainly on the understanding of 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, whereas the vast majority of learners never reached university. This curriculum caters for this majority as well as those who later go on to university.

New Competency-based Curriculum



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

The teacher needs to build on the learner’s 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 therefore become a two-way process of dialogue between the teacher and learner. Learners also learn from one another through discussion. Assessment also becomes a two-way process of formative assessment and summative assessment by not emphasising grades but to find out problems the learner may have and help to solve them.

The New Lower Curriculum

The New Lower Curriculum focuses on four “Key Learning Outcomes” (KLOs) 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 learners to evolve into life-long learners. Besides, there are also cross-cutting issues that are embedded in all subjects across the curriculum to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

The New Lower Curriculum sets out Key Learning Outcomes that sum up the expectations of the curriculum as a whole, and sets out clearly the qualities that young people will develop.

By the end of the educational process, young people will become self-assured individuals who:

- i) demonstrate self-motivation, self-management and self-esteem.
- ii) know their own preferences, strengths and limitations.
- iii) adjust their behaviours and language appropriately to different social situations.
- iv) relate well to a range of personality types.

Responsible and patriotic citizens who:

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

Lifelong learners who:

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

Positive contributors to society who:

- i) have acquired and can apply the generic skills.
- ii) demonstrate knowledge and understanding of the emerging needs of society and the economy.
- iii) understand how to design, make and critically evaluate products and processes to address needs of diversity of people in inclusive settings.
- iv) appreciate physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Specific Learning Outcomes to be realised as a result of Studying Ugandan Sign Language

After successful completion of this study, learners will:

- Demonstrate confidence in interacting with members of the deaf community using the Ug SL.
- relate well with members of the deaf community in and out of Uganda.
- positively contribute to the wellbeing of people who are deaf in their community and the nation.
- positively identify people who are deaf as national and global citizens.
- advocate for the educational, social and other rights of persons who are deaf so that they be included in activities existing in their communities.

Values

The New Lower 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 and include:

- i) Respect for humanity and environment
- ii) Honesty; uphold and defend the truth at all times
- iii) Justice and fairness in dealing with others
- iv) Hard work for self-reliance
- v) Integrity; moral uprightness and sound character
- vi) Creativity and innovativeness
- vii) Social responsibility
- viii) Social harmony
- ix) National unity
- x) 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 understanding 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.

The generic skills include:

1. 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
2. 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
 3. Communication
 - Listen/Observe attentively and with comprehension
 - Talk/sign confidently and explain ideas/opinions clearly
 - Read accurately and fluently
 - Write and present coherently
 - Use a range of media to communicate ideas
 4. Co-operation and Learning
 - Work effectively in diverse teams
 - Interact effectively with others
 - Take responsibility for own learning
 - Work independently with persistence
 - Manage goals and time
 5. Calculation and ICT
 - 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

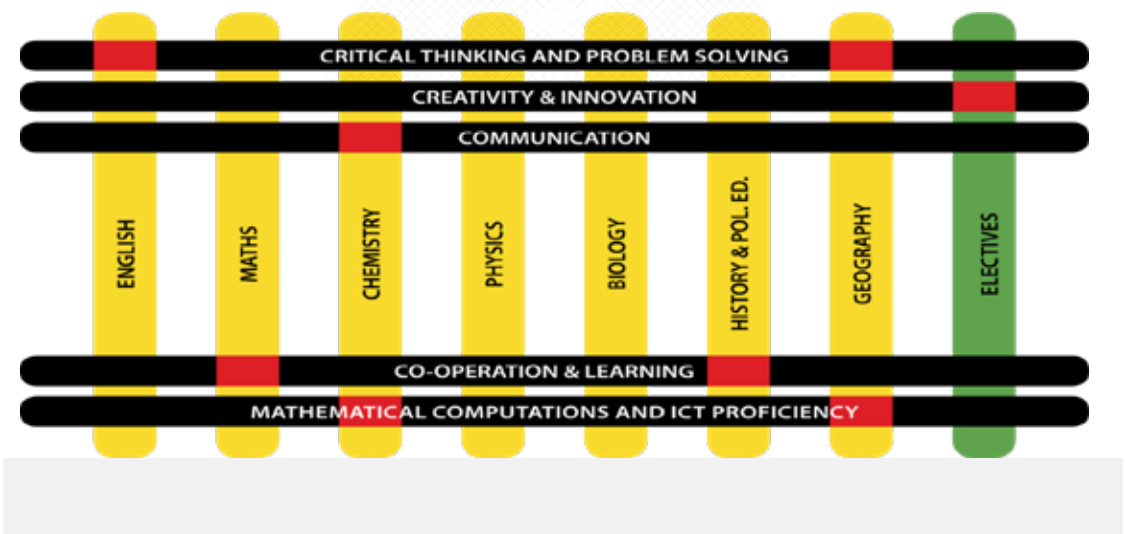
GENERIC SKILLS IN UGANDAN SIGN LANGUAGE

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. Ugandan Sign Language provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world.

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 Ugandan Sign Language subject also provides the contexts for progression within the skills. The same signing skill 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 One and then progress to thinking about the much more complex matters in Senior Four. 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’ that they need to study across the subjects. These issues develop learners’ understanding of the connections between the subjects, and the complexities of life.

The cross-cutting Issues identified in the curriculum are:

- i) **Environmental awareness:** This New Lower Curriculum supports the need for action to sustain the Ugandan and global natural environment and resources. The curriculum develops learners’ awareness and concern for the protection of the environment and climate change.
- ii) **Health awareness:** This New Lower Curriculum promotes the awareness and understanding of the major of health challenges facing Uganda and the action required for their mitigation. These include HIV and AIDS prevention, eradication of malaria and other communicable diseases, provision of adequate sanitation and clean water, development of appropriate hygiene standards and reproductive health issues.
- iii) **Mixed abilities and involvement:** These include gender mainstreaming and the integration of people with special learning needs. Learners should understand the challenges relating to the need to accept different learning capacities.
- iv) **Socio-economic challenges:** This New Lower Curriculum will provide learners with knowledge, understanding and skills for dealing with major challenges facing Uganda including poverty, village gardening inefficiency, energy generation and supply, a high fertility level and consequent rapid population growth and employment.
- v) **Citizenship and patriotism:** Citizenship education aims to develop learners’ capacity to participate in a fair and inclusive society. This New Lower Curriculum gives opportunities for learners to explore the core citizenship concepts of diversity/interdependence, equality/justice, and democracy/active participation, right to be heard and fair treatment.
- vi) **Life skills:** These are the personal and social skills that enable young people to function confidently and competently among themselves with other people and in the wider community.

Life skills help an individual to:

- Make informed decisions.
- Practise healthy behaviours.
- Recognise and assess risky situations.
- Change attitude and become good citizens.
- Be active and constructive in life.
- Solve problems met in different situations.
- Cope with stress and control emotions.

These cross-cutting issues 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. Chemistry provides a very good context for considering environmental and health awareness, and to understand the complex and diverse world in which we live.

ICT Integration

ICT is embedded as a learning and teaching tool. ICT integration framework is summarised below and cuts across 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
Keywords 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”, and “Britannica” among others applications
Sharing or learning with people across the world	Forming learning networks, formation of blogs, social media, emails etc.

Time Allocation

Ugandan Sign Language	S1&2	S3&4
	2 periods	3 periods

RATIONALE FOR TEACHING UGANDAN SIGN LANGUAGE

There is an enormous challenge of including learners with hearing impairment, that is, deaf and hard of hearing, in the mainstream classes due to the communication gap that may be experienced among themselves, with other learners and with their teachers during teaching and learning sessions.

In this era of inclusiveness, it is pertinent that members of the hearing community gain skills and knowledge of using the Ugandan Sign Language in order to fully include and accommodate learners with hearing impairment into education settings. The inclusion can best be achieved if all people are capacitated to use Ug SL and also know other cultural aspects of the Deaf Community. This will enhance service delivery to learners who have hearing impairment in education and other sectors.

The ability to communicate is fundamental for all people to perform daily activities and education in particular. The ability to use Ug SL to read and write by all learners in Uganda will enable them to express themselves creatively, imaginatively, and also effectively communicate with other people. Learners can be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction. Technologies have also extended the contexts of communication which can as well enable these learners to communicate to others electronically when they gain literacy skills and exposure to educational opportunities. Therefore, they can receive and express themselves in a variety of forms.

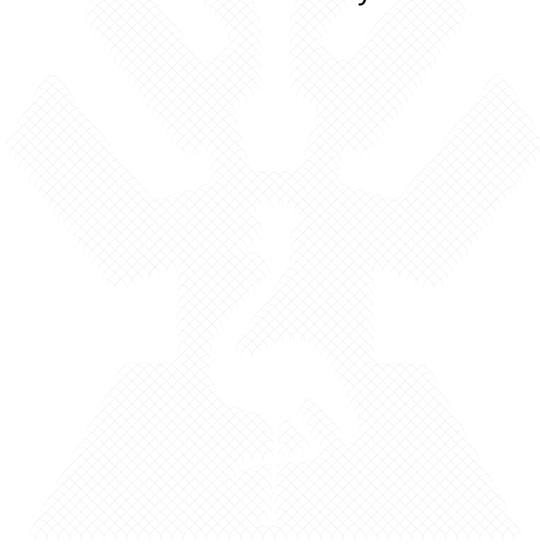
Teaching and Learning Ugandan Sign Language

The thrust of Ugandan Sign Language Syllabus is practical. It aims at deeper understanding of the five sign language skills, namely observing, signing, finger-spelling, reading and writing.

The focus in Ug SL is on the development of understanding through literary inquiry and expression, and the development of the skills to do so. The syllabus provides learners with a wide range of contexts in which to develop this understanding, which 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 role of the teacher is to build on learners' existing knowledge and experience and to expand that by posing problems during teaching and learning. This makes learners 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, watch videos, 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 and signs, and not those of the teacher, and to demonstrate that they have understood what they have learnt.



PROGRAMME PLANNER

Senior One				Senior Two			
	Week	Strand	Periods	Term 1	Week	Strand	Periods
Term 1	1-2	1.1: a) Understanding deaf history and categories of sign language users b) Letter of alphabet A-Z name signs and numbers	04		1-7	2.1: Establishing and managing relationships	14
	3-4	1.2: Number, date and time	04				
	5-8	1.3: Family	08		8-12	2.2: School environment	10
	9-12	1.4: Life at home	08				
Term 2	1-6	1.5: Plants in our area	12				
	7-12	1.6: Animals and birds	12				
Term 3	1-12	1.7: Personal and community hygiene	24				
			72				
				Term 2	1-6	2.3: Occupations and careers	12
					7-12	2.4: Public places	12
				Term 3	1-12	2.5 Traditional ceremonies: naming	24
							72

Senior Three				Senior Four			
Term	Week	Strand	Periods	Term	Week	Strand	Periods
Term 1	1-4	3.1: Games, sports and leisure	12	Term 1	1-12	4.1: Migration and settlement	18
	5-12	3.2: Indigenous tourism	36				
Term 2	1-8	3.3: Clans	24	Term 2	1-12	4.2: Traditional ceremonies: marriage, funeral rites	18
	9-12	3.4: Wealth creation	12			4.3: Cultural values, morals and ethics	
Term 3	1-9	3.5: Environmental awareness	27	Term 3	1-11	4.4: Leadership and citizenship	33
	10-12	3.6: Water	09			4.5: Human rights	
			120				105

THE SYLLABUS DETAILS FOR ALL SUBJECTS ARE SET OUT IN THREE COLUMNS:

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategy
The knowledge, understanding or skills expected to be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the learning outcomes.	Opportunities for assessment within the learning

Teachers should base their lesson plans on the learning outcomes using the suggested learning activities as a guide. These are not the only possible learning activities, and teachers are encouraged to expand these and devise their own that are appropriate to the needs of their class.

DETAILED UGANDAN SIGN LANGUAGE SYLLABUS

SENIOR 1

SENIOR 1-TERM 1

THEME: PERSONAL

TOPIC 1.1: INTRODUCTION TO UGANDAN SIGN LANGUAGE

Competency: The learner appreciates the history of Ugandan Sign Language, its alphabet and applies them to daily life situations.

Periods: 04

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <ol style="list-style-type: none"> Discuss the history and development of sign language (k, u, v, gs). Describe the deaf community and their culture, etiquettes and norms (s, k, u). Identifies Ugandan sign language 	<p>In groups, learners:</p> <ol style="list-style-type: none"> Explain the linguistic context and the socio-cultural context sign language. Discuss the history and development of sign language in the world and in Uganda. 	<ul style="list-style-type: none"> Ask learners to discuss Ugandan sign language parameters Observe learners' interactions and take note of: <ul style="list-style-type: none"> Generic skills of team work and self-esteem. Note learners' ability to find various source of

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>phonological regulations/elements i.e., hand shape, movement, hand orientation, place of articulation, non-manual elements, face expression (s, k, u).</p>	<p>iii) Brainstorm the aspects of the deaf community (deaf culture and norms)</p> <p>iv) Brainstorm the differences between hearing people and deaf etiquettes.</p> <p>v) Demonstrate the phonological regulations of sign language.</p>	<p>information and to provide correct ideas to the discussion.</p> <ul style="list-style-type: none"> - Whether learner have covered all the main points. • In a conversation ask challenging questions during their discussions to: <ul style="list-style-type: none"> - Check if they understand the task. - Analyse learners' response in relation to the task given. <p>Product A write-up of sign language parameters.</p>
<p>d) Read and write the letters of the alphabet A–Z (k, s). e) Appreciate different hand shapes in sign language alphabet (u, s, v).</p>	<p>In groups, learners:</p> <ol style="list-style-type: none"> i) Finger-spell letters A–Z. ii) Populate the generated list of letters to form words. 	<ul style="list-style-type: none"> • Assign learners to fingerspell letters and formulate/generate meaningful English words.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>f) Apply letters of the alphabet to formulate words (s).</p>	<p>iii) Construct additional words from the letters of the alphabet.</p> <p>iv) Do finger-spelling exercise by dictating specific words.</p>	<ul style="list-style-type: none"> ● Observe learners' discussions and take note of: <ul style="list-style-type: none"> - Generic skills such as the Ability to concentrate on the given task. - Familiarity with letters of the alphabet. ● In conversation, Ask challenging questions to: <ul style="list-style-type: none"> - Check if they understand the task. - Analyse learners' communication skills as they finger-spelt letters and words. <p>Products List of letters and formulated words from the letters.</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>g) Know signs of the letters of the alphabet. (k, s)</p> <p>h) Understand the difference between sign language alphabet and the English alphabet. (k, u, s)</p> <p>i) Use vowel length. (s)</p>	<p>In groups learners:</p> <ul style="list-style-type: none"> i) Identify, list and sign letters of the alphabet from a given text. ii) Populate the generated list of signs/letters with relevant examples of words from the text studied. iii) Construct additional words outside the given text that contain specific signs. iv) Do finger-spelling exercises by dictating specific words. 	

THEME: PERSONAL
TOPIC 1.2: NUMBER, TIME AND DATES

Competency: The learner uses appropriate signs related to numbers from 0–1,000,000, time and greetings.

Periods: 04

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Sign figure (numbers) 0–1000 (k, u, s).</p> <p>b) Sign numerals. (u, s)</p> <p>c) Use sign language numerals. (k, s)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ol style="list-style-type: none"> sign numbers from 0–1000. study and practise alphabet numbers 0–1000 through discussion. wrap up the discussion. practise addition, subtraction, multiplication signs using the given examples of numbers. <p>In groups, learners:</p> <ol style="list-style-type: none"> sign/ finger-spell numbers 1–1000. write the finger-spelt numbers 1–1000 in figures and words. fingerspell their position of birth in their family. 	<ul style="list-style-type: none"> Task learners to sign numbers 20– 100. Observe learners’ discussions and take note of: <ul style="list-style-type: none"> Generic skills of communication, cooperation, problem solving

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	<p>iv) line up and finger-spell their positions in the line. v) sign flashcards containing ordinal numbers 1–200.</p> <p>In groups, learners:</p> <ol style="list-style-type: none"> Read a short text of a half-page containing numbers 1–20. Sign numbers 1–20. Explain common rules observed in signing numbers beyond 20. Use the principles learnt to sign numbers beyond 20. (21–1,000,000). Sign their position of birth in family. Sign and to line up according to their numbers. Develop flashcards containing ordinal numbers 1–20. Practise signing of ordinal numbers 21–1000 using examples in flashcards. 	<ul style="list-style-type: none"> - Ability to concentrate on the given task. - Skills demonstrated in signing numbers. • In a conversation, ask questions to assess their understanding of the task. <p>Product Presentations on signed numbers from 20–100.</p>
d) Know days of the week, months of the year and dates.	<p>In groups, learners:</p> <ol style="list-style-type: none"> Sign the day of the week. Read and sign a poem about days of the week and corresponding activities. 	<ul style="list-style-type: none"> • Ask learners to sign days of the week and months of the year. • Observe learners' Interactions, teamwork,

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>(k, u, s)</p> <p>e) Tell time. (k, u, s)</p>	<p>iii) Sign days of the week and their activities from the poem.</p> <p>iv) Presents a table of months of the year.</p> <p>v) Sign months of the year following the table.</p> <p>vi) Match months of the year in English and the sign language.</p> <p>vii) Demonstrate how to sign dates in a Sign Language e.g., 03/12/1454.</p> <p>viii) Point out key prepositions, conjunctions and punctuations involved in writing dates e.g., ‘on’.</p>	<p>critical thinking, communication and accuracy.</p> <ul style="list-style-type: none"> ● In conversation, ask learners questions and analyse their responses to check their understanding of the task. <p>Product</p> <p>Presentations on the days of the week and months of the year.</p>
<p>e) Tell time. (k, u, s)</p>	<p>In groups, learners:</p> <ol style="list-style-type: none"> Divide and name parts of the day: dawn, morning, noon, afternoon, evening and night in the sign language. Group times of the day into morning, afternoon, evening and night e.g., 12 am–11 am (morning), 12 	<ul style="list-style-type: none"> ● Ask learners to sign a greeting dialogue with two responses for each time variation, that is, morning, afternoon and evening.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	<p>pm-3 pm (afternoon), 4 pm-7 pm (evening), 8 pm-11 pm (night).</p> <ul style="list-style-type: none"> iii) Sign given time e.g., 10.15 am. iv) Sign equivalents of specific time such as am, pm, second, minute, hour, time, half-past, quarter-past or quarter-to, break, lunch, dinner, supper, etc. In the sign language. v) Practise signing the WH- questions (what, when, where, how, who, whose). 	<ul style="list-style-type: none"> ● Observe the learners and take note of the: <ul style="list-style-type: none"> - Generic skills of communication, creativity and critical thinking. - Skills demonstrated in relation to sign language parameters. ● In conversation probe learners with questions to check if they understand the task given.
<p>f) Welcome, greet and bid farewell while observing time, number, gender and age of people. (k, v, s)</p>	<p>With guidance, learners:</p> <ul style="list-style-type: none"> i) Pair up and greet one another. ii) Greet a group of learners. iii) Talk about/explain the rules they followed while greeting in scenarios 1-3. iv) Clarify or sums up rules involved in greeting (time, number, gender, title, and age). v) Construct a greeting dialogue. 	
<p>g) Understand gestures that accompany</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Discuss and demonstrate how they would greet peers, in-laws, women, men and elders. 	


Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
greeting to express respect, age difference/similarity and so on. (s, gs)	ii) Critique the greeting demonstrations and clarifies on some gestures. iii) Comment on the greeting gestures from other cultures vis-a-viz their own.	Product A dialogue
h) Write, sign/read informal letters. (k, s, gs)	In groups, learners: i) Mention types of letters they know. ii) Identify examples of people to whom informal letters can be written. iii) Demonstrate on the board or present a text example of an informal letter. iv) Study the example in 3 above and identify parts of the letter. v) Write their own letters to a family member, friend or relative.	
ICT support for this sub-strand The learner can use recorded episodes to support development of signing and reading skills.		

THEME: PERSONAL
TOPIC 1.3: FAMILY

Competency: The learner uses appropriate signs related to family relationships and descriptions.

Periods: 08

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Discuss family genealogy and relationships using appropriate signs. (k, u, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Brainstorm members in their families. ii) Draw an example of a family tree on the board. iii) Study a family tree chart and give signs to each member. iv) Draw family trees reflecting their own immediate family genealogies. v) Generate a larger relational tree of their families and clans as an individual project. 	<ul style="list-style-type: none"> • Ask learners to draw an extended family tree and give signs to each member. • Observe learners' performance and take note of: <ul style="list-style-type: none"> - Generic skills of teamwork, collective responsibilities, communication and innovations.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>b) Welcome, greet and bid farewell while observing time, number, gender and age of people. (k, v, s)</p>	 <p>In pairs, learners:</p> <ol style="list-style-type: none"> i) Greet one another. ii) Greet a group of learners. iii) Talk about/explain the rules they followed while greeting in scenarios clarify or sums 	<ul style="list-style-type: none"> - Learners' communication skills of coming up with a relevant idea. - The skill with which a family tree is produced using ICT. - How learners have applied themselves to the task of drawing an extended tree. <p>Product A chart of extended family tree with sign name to each member.</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	<p>up rules involved in greeting (time, number, gender, title, and age).</p> <ul style="list-style-type: none"> iv) Construct a greeting dialogue. v) Sign their personal birthdays and those of three family members. 	
<p>c) Demonstrate gestures that accompany greeting to express respect, age difference/similarity and so on. (s, gs)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Discuss and demonstrate how they would greet peers, in-laws, women, men and elders. ii) Critique the greeting demonstrations and clarify on some gestures. iii) Comment on the greeting gestures from other cultures <i>vis-a-viz</i> their own. 	
<p>d) Read, write and sign informal letters. (k, s, gs)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Mention types of letters they know. ii) Identify examples of people to whom informal letters can be written. iii) Demonstrate on the board or presents a text example of an informal letter. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
e) Use riddles related to family. (k, v, s)	iv) Study the example in 3 above and identify parts of the letter. v) Write their own letters to a family member, friend or relative.	
	In groups, learners: i) Give examples of riddles ii) Respond to the given. iii) Write ten riddles related to family iv) Share their collections with the rest of the class. v) Apply riddles related to family to solve real life situations	

THEME: PERSONAL
TOPIC 1.4: LIFE AT HOME

COMPETENCY: The learner uses appropriate signs related to home environment and the roles of the family members
Periods: 08

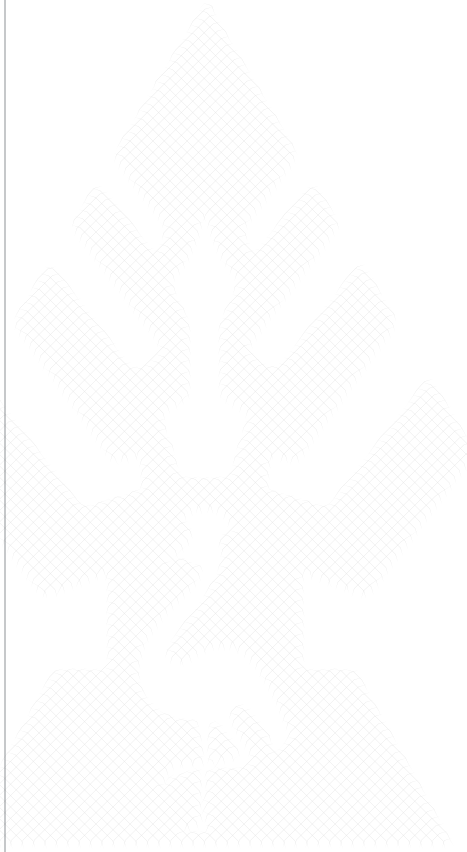
Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Describe the roles of different people at home (k, u, s).</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Name titles of different people at home. ii) Describe the roles of people at home through a discussion. iii) Generate lists of common words related to roles played in a home. iv) Engage in a conversation using common words used in a family. 	<ul style="list-style-type: none"> • Ask learners to debate topics related to family, such as ‘Mother is more important to the family than Father. • Observe learners’ interaction and take note of:
<p>b) Acknowledge members of the family for carrying out their roles efficiently using appropriate signs. (v, a, s)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ul style="list-style-type: none"> i) Identify the words/signs used in appreciation. 	<ul style="list-style-type: none"> - The team work, critical thinking, communication, turn taking, and

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	ii) Share life examples/personal experiences of appreciation/gratitude. iii) Explain the purpose/benefits of appreciation and effects of ingratitude. iv) Sign expressing appreciation to a family member for the help received.	respect for one another, integrity and harmony. - Check learners' sign language skills applied in reference to the task.
c) Discuss the values of lullabies at home. (k, v, s)	In groups, learners: i) Mention various songs sung in their community and the purpose of the songs. ii) Pick out a lullaby and explain what it means. iii) Sing the lullabies they know from their communities. iv) Compose lullabies in their groups. v) Present their composed lullabies.	• In conversation, ask learners probing questions to analyse their arguments in relation to the task. Product Deliberations
d) Name and sign objects found at home in singular and plural. (K, u, s).	In groups, learners: i) Identify objects they have at their homes. ii) Generate a table of singular and plural forms of objects at home.	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>e) Observe some traditional objects, crafts and wears. (k, s, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Identify some traditional objects, crafts or wears and describe how they are made. ii) Sum-up the process of making any given traditional object, craft or wear e.g., mortar/pestle, sieve, rope, mat, footwear or backcloth. iii) Write a half-page composition describing how any chosen traditional object, wear or craft is made. 	
<p>f) Explain the importance of domestic objects and wears. (u, v, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Discuss the importance of any traditional object or wear. ii) Present their group finding in a plenary. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
g) Identify traditional fashion and style. (k, s, v)	In groups, learners: <ul style="list-style-type: none"> i) Explain the concept of moral and physical beauty. ii) 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.). iii) Discuss aspects of physical beauty of a person in a traditional setting (decency, adornment, grooming, tooth extraction, body size, traditional dress codes, etc.). 	
h) List taboos related to the misuse of some of the objects at home. (v, s, a)	In groups learners <ul style="list-style-type: none"> i) Explain the meaning of 'taboo'. ii) Identify and discuss the purpose of taboos associated with misuse of some objects found in a home. iii) Share their findings in a plenary. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Watch a video on how people misuse some objects at home. ii) Use the Internet to obtain images or use a digital camera to take pictures of the objects in a home to support class discussion. iii) Use a computer to prepare a list of tribes and their cultural dress codes (where applicable). 		



SENIOR 1: TERM 2
THEME: OCCUPATIONAL
TOPIC 1.5. PLANTS IN OUR AREA

Competency: The learner uses appropriate signs related to practices of growing crops and making food.
Periods: 12

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Identify different plants, crops and fruits grown in the community. b) Differentiate crops, food crops, non-food crops. (k, u, v, s) 	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Identify examples of food crops and non-food crops in the community. ii) Discuss the importance of crops to the community. iii) Construct sentences using the different crops and fruits. iv) Name the crops and fruits grown in their community. v) Tell a short story on how different crops are grown in their community. 	<ul style="list-style-type: none"> • Ask learners to prepare and act a skit to educate people about table etiquette. • Observe learners' performance and take note of: <ul style="list-style-type: none"> - Generic skills of creativity and innovation, communication and ICT proficiency

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>c) Identify the seasons of the year and agricultural activities carried out. (k, u, v, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Study a text on different seasons and their impact on agricultural activities. ii) Identify seasons mentioned in the text and their respective activities. iii) Discuss and identify activities carried out in particular seasons and why. iv) Sign how their community categorises seasons e.g., by weather patterns or activity. 	<ul style="list-style-type: none"> - Accuracy in sign language skills. - Relevant ideas in line with the task given. <ul style="list-style-type: none"> • In conversation, assess learners on their understanding of the task by asking some probing questions. <p>Product A skit about table manners etiquette.</p>
<p>d) Sign vocabulary used during planting and harvesting. (k, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Share experiences of how they grow and harvest any crop at home or school. ii) Brainstorm certain terms and processes as indicated in the text. iii) Sign the steps involved in growing and harvesting any crop. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
e) Discuss the techniques used in improving crop yields. (k, s, v)	In groups, learners: <ul style="list-style-type: none"> i) Identify the crops that were grown in their communities in the previous season and whether the yields were good or not. ii) Explain what could have caused better or poor yields. iii) Discuss the methods of improving crop yields. iv) Categorise methods into traditional and modern practices. 	
f) Describe the process of food preparation. (k, v, s)	In groups, learners: <ul style="list-style-type: none"> i) Mention various types of foods, sauces and beverages prepared at their homes. ii) Allocate different types of foods and ask them to describe the process involved in preparing such a dish. iii) Write a report of (2) above and make a class presentation. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	<ul style="list-style-type: none"> iv) Brainstorm what takes place at mealtime. v) Identify examples of good and bad manners portrayed while having a meal. 	
<p>g) Explain ways of preserving and storing crops and food. (k, v, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Identify the methods of food preservation or storage. ii) Identify the types of food and how they can be preserved or stored. iii) Draw any type of food preservation or storage system known to them. iv) Present work in their groups. 	
<p>h) Describe a food menu. (k, u, s)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ul style="list-style-type: none"> i) Brainstorm what foods, sauces and beverages they often have for a meal at home. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	<ul style="list-style-type: none"> ii) Visit any local restaurant to observe how a particular menu is prepared. iii) Take notes while in the field. iv) Write a food menu using their field notes and present. 	
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Make a video clip showing different food crops ii) Use a Word processor to prepare a food menu. iii) Use a digital camera to take pictures and video recording. 		

**THEME: OCCUPATIONAL
TOPIC 1.6 ANIMALS AND BIRDS**

Competency: The learner uses appropriate sign language related to animals and birds.

Periods: 12

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Identify domestic animals, birds, their products and understand their importance. (k, u, v, s)</p>	<p>In pairs, learners:</p> <ul style="list-style-type: none"> i) Generate a list of domestic animals, birds, their young ones and shelter. ii) Give the sign to the listed domestic animals and birds. iii) Sign the actual sign of each domestic animal and bird. iv) Practise signing of domestic animals, birds, their young ones and shelter. v) Generate a list of wild animals and birds that they know. 	<ul style="list-style-type: none"> • Ask learners to watch videos of different animals and birds and give sign their names. • Observe learners and take note of: <ul style="list-style-type: none"> - Learners' ability to focus on the task - Generic skills of cooperation, communication, critical thinking. • In a conversation, ask learners challenging questions to check if they understand the task.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
b) Identify symptoms and traditional ways of treating some common sicknesses that affect animals and poultry. (k, s, u, v, a)	vi) Give the sign to the listed wild animals and birds. vii) Sign the actual sign of each wild animal and bird. viii) Practise signing of domestic animals, birds, their young ones and shelter. ix) Construct short stories on animals and birds.	Product Presentations on animals and birds
c) Describe how animals live with different communities in Uganda. (k, s, u, v, a)	In groups, learners: i) Sign the animal and poultry diseases and their traditional treatment. ii) Explain the equipment used to treat animals and birds.	
	In groups, learners: i) Brainstorm the animals found in their communities. ii) Discuss the uses of animals in different communities.	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	<ul style="list-style-type: none"> i) Describe agricultural activities relating to animal rearing. ii) Debate the relationship between animals and people. 	
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Use a Word processor to generate a list of domestic animals, their young ones and shelter. ii) Use the Internet to obtain images of domestic animals. iii) Generate a table on animal and poultry diseases and their treatment. iv) Observe videos on animals and poultry. 		

SENIOR 1: TERM 3

THEME: PUBLIC

TOPIC 1.7: PERSONAL AND COMMUNITY HYGIENE
Competency: The learner uses appropriate signs related to personal and community hygiene.

Periods: 24

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
The learner will be able to: a) Apply words related to hygiene and how it is maintained at personal and community level. (k, u, s, v,)	In pairs, learners: i) Study a text on personal and community hygiene. ii) Sign words related to hygiene from the text. iii) Use the words identified to sign short stories about hygiene.	<ul style="list-style-type: none"> Ask the learners to discuss the diseases related to poor hygiene in their community.
b) Identify internal and external parts of the body that are prone to disease due to poor hygiene. (k, s, u).	In pairs, learners: i) Practise signing the body parts. ii) Name and sign different diseases that affect internal and external parts of the human body.	<ul style="list-style-type: none"> Observe learners' discussions and take note of generic skills of critical thinking, communication, ICT

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>c) Define personal hygiene and proper sanitation. (s, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Sign the different ways on how proper hygiene and sanitation are maintained. ii) Discuss advantages of maintaining proper hygiene and the dangers of poor hygiene. iii) Sign a story about how to keep proper hygiene. 	<p>proficiency, team work.</p> <ul style="list-style-type: none"> • In conversation, probe learners with questions to check if they understand the task.
<p>d) Explain how to maintain proper hygiene. (s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Compose and sign simple songs on keeping proper hygiene. ii) Compose and perform role plays on maintaining proper hygiene. 	<p>Product</p> <p>Presentations on diseases related to poor hygiene</p>
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Use electronic devices to record plays/songs/poems in a sign language. ii) Use mobile thermometer, stethoscope and sphygmomanometer (blood pressure machine) for measuring one's body temperature, breathing and pressure. <p>Watch video recordings on sign language and answer the questions after.</p>		

SENIOR 2

SENIOR 2: TERM 1

THEME: PUBLIC

TOPIC 2.1: ESTABLISHING AND MANAGING RELATIONSHIPS

Competency: The learner uses appropriate signs in relation to growth and development in adolescents and the management of peer pressure.

Periods: 14

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Identify the body changes experienced during adolescence and their effects on the person. (k, s, u).</p>	<p>In groups, learners:</p> <ol style="list-style-type: none"> i) Outline and sign the body changes that take place during adolescence and the age at which they begin. ii) Practise the signs of the biological changes experienced during adolescence. iii) Identify and sign the effects of those changes on girls and boys in their groups. iv) Translate a text on adolescence from English to Sign Language (quarter page). 	<ul style="list-style-type: none"> • Task learners to act out a persuasive dialogue on how one can resist peer pressure. • Observe learners and take note of team work, critical thinking, communication, sign language skills. • In conversation, discuss with learners their experience in coming up with the product.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>b) Explain the challenges of peer pressure and how to manage them. (k, s, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Identify and sign the challenges of peer pressure as presented in the text. ii) Sign and share their personal experiences on peer pressure; discuss and sign how to manage the challenges of peer pressure. iii) Perform a role play (act out) on persuasion and resistance to peer pressure. 	<p>Product A dialogue</p>
<p>c) Discuss the dangers of drug abuse, e.g., alcohol, marijuana, “weed”, cigarettes. (k, u, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Brainstorm and sign drug abuse. ii) Name and sign drugs that are abused locally and their effects. iii) Answer questions from a signed passage about drug abuse. iv) Perform a role play on dangers of drug abuse. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
d) Define what a diary is. (k, s, u) e) Explain why keeping a diary is important. (k, s, u, v) f) Identify the features of a diary. g) Explain what to keep in a diary and how. (k, s, u)	In groups, learners: <ul style="list-style-type: none"> i) Sign what a diary is and the features of the diary. ii) Study a sample diary provided by the teacher and practise signs. iii) Identify and sign the type of information to keep in a diary. iv) Identify and sign the advantages and disadvantages of keeping a diary. 	
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Use electronic devices to record information in the diary. ii) Watch a movie on the effects of good/bad peer influence. 		

THEME: EDUCATIONAL

TOPIC 2.2: SCHOOL ENVIRONMENT

Competency: The learner uses appropriate signs in relation to his/her wellbeing in the school environment.

Periods: 16

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Describe the features of the school environment. (k, u)</p>	<p>In pairs, learners:</p> <ol style="list-style-type: none"> i) List the features in the school environment. ii) Sign the features identified. iii) Practise signs of the features identified. iv) Name and sign five different categories of people found at school. v) Name and sign different places at school. vi) Describe the direction and location of different features of the school environment using signs. 	<ul style="list-style-type: none"> • Ask learners to draw a sketch map of a school environment and describe features identified. • Observe learners' discussion taking note of: <ul style="list-style-type: none"> - Generic skills of team work, cooperation

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
b) Discuss a descriptive composition about a school environment. (k, u, s)	In groups, learners: i) Identify elements/ principles/characteristics of a descriptive text from the sample. ii) Write and sign a composition of 150 words describing the school environment.	and innovation, creativity and critical thinking. - The approach each group is taking to come up with the product.
c) Use adverbs. (k, u, s)	In groups, learners: i) Explain what an adverb is. ii) Identify adverbs from a text provided by the teacher and learn how to sign them. iii) Sign stories about people and things in the school using given adverbs.	• In conversation, engage learners to discuss the reasons for their choice of approach in coming up with the product.
d) Appreciate school routines. (v, a, s)	In groups and with the guidance from the teacher, learners: i) Identify and sign what happens in a normal school. ii) Practise signing different programmes that take place in the school and their rationale. iii) Sign school schedules/lists and tables; for example, a timetable. iv) Draw and describe using signs a class routine chart.	Product A sketch map of the school environment

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>e) Give the meaning of news. (k, s, u)</p> <p>f) Sign written news. (k, u, s)</p> <p>g) Sign news in the classroom or school gathering. (s)</p>	<p>In pairs, learners:</p> <ul style="list-style-type: none"> i) Give and sign the meaning of news. ii) Identify and sign the different ways in which news is delivered in their school. iii) Mention/sign their favourite news presenters on both radio/TV and the time of broadcast. iv) Write down the signed news. v) Gather news for the school newspaper/newsletter and sign them as project work. 	
<p>h) Identify important/common documents and contents (fill in forms, identity cards, bank slip, receipt, application forms, national ID, passport and so on). (s, gs)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ul style="list-style-type: none"> i) Study sample forms and other official documents. ii) Analyse and extract key information from the sample forms and other official documents. iii) Sign and fill in the forms and other official documents as guided by the teacher. iv) Practise the signs used above. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
i) Explain the school rules. (k, u, s)	In groups, learners: <ul style="list-style-type: none"> i) Sign “rules”. ii) Sign different school rules. iii) Identify and sign examples of rules in their family/community. iv) Demonstrate application of their school rules in their groups. v) Discuss the importance of rules. vi) Present the outcomes of their discussion in a plenary. 	
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Use a camera to take pictures of the school environment. ii) Use a computer to prepare a news item. 		

SENIOR 2: TERM 2

THEME: PUBLIC

TOPIC 2.3: TRADITIONAL CEREMONIES

Competency: The learner uses appropriate signs associated with traditions and rituals.

Periods: 12

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Explain how (ways in which) people acquire names. (k, s, u, v, a)</p>	<p>In groups, learners:</p> <p>i) Talk about the meanings of their names.</p> <p>ii) Brainstorm how and when children are named.</p> <p>iii) Describe different ways in which children/people acquire names and then make class presentations.</p> <p>iv) Explain situations that induce people to give names to their children and then make presentations in class.</p>	<ul style="list-style-type: none"> • Ask learners to watch a recorded video about the naming ceremonies and discuss different activities observed. • Observe learners and take note of: <ul style="list-style-type: none"> - Generic skills of cooperation, critical thinking, communication. - Their ability to observe and focus on the task • In a conversation, probe learners to ascertain their observations and accuracy of explanations given.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
b) Apply signs related to baptismal/aqeeqah and naming activities. (u, k)	<p>v) List and categorise names according to situations of naming.</p> <p>vi) Identify and present surnames with masculine and feminine equivalents .</p> <p>vii) Collect twenty surnames and investigate their meanings and origins.</p> <p>viii) Present the findings in their projects.</p> <p>In groups, learners:</p> <p>i) Study a text on baptism.</p> <p>ii) Identify and discuss key vocabularies used in the text.</p> <p>iii) Use vocabularies identified to construct short stories (God-father, God-mother, overcoming Satan, sprinkling water, candle, etc.)</p>	<p>Product</p> <p>A write-up stating activities observed</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>c) State the importance of rituals associated with baptismal/aaqeeqah and naming ceremonies. (u, s, v/a)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Describe a naming ceremony they ever attended. ii) Identify the different rituals associated with naming. iii) Analyse the importance of the rituals identified above. 	
<p>d) Use nouns and verbs.</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Generate a list of nouns and verbs. ii) Demonstrate how nouns and verbs are used. iii) Construct stories on how nouns and verbs are used. 	
<p>ICT support for this sub-strand The learner can listen or watch recordings of traditional naming ceremonies.</p>		

**THEME: OCCUPATIONAL
 TOPIC 2.4: OCCUPATIONS AND CAREERS**

Competency: The learner uses appropriate signs in relation to different occupations, professions and careers and their related terminologies.
PERIODS: 16

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Mention the various professions in the world of work. (k, u, s)</p>	<p>In groups, learners:</p> <p>i) Identify the various professions/careers in their communities and schools.</p> <p>ii) Identify other professions and occupations in the world of work.</p> <p>iii) Share their career interests.</p> <p>iv) Present a one-page essay they have written explaining their career interests.</p> <p>v) Do a role play on different occupations.</p>	<ul style="list-style-type: none"> • Assign learners to translate an English written text into sign language grammar on different professions. • Observe the learners' discussion and take note of: <ul style="list-style-type: none"> - Generic skill of teamwork, creativity, critical thinking,

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>b) Identify terminologies used in the different professions and occupations. (k, u, s)</p>	<p>Using appropriate signs, learners:</p> <ul style="list-style-type: none"> i) Study texts on different professions/occupations. ii) Identify professionals and what those trained in them do e.g., teacher-teaches, a doctor-diagnoses /prescribes /treats, a lawyer-defends/prosecutes suspects, driver-drives, etc. iii) Identify terminologies and tasks learners to use them to construct short stories. iv) Mention the equipment and tools used in different occupations. 	<p>innovation and numeracy.</p> <ul style="list-style-type: none"> - Focus on task. • In conversation, ask learners probing questions to analyse their understanding of the task. <p>Product</p> <p>A translated text</p>
<p>c) Identify different places of work for the various professions /occupations. (k, u, s)</p>	<p>In pairs, learners:</p> <ul style="list-style-type: none"> i) Read a text on different professions and workplaces (e.g., mechanic- garage, judge-court, shopkeeper-shop, teacher-school, doctor-hospital, etc. ii) Construct and present short stories about the workplaces of their relatives and friends. 	<ul style="list-style-type: none"> • Ask learners to write and sign an application letter for a job. • Observe learners’ discussion taking note of

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
d) Describe the dress code for the different professions. (v, s, a, gs)	In groups, learners: i) Match dress codes with corresponding professions. ii) Describe dress codes of other professionals they know. iii) Discuss reasons for the different dress codes in their groups.	<ul style="list-style-type: none"> - Generic skill of teamwork, creativity, critical thinking, innovation and numeracy. - Focus on task.
e) Identify features of a curriculum vitae. (s, gs)	In pairs, learners: i) Study a sample of a curriculum vitae. ii) Identify aspects of a curriculum vitae based on the sample format. iii) Practise the features of the curriculum vitae in groups. iv) Write and present personal curriculum vitae.	<ul style="list-style-type: none"> • In conversation, ask learners probing questions to analyse their understanding of the task. <p>Product A signed letter of application</p>
f) Describe the features of an application letter. (s, gs)	In groups, learners: i) Study a sample application letter. ii) Identify parts of an application letter (format). iii) Write and present an application letter.	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>g) Explain features of an apology letter. (s,gs)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Study a sample apology letter, identifying key parts. ii) Act a role-play in which a learner is apologising to a superior (e.g., a parent, teacher, prefect, priest, police officer, etc.). 	
<p>h) Apply personal pronouns. (k, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Generate a list of pronouns. ii) Demonstrate how personal pronouns are used (singular and plural). iii) Construct and present short stories using personal pronouns. 	
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Use a projector to display the various dress codes for different professions. ii) Watch video clips on professions/occupations. iii) Use e-mail, social media, SMS or wikis to share information and collaborate with one another. 		

SENIOR 2: TERM 3
THEME: PUBLIC
TOPIC 2.5: PUBLIC PLACES

Competency: The learner uses appropriate signs regarding public places.
Periods: 14

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Identify public places such as shops, markets and hospitals. (k, u, s) 	<p>In pairs, learners:</p> <ul style="list-style-type: none"> i) Study a picture of a local trading centre or town. ii) Interpret the picture. iii) Identify and sign specific public places and the people involved. iv) Sign a text provided by the teacher on public places. v) Practise specific signs used in different public places. vi) Sign short stories about public places and people involved (in 3 above). 	<ul style="list-style-type: none"> • Ask learners to observe a chart and identify types of public places and activities carried out at each. • Observe learners as they discuss, and take note of the generic skills of, such as critical thinking, problem solving, communication, turn taking and cooperation.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	<p>vii) Make a visit to a nearby commercial centre and interact with the community while learning new signs.</p> <p>viii) Interpret and sign public signs and notices.</p>	<ul style="list-style-type: none"> Probe learners in a conversation to ascertain their understanding of the task.
<p>b) Demonstrate activities pertaining to buying and selling. (k, s, u, v, a, gs)</p>	<p>In groups, learners:</p> <ol style="list-style-type: none"> Identify different signs associated with selling and buying. Role play a bargain for a commodity during a transaction in a market. Compose and sign stories on appropriate signs in negotiation and persuasion skills in marketing or buying a commodity e.g., bargaining, discount, interest, etc. 	<p>Product</p> <p>Sign language presentation of a write-up indicating different public places and activities done at each place.</p>
<p>c) Explain in dialogue(s) on what takes place in public places.</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ol style="list-style-type: none"> Study a video-recorded signed dialogue. Practise the recorded dialogue watched above. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
d) Explain activities in hospitals (as a public place) using appropriate signs. (k, s, u)	<ul style="list-style-type: none"> iii) Dialogue on different issues e.g., in hospital, shop, market, etc. iv) Sign a story about their experience either in the market or hospital or shopping, etc. <p>In groups, learners:</p> <ul style="list-style-type: none"> i) Identify and name five objects found in a hospital using appropriate signs. ii) Name five categories of people found in the hospital and their roles. iii) Engage in a role play between a patient and doctor. 	
e) Understand customer care skills and marketing skills. (s, u)	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Brainstorm on what attracts them to buy certain items on the market. ii) Share their personal experiences. iii) Choose an item/product and try to convince customers to buy it. iv) Role play/dramatise number (3) above. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>f) Appreciate dress codes for different public places. (v, a, s, gs)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Identify and name different professions that have specific dress codes. ii) Discuss the rationale for the dress codes. iii) Describe how a person working in any public office/location should dress. 	
<p>g) Tell an incident witnessed in a public place. (k, u, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Play a recorded signed video, or sign imaginary incident witnessed in a local centre, for instance, a fistfight, an accident or a theft for learners to study. ii) Practise the played or signed story. iii) Describe an incident such as a fight or an accident they witnessed. 	
<p>ICT Support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Use a camera to take pictures of public places, local signposts and images to support classroom discussions. ii) Use an online Geographical Information System (GIS) to obtain an insight in the plan, map interpretation and location. 		

SENIOR 3

SENIOR 3: TERM 1

THEME: PUBLIC

TOPIC 3.1: GAMES, SPORTS AND LEISURE

Competency: The learner uses appropriate signs in relation to games, sports and leisure.

Periods: 12

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a. Describe games and sports played in the locality. (k, u)</p>	<p>In groups, learners:</p> <p>i) Brainstorm the games and sports played in their school and community.</p> <p>ii) Identify the rules or process/steps involved in playing a particular game or sport.</p> <p>iii) Write and present a one-page composition describing a game or sport they have ever watched or played.</p>	<ul style="list-style-type: none"> • Ask learners to use a computer software to design poster for a sport event. • Observe learners' performance and take note of: <ul style="list-style-type: none"> - Generic skills of ICT proficiency, communication,

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>b. Understand the importance of games and sports. (k)</p>	<p>In groups, learners:</p> <ol style="list-style-type: none"> i) Discuss the benefits of games and sports giving relevant examples. ii) Present their opinions in a plenary. 	<p>creativity, innovation, cooperation, problem solving.</p> <ul style="list-style-type: none"> - Ability to apply designing skills and styles.
<p>c. Differentiate between modern and traditional forms of games and sports. (k, u, s, v)</p>	<p>In groups, learners:</p> <ol style="list-style-type: none"> i) Brainstorm the modern and traditional games and sports; identify terminologies used in different games and sports. ii) Use terminologies identified to construct and present short stories. 	<ul style="list-style-type: none"> • Engage learners in conversations to analyse their understanding of the task.
<p>d. With examples, describe possessive and demonstrative pronouns in line with games and sports. (k, u, s)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ol style="list-style-type: none"> i) Use possessive and demonstrative pronouns. ii) Study a text and use possessive and demonstrative pronouns. iii) Use two possessive and demonstrative pronouns to construct and present short stories. iv) Use possessive and personal pronouns to construct and present short stories. 	<p>Product A designed poster for a sports event</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
e. Explain disadvantages of games that involve gambling and why the law prohibits them. (s, v, a)	In pairs, learners: <ul style="list-style-type: none"> i) Study a sample text on gambling. ii) Identify different games that are part of gambling. iii) Discuss disadvantages of gambling, citing relevant examples. iv) Narrate own/other people's bitter experiences in gambling. 	
f. Discuss vocabulary applicable to games and sports. (k, u, s)	In groups, learners: <ul style="list-style-type: none"> i) Identify key vocabulary from the text. ii) Generate key vocabularies for different games and sports. iii) Tell stories using the vocabularies generated above. 	
g. Plan a sports event. (s, gs)	In groups, learners: <ul style="list-style-type: none"> i) Act the role of a Sports Committee and plan for a sports event. ii) Discuss features of a budget. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>h. Understand the features of a biography. (s)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ul style="list-style-type: none"> i) Study a sample biography. ii) Identify features of a biography. iii) Extract key information from the biography of a sports hero/heroine. iv) Present a written short biography of a real or imaginary sporting hero/heroine. 	
<p>i. Explain what leisure is. (k, s, u)</p> <p>j. State forms of traditional and modern leisure activities. (k, v, a, s)</p> <p>k. Describe the merits and demerits of leisure. (k, v, a, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Study a sample text on leisure. ii) Identify traditional and modern leisure activities. iii) Discuss merits and demerits of leisure. 	
<p>l. Describe an argumentative composition. (k, s)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ul style="list-style-type: none"> i) Watch/study an example of an argumentative video/composition. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	ii) Identify aspects or principles of an argumentative composition. iii) Role play an argumentative discussion e.g., “sports have done more harm than good in our society”; “watching premier league should be banned in schools”; “clubs selling players is a form of modern slavery,” etc.	
ICT support for this sub-strand The learner can: <ul style="list-style-type: none"> i) Use a camera or the Internet to obtain images of traditional and modern games. ii) Use a computer software to prepare an invitation/ poster for a sporting event. 		

THEME: OCCUPATIONAL/ PUBLIC
TOPIC 3.2: INDIGENOUS TOURISM

Competency: The learner uses appropriate signs in relation to wildlife and cultural heritage sites.
Period: 36

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a. Use vocabularies related to tourism. (k, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Study a sample text on tourism. ii) Identify and discuss vocabularies related to tourism in the text. iii) Use those vocabularies to construct short stories. 	<ul style="list-style-type: none"> • Ask learners to use the Internet to obtain and sign names of animals and birds found in the environment that attract tourists
<p>b. Identify names of wildlife found in zoos, game reserves and parks. (k, s, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Watch a video on wildlife in their communities, zoos, game reserves and parks. ii) Identify more wild animals and birds. 	<ul style="list-style-type: none"> • Observe learners' performance and take note of: <ul style="list-style-type: none"> - Generic skills of ICT proficiency, communication, creativity, innovation,

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
c. Use noun classes 1-4 (where applicable). (u)	iii) Generate names of animals and birds found in zoos, game reserves and parks. iv) Present a written short story on wild animals. In groups, learners: i) Recap nouns. ii) Use noun classes 1-4. iii) Use at least five nouns in short stories.	cooperation, problem solving. - Ability to apply writing and signing skills. • Engage learners in conversations in order for you to analyse their understanding of the task.
d. Discuss the importance of cultural heritage sites and objects. (V, a)	In groups, learners: i) Brainstorm the 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.	Product List and sign names of animals and birds found in the environment that attract tourists

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>e. Discuss the importance and challenges of wildlife in parks, game reserves and zoos. (v, a)</p>	<p>ii) Discuss the significance of the above sites and objects. iii) Identify the places where the sites are found.</p> <p>In groups, learners:</p> <p>i) Discuss the importance of wildlife to the community and nation. ii) Brainstorm the challenges of conserving wildlife. iii) Identify places where parks, game reserves and zoos are found.</p>	
<p>ICT support for this sub-strand The learner can</p> <p>i) Use internet to search for various pictures of tourist sites. ii) 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.</p>		

SENIOR 3: TERM 2

THEME: PUBLIC
TOPIC 3.3: CLANS

Competency: The learner uses appropriate signs in relation to his/her identity and expresses knowledge of symbols, taboos and “if beliefs”.

Periods: 24

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
The learner will be able to: a) Name clans found in their tribe. (k, s)	In groups learners: i) Study texts on different clan history in Uganda. ii) Make a presentation on the clans. iii) Identify clans found in different tribes in Uganda. iv) Identify and classify names according to clans.	<ul style="list-style-type: none"> • Ask learners to write and sign a letter inviting people to a clan function. • Observe learners and take note of: <ul style="list-style-type: none"> - Generic skills, such as critical thinking, problem solving, communication, cooperation.
b) Identify clans and their totems. (k, s, u, v)	In groups, learners: i) Study texts on totems of different ethnic groups in Uganda. ii) Identify their clans and totems.	<ul style="list-style-type: none"> - Ability to apply writing and signing skills.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	<ul style="list-style-type: none"> iii) Brainstorm the importance of totems. iv) Wrap up and provides further guidance on clans and their totems. 	<ul style="list-style-type: none"> ● Engage learners in a conversation to check their understanding of the task.
<p>c) Sign the features of an invitation letter. (s, gs)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Study a sample invitation letter for a graduation. ii) Identify the features of an invitation letter. iii) Present an invitation letter. iv) Identify and discuss possessive pronouns in the invitation letter written above. 	<p>Product</p> <p>A written and signed invitation letter</p>
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Use presentation software to prepare a photo story about any clan. ii) Type and design an invitation. iii) Use a computer to list clans and their totems. 		

**THEME: OCCUPATIONAL
 TOPIC 3.4: WEALTH CREATION**

**Competency: The learner uses appropriate signs in relation to wealth creation and the related vocabulary.
 Periods: 12**

Learning Outcomes	Suggested Teaching/Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) State what wealth is. (k, u,v)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Brainstorm the meaning of wealth. ii) Cite different forms of wealth. 	<ul style="list-style-type: none"> • Ask learners to watch an audio-visual recording on and wealth creation; write and sign how wealth is acquired.
<p>b) Understand how wealth can be created or generated. (K, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Declare what they consider personal wealth. ii) Share personal experiences on how they acquired such wealth. iii) Discuss socially acceptable and unacceptable ways, activities or practices of wealth creation. 	<ul style="list-style-type: none"> • Observe learners while taking notes of: <ul style="list-style-type: none"> - Generic skills of ICT proficiency, cooperation, critical thinking, and communication.

Learning Outcomes	Suggested Teaching/Learning Activities	Suggested Assessment Strategies
	<ul style="list-style-type: none"> iv) Present outcomes of their discussion in (iii) above. v) Identify locally and internationally known wealthy people and discuss how they acquired their wealth e.g., bill gates, etc. vi) Discuss how wealthy people are identified in different communities in Uganda. 	<ul style="list-style-type: none"> - Ability to make use of the Internet. - Ability to apply writing and signing skills. <p>Product Written and signed presentations on how wealth is created</p>
<ul style="list-style-type: none"> c) Use adjectives to sign stories on wealth creation. (k, u, s) 	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Study a text with adjectives on wealth creation. ii) Identify adjectives from the text. iii) Use adjectives identified in the text. iv) List ten (10) adjectives and use them to construct and present short stories about wealth creation. 	

Learning Outcomes	Suggested Teaching/Learning Activities	Suggested Assessment Strategies
d) Discuss how wealth can be productively or unproductively used. (k, s u)	In groups, learners: <ul style="list-style-type: none"> i) Share personal/family experiences on how they productively or misused wealth. ii) Brainstorm how wealth can be used productively or misused. iii) Debate 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”. 	
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Use a mobile phone to share a business for wealth creation. ii) Listen to or watch audio-visual recordings to learn about wealth creation. iii) Use a photo to explain wealth creation. iv) Use radios to listen to programmes about wealth creation. 		

SENIOR 3: TERM 3

THEME: PUBLIC/ EDUCATIONAL

TOPIC 3.5: ENVIRONMENTAL AWARENESS

Competency: The learner uses appropriate sign in relation to environmental management.

Periods: 27

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Identify the components of nature that make up the environment. (k, s)</p> <p>b) Explain the causes of environmental degradation. (k, s, u, gs)</p>	<p>In groups, learners:</p> <p>i) Recap the meaning of environment.</p> <p>ii) Brainstorm the components of nature that make the environment.</p> <p>iii) Interpret half-page text on environment</p> <p>In groups and with the guidance from the teacher, learners:</p>	<ul style="list-style-type: none"> • Ask learners to use the Internet to obtain images on climate changes and write a short article for the school magazine, giving the dangers of environmental degradation. • Observe learners taking notes of: <ul style="list-style-type: none"> - Generic skills of ICT proficiency, cooperation, critical thinking, and communication.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
c) Explain measures that can be taken to reduce environmental degradation. (s, gs)	i) Observe evidence of environmental degradation from a nearby site e.g., excess soil erosion, garbage dumping sites, deforestation, industrial complex etc. ii) Share their discoveries from the field visit in plenary randomly. iii) Construct and present short stories on the causes of environmental degradation. In groups, learners: <ul style="list-style-type: none"> i) Discuss a local environmental problem and propose actions to be taken to prevent a disaster. ii) Identify general causes and effects of environmental degradation and suggest possible remedies. 	<ul style="list-style-type: none"> - Ability to make use of internet - Ability to apply writing skills • Engage learners in a conversation to ascertain their understanding of the task. <p>Product Written article on the dangers of environmental degradation.</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	<ul style="list-style-type: none"> iii) Act the role of environment officer to deliver a speech on environmental awareness. iv) Plant a nursery bed of tree seedlings which they will plant at school and or home to curb environmental degradation. 	
<ul style="list-style-type: none"> d) Use Ug SL to communicate the announcement. (s) 	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Study a sample announcement. ii) Identify elements/format of an announcement. iii) Prepare and present an announcement on a given event for radio, poster, assembly, newspaper or any other media. 	
<ul style="list-style-type: none"> e) Use prepositions and postpositions. (k, s, u) 	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Discuss the meaning of preposition/postposition. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
f) Sign stories in prose about environmental degradation and conservation. (s)	<ul style="list-style-type: none"> ii) Study a text and identify prepositions and postpositions. iii) Generate further examples of prepositions/postpositions and use them to construct sentences. iv) Write an announcement for a local radio on prevention of environmental degradation. <p>In groups, learners:</p> <ul style="list-style-type: none"> i) Study an imaginative or creative text on environmental degradation and conservation. ii) Identify elements of imaginative/creative writing. iii) Compose a poem/imaginative prose piece about environmental degradation and conservation. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>g) Identify key vocabulary and state their meanings in relation to environment. (k, u)</p>	<p>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 sign language.</p>	
<p>ICT support for this sub-strand The learner can use the Internet to obtain images of climate changes.</p>		



THEME: EDUCATIONAL
TOPIC 3.6: WATER

Competency: The learner uses appropriate signs on the importance of water.

Periods: 09

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Identify the sources of safe or unsafe water. (s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Brainstorm the local sources of safe and unsafe water. ii) Study a sample comprehension text. iii) Understand the principles of studying a comprehension. iv) Read a comprehension passage on how to maintain water safety and respond to questions. (the passage should entail traditional and modern ways of water preservation). 	<ul style="list-style-type: none"> • Ask learners to act/simulation a local leader’s address to the people in their villages on ways of preventing and treating waterborne diseases. • Observe learners’ discussion and take note of: <ul style="list-style-type: none"> - Focus on the task. - Generic skills of

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>b) Use appropriate signs to summarise a passage. (s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Understand summary writing. ii) Understand the principles of summary writing. iii) Study a passage on dangers of drinking unsafe water and summarise it. 	<p>cooperation, communication, critical thinking, creativity.</p> <ul style="list-style-type: none"> - Active participation. - Simulation skills. - Signing skills.
<p>c) Appreciate the importance of water. (v)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Identify importance or uses of water. ii) Use in (i) above, learners identify the verb used. iii) Use (i) and (ii) above and suggest a title and compose a poem about it. 	<ul style="list-style-type: none"> • In a conversation, probe learners with questions to check whether they understand the given activity.
<p>d) Use signs to translate large texts. (s)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ul style="list-style-type: none"> i) Study a sample text and translate it (quarter-page). ii) Understand the principles of translation. iii) 	<p>Product</p> <ul style="list-style-type: none"> • A written and acted Chairperson’s address • Ask learners to use sign language grammar to construct five sentences describing the importance of

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
e) Name water creatures using adjectives. (k)	iv) Use the above principles to translate a large text (half-page) on waterborne diseases. In groups, learners: i) Identify aquatic creatures. ii) Write two sentences describing each creature. iii) Use the assignment in (ii) above, to identify adjectives used. iv) Clarify 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)).	water. <ul style="list-style-type: none"> • Observe learners while taking notes of: <ul style="list-style-type: none"> - Generic skills such as ICT proficiency, cooperation, critical thinking, and communication. - Ability to construct sentences. • Engage learners in a conversation to ascertain their understanding of the task. <p>Product Written sentences in sign language grammar.</p>
<p>ICT support for this sub-strand The learner can use the Internet to obtain images of water creatures.</p>		

SENIOR 4

SENIOR 4: TERM 1

THEME: PUBLIC/ EDUCATIONAL

TOPIC 4.1: MIGRATION AND SETTLEMENT

Competency: The learner uses appropriate signs to appreciate his/her identity and origin.

Periods: 18

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
The learner will be able to: a) Trace his/her origin. (s,k, u, v)	In groups, learners: i) Narrate stories of their origin. ii) Study a sample text of the origin of any clan/ethnic group. iii) Understand characteristics of a good narrative or principles of story writing. iv) Use principles learnt in (iii), to sign a story of 400–500 words narrating their origin.	<ul style="list-style-type: none"> Ask learners to record themselves while interpreting/translating a written text about the causes of migration into sign language. Observe learners' participation and take note of: <ul style="list-style-type: none"> Generic skills such as Communication,
b) Appreciate and use conjunctions for different purposes. (k)	In groups, learners: i) Recap their understanding of conjunctions. ii) Identify the conjunctions used in the story above (competence a).	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
c) Apply appropriate signs related to myths in relation to the origin of his/her tribe/clan and their significance. (k, v, a)	iii) Outline all conjunctions they know and use them to construct sentences. In groups, learners: i) Explain the meaning of a myth to learners. ii) Discuss myths about the origin of their clan/tribe, chants and their significance. iii) Present their findings and recite their chants.	creativity, innovation, ICT proficiency. - Focus on the task. - Sign language skills. • Engage learners in a conversation to check the understanding of the task.
d) Use interjections and idiophones. (k, u)	In groups, learners: i) Give the meanings of interjections and idiophones to the learners. ii) Study a sample text and identify interjections and idiophones. iii) Discuss the significance of interjections and idiophones. iv) Outlines interjections and idiophones on the board and tasks learners to use them in sentences.	Product A recorded video on the causes of migration
e) Explain settlement patterns in relation to	In pairs, learners: i) Brainstorm on the meaning of migration.	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>other tribes. (v, a)</p>	<ul style="list-style-type: none"> ii) Study maps/diagrams showing migration patterns. iii) Discuss the causes of migration. iv) Write about one significant migration, its causes and its route. 	
<p>f) Appreciate cultures from other tribes and clans. (v, a)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Talk about their cultural practices and values. ii) Discuss the differences and similarities between their cultures/values and those of other tribes/clans. iii) Identify culture practices/values they admire from other ethnic groups and discuss why. iv) Role play a cultural practice. 	
<p>ICT support for this sub-strand The learner can use audio-visual recordings to demonstrate a story of origin of your tribe.</p>		

THEME: PUBLIC

TOPIC 4.2: TRADITIONAL CEREMONIES: INITIATION, MARRIAGE AND FUNERAL RITES

Competency: The learner uses appropriate signs to appreciate traditional practices of initiation, marriage and funeral rites.

Periods: 18

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Sign types and purposes of marriages, funeral rites and initiations (where applicable). (k, s, v, a)</p>	<p>In groups, learners:</p> <ol style="list-style-type: none"> Talk about their cultural practices and values. Share on the differences and similarities in cultures/values from other tribes/clans. Identify cultural practices/values they admire from other ethnic groups and discuss why. Role play a cultural practice. 	<ul style="list-style-type: none"> Ask learners to role-play, in sign language, a marriage ceremony in their community. Observe learners and take note of: <ul style="list-style-type: none"> Generic skills of creativity, innovation, cooperation,
<p>b) Identify types of traditional songs, dances and poems. (k, v, a)</p>	<p>In groups, learners:</p> <ol style="list-style-type: none"> Identify songs that suit different ceremonies such as initiation/wedding/traditional marriage ceremony. Compose and sing songs and poems on traditional ceremonies like initiation, wedding/traditional 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>c) Describe the processes involved in identifying marriage partners. (k, v, a)</p>	<p>marriage, folksong, traditional anthem, religious/sacred ceremonies, funeral, naming, work, traditional slogans, and lullabies.</p> <p>iii) Perform any form of traditional dance e.g., initiation/post-initiation, funeral, twin, fertility, general, courtship, war, marriage, etc. Where applicable.</p> <p>iv) Draw and name instruments and costumes used for different traditional dances in groups.</p> <p>v) Discuss the importance of songs, dances and poems.</p>	<p>communication.</p> <ul style="list-style-type: none"> - Focus on the task. - Active participation. • In a conversation, ask learners for you to check if they understand the task.
<p>c) Describe the processes involved in identifying marriage partners. (k, v, a)</p>	<p>In pairs, learners:</p> <ul style="list-style-type: none"> i) Share an experience of a recent marriage in their home/community and describe how the couple met. ii) Study a text on courtship and marriage. iii) Brainstorm the stages involved in getting a marriage partner. iv) Discuss the different ways in which a partner can be identified. v) Compare the tradition and modern ways in which people identify marriage partners. vi) Use an example of a marriage ceremony known. 	<p>Product</p> <p>Role play presentation on a marriage ceremony</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
	vii) Mention gifts given during marriage ceremonies and their significance. viii) Sign an imaginative or real-life story about a marriage ceremony they have attended.	
d) Explain how to take minutes. (k, s)	In groups, learners: i) Study a sample of minutes of a meeting. ii) Understand the format of writing minutes. iii) Attend a class meeting and write minutes.	
e) Sign activities done during funeral rites (chants, singing, etc.). (k, v, a)	In groups, learners: i) Share an experience of a recent funeral rite they attended in their community. ii) Identify activities and processes during funeral rites. iii) 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)	In groups, learners: i) Study a text on marriage, funeral rites and initiation and translate it into sign language. ii) Identify key vocabularies and use them to construct sentences.	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>g) Sign proverbs and idioms related to marriage, initiations and funeral rites. (k, u, v)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ul style="list-style-type: none"> i) Brainstorm the proverbs and idioms they know. ii) Identify and explain the meanings of proverbs and idioms related to marriage, initiation and funeral rites. iii) Write a speech for a marriage or funeral ceremony with appropriate use of proverbs and idioms. iv) Deliver their speeches. 	
<p>h) Explain chants and incantations and their significance (where applicable). (k, s, v, u, a)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Demonstrate an example of a chant or incantation they know. ii) Use the above example, identify other examples of chants and incantations. iii) Categorise clans and their chants or incantation iv) Brainstorm the significances of chants and incantations. 	
<p>i) Sign a will. (k, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Study a sample will. ii) Understand the format and content of a will. iii) Discuss the significance of a will. iv) Write and read a will. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
j) Use conjugate verbs (where applicable). (k)	In groups and with the guidance from the teacher, learners: <ul style="list-style-type: none"> i) Illustrate the concept of verb conjugation. ii) Conjugate (for example, marry, marries, and marrying). iii) Construct sentences using conjugated verbs. 	
ICT support for this sub-strand The learner can: <ul style="list-style-type: none"> i) Observe audio-visual recordings/documentaries about funeral rites/marriage/initiation ceremonies. ii) Use electronic devices to record plays/songs/poems in sign language about funeral rites/ marriage/initiation ceremonies. 		

SENIOR 4: TERM 2

THEME: PUBLIC

TOPIC 4.3: CULTURAL VALUES, MORALS AND ETHICS

**Competency: The learner uses appropriate signs in relation to deaf cultural values and morals.
PERIODS: 18**

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Use signs to express gratitude/thanking. (v, a, s, gs)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Share personal experiences of appreciation/gratitude. ii) Brainstorm a situation that requires appreciation and the words used. iii) Discuss the purposes of appreciation and the consequences of ingratitude from personal experience. iv) Role play gestures and words used in expressing gratitude from different ethnicities. 	<ul style="list-style-type: none"> • Ask learners to use a computer to write and sign a police statement giving evidence about a corruption incident. • Observe learners and take note of: <ul style="list-style-type: none"> - Generic skills such as creativity, innovation, cooperation, communication.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
b) Discuss the contributions of role models in society. (k, v, a)	In groups, learners: <ol style="list-style-type: none"> i) Brainstorm the meaning of role model. ii) Identify people they consider role models and why. iii) Discuss the qualities or virtues of role models. iv) Sign a composition describing one person they consider to be a role model. 	<ul style="list-style-type: none"> - Focus on the task. - Active participation - Sign language skills - Writing skills <ul style="list-style-type: none"> • In a conversation, ask learners to check if they understand the task. <p>Product</p> <p>A written and signed police statement about corruption</p>
c) Appreciate forms of dress found in the community. (k, v, a)	In groups, learners: <ol style="list-style-type: none"> i) Brainstorm the dress codes for people of different age groups in their communities and give their opinion. ii) Discuss what they consider acceptable or unacceptable dress code. iii) Discuss the values of decent dressing e.g., respect, honesty, integrity. iv) Discuss and wrap up clarifying on pertinent issues. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>d) Use verb extensions 4-6 (where applicable). (k, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Recap their understanding of verb conjugations. ii) Illustrate verb conjugations 4-6 in an exercise. iii) Identify verbs and conjugate verbs in levels 4-6. 	
<p>e) Identify corruption and its various forms. (k, v, a)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Give the meaning of corruption. ii) Identify forms/examples of corruption they know about e.g., bribery, vote buying, gift-giving, etc. iii) Share personal or any known case of corruption. 	
<p>f) Sign causes and effects of corruption in society. (k, u)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <ul style="list-style-type: none"> i) Discuss the causes and effects of corruption in society. ii) Study a sample text on corruption and answer questions about it. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
g) Explain how to fight corruption. (k, u, gs)	iii) Debate the advantages and disadvantages of corruption e.g., “corruption is a necessary evil in society,” discuss. In groups, learners: i) Brainstorm the contribution they can make in fighting corruption. ii) Discuss the ways of reducing corruption.	
h) Use noun classes 11-14 (where applicable). (k, u)	In groups, learners: i) Identify noun classes 11–14. ii) Identify examples of nouns in classes 11–14.	
i) Understand how compound nouns are formed (where applicable). (k, u)	In groups, learners: i) Identify the concept of compounds. ii) Do an exercise on compound nouns.	
ICT Support for this sub-strand		
The learner can:		
i) Use a computer to prepare animations about a corruption scandal.		
ii) Analyse a news item on corruption.		

THEME: PUBLIC

TOPIC 4.4: LEADERSHIP AND CITIZENSHIP

Competency: The learner uses appropriate signs in relation to systems of governance.
PERIODS: 18

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>The learner will be able to:</p> <p>a) Identify leadership structures, qualities, types and values at different levels. (u, v,)</p>	<p>In groups, learners:</p> <p>i) Identify the administrative hierarchy of their school and that of the prefects' body.</p> <p>ii) Identify the leadership structures of their country and traditional institution.</p> <p>iii) Discuss qualities of a good leader, citing relevant examples.</p> <p>iv) Draw an organogram for any political or traditional institution.</p>	<ul style="list-style-type: none"> • Assign learners to write and sign a campaign manifesto for the post of head prefect in the school. • Observe learners and take note of: <ul style="list-style-type: none"> - Generic skills of cooperation, critical thinking, problem solving, communication.
<p>b) Use noun classes 19 -23 (where applicable). (k, u)</p>	<p>In groups and with the guidance from the teacher, learners:</p> <p>i) identify noun classes 19–23.</p>	<ul style="list-style-type: none"> - Focus on the task. - Active participation. - Sign language skills.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
c) Discuss the values of elections d) Describe the electoral processes. (k, v, a)	ii) identify examples of nouns in classes 19–23. In groups, learners: i) Share their personal experiences of an electoral process they participated in e.g., local council or prefectural election. ii) Identify the stages involved in a local and national election. iii) Brainstorm qualifications or prerequisites for a voter e.g., age, identity card, citizenship, residence, etc. iv) Write a one-page campaign speech for a public rally. v) Present their speeches in a plenary. vi) Have a debate on the values of elections e.g., “elections are useless”; “democracy cannot be realised through elections”.	<ul style="list-style-type: none"> - Writing skills • In a conversation, ask learners to check if they understand the task. <p>Product A written and signed manifesto</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>e) State the types, roles and responsibilities of citizens. (k, v, a)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Brainstorm the meaning and types of citizenship. ii) Discuss their roles and responsibilities in their communities. iii) Correlate their roles and responsibilities in their communities to the nation. 	
<p>f) Use verb extensions 7–9 (where applicable). (k, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) recap their understanding of verb conjugation related to citizenship and responsibilities ii) Use relevant examples to illustrate verb conjugations 7–9. iii) Identify verbs and conjugate verbs in levels 7–9 (where applicable). 	
<p>ICT support for this sub-strand The learner can use computer animations to demonstrate electoral processes.</p>		

SENIOR 4: TERM 3

THEME: PUBLIC

TOPIC 4.5: HUMAN RIGHTS

Competency: The learner uses appropriate signs in relation to individual rights.

Periods: 33

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
The learner will be able to: a) State the fundamental human rights. (k)	In groups, learners: i) Brainstorm and clarify the meaning of 'fundamental human rights.' ii) Study a text on human rights and identify examples of fundamental human rights. iii) Present their findings on the fundamental human rights; and the teacher clarifies key issues or provides further examples.	<ul style="list-style-type: none"> Task learners to use a computer to design a poster to raise awareness campaign of the rights of people with disabilities.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>b) Explain forms of human rights abuses, organs and organisations that are supposed to protect human rights. (k, u, s)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Brainstorm the meaning of human rights abuses and give relevant organs, organisations and persons responsible for tackling such abuses. ii) Share personal experiences or examples of human rights abuses they know of. iii) Identify ways in which basic human rights can be violated. 	<ul style="list-style-type: none"> • Observe learners' participation and take note of: <ul style="list-style-type: none"> - Generic skills of Communication, Creativity, Innovation, ICT proficiency. - Focus on the task.
<p>c) Know and use noun classes 15–18 (where applicable). (k, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) recollect prior knowledge of noun classes previously learnt. ii) identify noun classes 15–18 with concrete examples on a board or chart. iii) generate at least five examples of nouns in classes 15–18. 	<ul style="list-style-type: none"> • Engage learners in a conversation to check their understanding of the task.

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>d) Know the rights of people with disabilities (pwwds) and organs and institutions that protect their rights. (k, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Brainstorm or suggest examples of children’s rights and responsibilities. ii) Identify institutions/organisations that promote human rights. 	<p>Product</p> <p>A designed poster to raise awareness campaign of the rights of persons with disabilities</p>
<p>e) Identify workers’ rights as well as organs and institutions that protect workers’ rights and how workers benefit from such institutions. (k, u)</p>	<p>In pairs, learners:</p> <ul style="list-style-type: none"> i) Share their experiences on whether they have been or seen employers or employees and what rights they had or owed their employers/ employees. ii) Brainstorm examples of workers’ rights. iii) Study a text on safety regulations for a workplace and explain how these regulations protect or promote workers’ rights. iv) Brainstorm benefits workers get from institutions that protect their rights. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>f) Identify the rights of people with disabilities (pwds) and organs and institutions that protect their rights. (k, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Explain the meaning of pwds. ii) Listen to a presentation from a human rights expert on pwds and compile a list of rights of pwds. iii) Write a one-page report on rights of pwds that are often ignored/abused, suggesting ways in which these rights can be promoted. iv) Observe pwds in their school or community and write a report on how their rights have been abused and promoted. 	
<p>g) Know how words are reduplicated (where applicable). (k, u)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) Explain the concept of reduplication and its purpose in speech or writing. ii) Study a text and identify reduplicated words. iii) Identify more examples of verbs, adverbs and adjectives and demonstrate how they can be reduplicated. iv) Use reduplicated words to construct sentences orally or in writing. 	

Learning Outcomes	Suggested Teaching and Learning Activities	Suggested Assessment Strategies
<p>ICT support for this sub-strand</p> <p>The learner can:</p> <ul style="list-style-type: none"> i) Use the Internet as a source of information about human rights. ii) Use a computer to type a report on human rights abuse. iii) Use a computer to design a poster to raise awareness against a vulnerable group of people. 		

Assessing Ugandan SIGN Language

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 syllabus 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 to 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 to be observed.

Values and Attitudes

Values and attitudes determine how we interact with others, work in a team, meet deadlines, are self-driven, hold democratic values, and have respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.

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.

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

Assessments are used for a wide range of purposes in schools and education systems. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyse different types of texts and readings. This syllabus focuses on the evaluation of progressive day-to-day classroom learning, hence Formative Assessment.

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of learners' comprehension, their learning needs, and academic progress during a lesson, unit, or activity. The general purpose of formative assessment is to improve learning and achievement; give educators in-process feedback about what learner are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with learners.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and learners' learning while it is happening. What makes an assessment "formative" is not the design of a test, technique, or self-evaluation, per se, but the way it is used, that is, to inform in-process teaching and learning modifications.

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.

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some changes to the teaching and learning process.

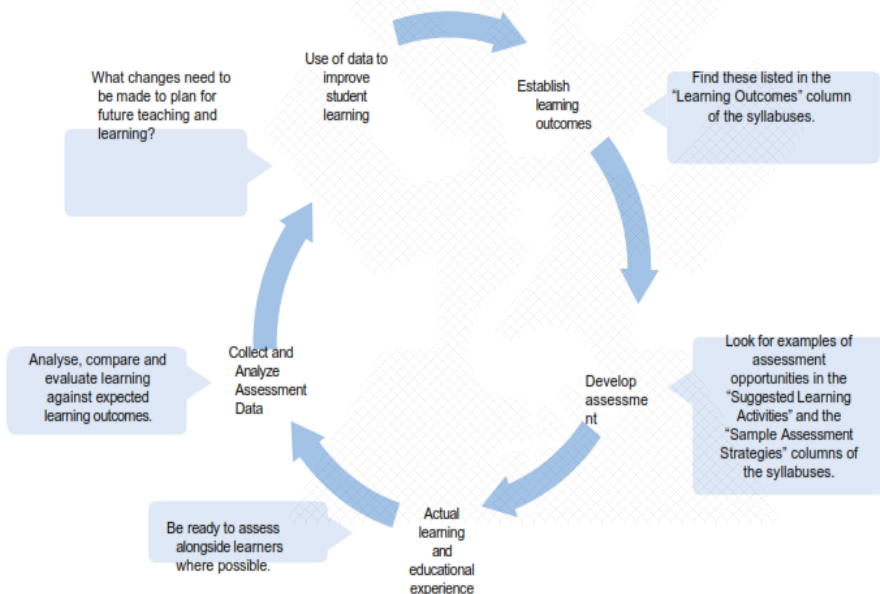
The changes that can be made include decisions about:

- i) What needs to be learned next.
- ii) Whether an element on the syllabus needs to be taught again in a different way.
- iii) Changing teaching approaches, if necessary.
- iv) Identifying learners who need more support, or who are making exceptional progress.
- v) Enabling learners to understand what they have to do to improve the process of teaching, making formative assessments.

It is the use of the assessment data within this cycle to improve learning that is key to the success and 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 on the next steps in learning and so sets new learning outcomes.

The process of teaching, making formative assessment 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

Assessing Ugandan Sign Language

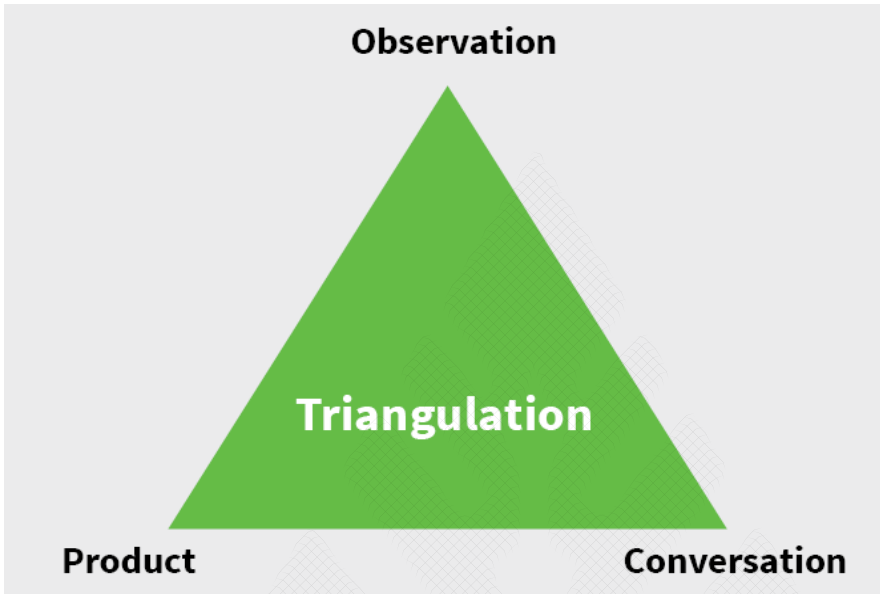
How do we find the opportunity to make formative assessments?

In the new curriculum, the teacher's role in assessment 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 learners meet the Learning Outcomes that are set out in this syllabus. To make these judgements, the teacher needs to look at how well 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 teaching process. It is not something that needs to be added after learning; it is an integral part of teaching and learning. These opportunities occur in three forms and are often called:

1. Observation – watching learners working (good for assessing skills and values)
2. Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
3. 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 topics. These set out the learning that is expected and give ‘sample assessment strategy’, and in doing so they contain a range of opportunities for the three forms of assessment.

Generic Skills

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. 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 a 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 judgment 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 LO achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

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

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the topic. If teachers have been working with learners over the course of the topic, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the overall learning expectation of the topic. 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 learners in each category for different subjects and topics. 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 of the learning outcomes of each syllabus unit are kept 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 four descriptors. If numbers 0–3 are used as identifiers, then it will be possible to arrive at a year’s overall number by aggregating the identifiers for each topic.

Descriptor	Identifier
No LO 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.

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

This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners, E and 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 to the final grade of the school leaving certificate.

GLOSSARY OF KEY TERMS

TERM	DEFINITION
competency curriculum	one in which the learner develops the ability to apply his/her learning with confidence in a range of situations
differentiation	the design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities
formative assessment	the process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps
generic skill	skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life
inclusion	an approach to planning learning experiences which allows each 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



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