

ACCELERATED EDUCATION PROGRAMME

ENGLISH

SYLLABUS

REVISED LOWER SECONDARY (Level 1 and 2)



REPUBLIC OF UGANDA

MINISTRY OF
EDUCATION
AND SPORTS



NCDC

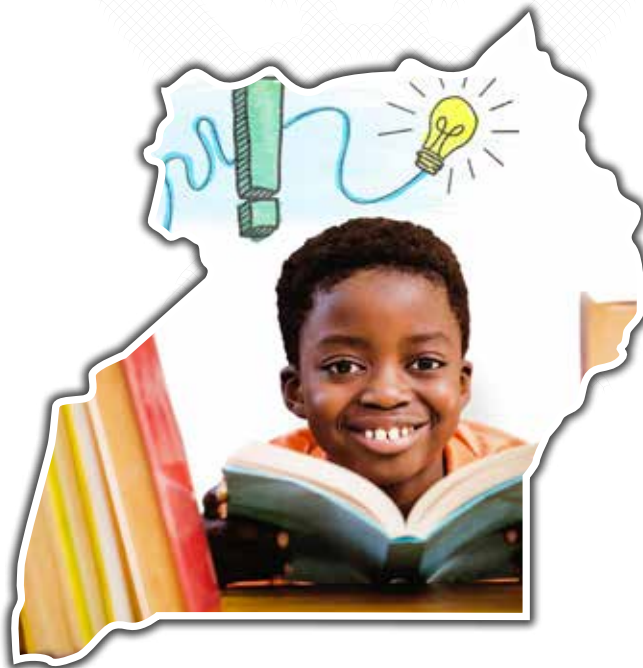
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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MINISTRY OF
EDUCATION
AND SPORTS





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Revised Edition

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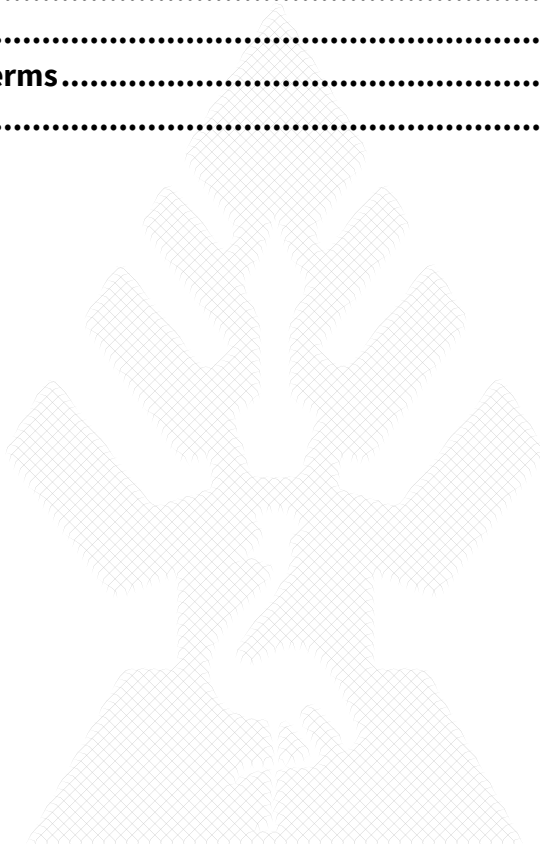
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Foreword

Education is a fundamental tool for the protection of conflict- and disaster-affected children and youth from harm and exploitation. This is a crucial part of UNESCO’s advocacy messages. Under appropriate conditions of security, the provision of education can help protect children and youth from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youth associated with fighting forces.

Uganda’s Education Act of 2008, in Part IX, Miscellaneous Provisions 49, clearly states that “there shall be non-formal education centres” for purposes of providing non-formal education.

Examples of non-formal education programmes include Accelerated Education Programmes (AEPs) for the conflict areas at both primary and secondary levels, Alternative Basic Education for Karamoja (ABEK), Basic Education for Urban Poverty Areas (BEUPA), Complementary Opportunity for Primary Education (COPE) and Child-Centred Alternative Non-Formal Community Based Education (CHANCE), among others.

The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced the Accelerated Education Programme (AEP) and has condensed the lower secondary curriculum to come up with the Lower Secondary Accelerated Education Programme appropriate to learners in refugee camps and the host communities of secondary school age (ages 16–45+).

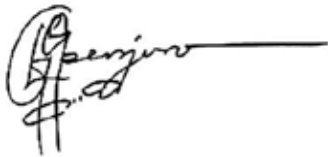
The AEP at lower secondary school level focuses on completing learning in a shorter period of time, i.e., two years. The AEP is complementary both in providing an alternative route and in matching its curriculum to the ‘official’ curriculum, thus allowing learners to return to formal schooling at an opportune stage.

The programme intends to promote access to education in an accelerated timeframe for disadvantaged groups, out-of-school and over-age children, and youth who missed out or had their education interrupted owing to poverty, violence, conflict or any calamity.

The goal of this programme is to provide learners with competencies equivalent to those in the formal system in an accelerated time frame, with learners either transitioning back into the mainstream education or exiting with some of the competencies required for work.

It is my hope that AEP will register considerable success in meeting the educational needs of these underserved populations not only in terms of access and equity, but also in helping them return to school and complete the education cycle, and especially in getting measurable learning outcomes.

I recommend the AEP and trust that the materials will be valuable in your endeavour to meet the educational needs of the refugee learners and other beneficiaries from the host communities.



Prof. George Openjuru
CHAIRPERSON
NCDC Governing Council

Acknowledgements

The National Curriculum Development Centre (NCDC) would like to express its gratitude to War Child Canada, Uganda for the financial support, guidance in overseeing and taking timely decisions when necessary, during the development and production of this AEP English Syllabus.

The Centre also expresses its gratitude to NCDC Subject Specialists and panel members for their professional guidance and technical assistance.

Furthermore, NCDC recognises the work of editors who worked with the writers throughout the development of this syllabus.

The Centre takes responsibility for any shortcomings that might be identified in this syllabus and welcomes suggestions for addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through mail at P.O. Box 7002, Kampala; or e-mail at admin@ncdc.org.ug or www.ncdc.org.ug.



Dr Grace K. Baguma

DIRECTOR

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Introduction to Accelerated Education Programme

Worldwide, substantial alternative schooling programmes are developed to meet the basic education needs of under-aged children. Of recent, it has been increasingly recognised that the goal of education for all cannot be achieved unless more attention is paid to educating out-of-school children (UNESCO, Global monitoring report, 2008).

Indeed, the UNESCO global monitoring report 2010: “Reaching the Marginalised” focused on this issue. In a bid to help Developing Countries achieve the Millennium Development Goals, there should be initiatives to incorporate elements of accelerated learning to achieve SDG 4.

The Accelerated Education Programme (AEP) in Uganda is a form of curriculum option which combines the stronger features of earlier mainstreaming approaches into a new design to raise the success rates for refugee community learners. The AEP secondary school tier is a bigger stride to address the education gap within refugee communities not only in Uganda refugee communities but also in other neighbouring countries. Benchmarking the Primary AEP programme, the Secondary Education programme intends to infer the entire process of education and its cognitive, emotional, and social components.

Ideally, teaching AEP calls for a methodology that is interactive and learner-centred, incorporating other aspects of multiple-intelligence learning. Because teaching and learning are accelerated, and the curriculum content is compressed and condensed, the 4 ‘P’ elements are at the core of the accelerated learning cycle; Processes, Psychological, Physiological, and Physical. These core elements provide the physical psychological space in which the learner can learn more effectively.

It is intentional to include alternative subjects in this programme; Life skills, Peace Education, environment, HIV/AIDS, which are responsive to the context. Learners of AEP need alternative supporting knowledge and life skills to survive in the challenging world. It is equally important to note this conception of accelerated learning requires an extremely well-resourced classroom and exceptionally well-trained teachers. The expanded learning time from the norm is because the teaching methodology is interactive and learner-centred.

Introduction to AEP English Language Syllabus

This Revised English Language Syllabus for Accelerated Education Programme is divided into topics. The topics are broad and revolve around the experiences in which the learners will be using English as a language to communicate in the four language skills namely listening, speaking, reading and writing.

The topics in this syllabus are selected from the New Lower Secondary English Language Syllabus and they cut across subjects in the AEP curriculum while catering for issues which concern learners in such environments like the refugee settlements. It is important to note that the, topics in this syllabus are not meant to teach the facts about the topic, as this may be done in another subject on the curriculum. Rather, they are used as means of teaching language in context. The competency of each topic is provided and it appears at the beginning of the topic. This should provide guidance to the teacher during lesson preparation and delivery. The syllabus has been designed to follow the integrated approach which is a flexible one to learning English language and utilises techniques employed by the use of other approaches such as the functional, topical and situational.

The integrated approach lays more emphasis on control of structure than does the communicative teaching. The latter does not do full justice to structures which are considered to be the backbone of all communication in language.

While we agree that it does, "... seem better to ask what grammatical patterns are used in what communicative roles rather than vice versa...", it is possible and desirable to identify some basic structural items with which the learner has to be equipped to enable them to master in communication. It is crucial that emphasis is placed not on just the grammar aspect, but on the function which grammar performs, and that all structural items featured in each topic are fully contextualised.

One other integrated approach is active communication. Like communicative teaching, the integrated approach should enable the learner to function in communication situations by participating in them, and expressing their opinions rather than repeating other peoples' remarks.

Language should be perceived as being in constant state of change and having various uses in different contexts. Consequently, language is often treated as a medium of expression. In addition to this function, the integrated approach aims at fostering creative ability more deliberately. This approach attempts to expand the learner's knowledge, by exploring informative content to develop their positive attitudes and values.

Purpose of Teaching and Learning English Language

Since English language is Uganda's Official language and an international language, the teaching of this language in schools remains of paramount importance on any school curriculum. Learners need English language for communication and as a basis for further education and career advancement.

The aims of English language teaching therefore, are:

- 1) to assist learners develop their ability to understand, with reasonable ease, rapid standard speech in situations such as classroom discussion, radio/TV programmes, recorded plays, full-length films and everyday speech.
- 2) to enable the learner to express themselves intelligently, appropriately and effectively in speech.
- 3) to inculcate in the learners, the desire to read by themselves and for their own satisfaction.
- 4) to encourage the learner to develop the ability to read a wide variety of written materials for enjoyment, information and knowledge.
- 5) to simulate the learner's response to the art of language as in prose and poetry, as means of inspiring creativity, and to assist them to articulate their response intelligently.
- 6) to help the learner in developing their ability to write correctly, creatively and effectively.

How to Teach English

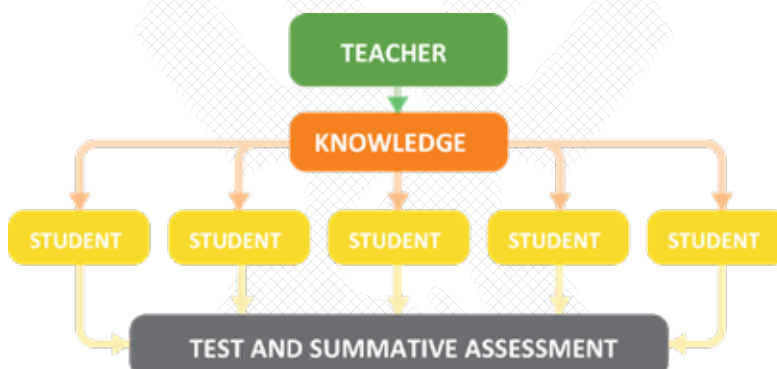
English language should be taught in English at this level. You should prepare lessons before going to the classroom. Give learners opportunities to practise using the language in both the oral and written forms. Always assess their performance and give them feedback and prepare remedial work for those who need it to improve their English language usage.

Key Changes in the Revised AEP Syllabus

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

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

The Knowledge-based Curriculum



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a topic, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for university, but the vast majority.

The Competence-based Curriculum



In the competence-based approach, the “student” becomes a “learner”. The Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher. The teacher needs to build on the learners’ own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations. Teaching and learning become a two-way process of dialogue between the teacher and the learner. This syllabus focuses on four “Key Learning Outcomes” of: self – assured individuals; responsible and patriotic individuals; lifelong learners; positive contributors to society.

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

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

Key Learning Outcomes

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

By the end of the AEP educational process, these people will become:

a) Self-assured individuals who:

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

b) Responsible and patriotic individuals who:

- i) cherish the values promoted in the syllabus.
- ii) promote equity, the development of their cultures and languages and appreciate other people’s cultures
- iii) apply environmental and health awareness when making decisions for themselves and their community
- iv) are positive of their own identity as individuals and global citizens
- v) are motivated to contribute to the well-being of themselves, their community and the nation.

c) Lifelong learners who:

- i) can plan, reflect and direct their own learning
- ii) actively seek lifelong learning opportunities for personal and professional development

d) 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
- iv) appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

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

- 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 also known by several other names, including key skills, core skills, essential skills, key competencies, necessary skills, transferable skills and employability skills are versatile skills that have wide applicability across various jobs, education, and life situations, contributing to personal and professional success and societal well-being.

Changes in the modern workplace brought about by technology, management innovations, and increased competition in the global marketplace, have led to many concerns about the adequacy of workforce skills. In response to calls to reform education to better prepare young people for the future workforce, changes to the curriculum have emphasised the teaching of general skills (e.g. problem solving, creativity, critical thinking, communication, collaboration).

For this reason, generic skills lie at the heart of every subject. Apart from enabling learners to access and deepen learning across the curriculum, generic skills 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 at school, work and home.

They need to be creative and innovative in their approach to learning and life. They must be able to communicate well in all forms, co-operate with others and also work independently. They must also be able to use functional mathematics and ICT effectively.

01 Critical thinking and problem-solving skills

- a) Plan and carry out investigations
- b) Sort and analyse information
- c) Identify problems and ways forward
- d) Predict outcomes and make reasonable decisions
- e) Evaluate different solutions

03 Co-operation and self-directed learning

- a) Work effectively in diverse teams
- b) Interact effectively with others
- c) Take responsibility for own learning
- d) Work independently with persistence
- e) Manage goals and time

02 Creativity and innovation

- a) Use the imagination to explore possibilities
- b) Work with others to generate ideas
- c) Suggest and develop new solutions
- d) Try out innovative alternatives
- e) Look for patterns and make generalisations

04 Communication

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

05 Mathematical computation and ICT proficiency

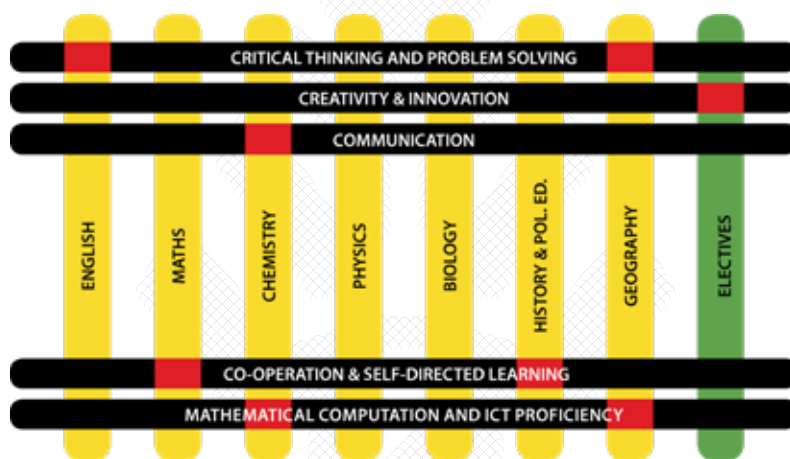
- a) Use numbers and measurements accurately
- b) Interpret and interrogate mathematical data
- c) Use mathematics to justify and support decisions
- d) Use technology to create, manipulate and process information
- e) Use technology to collaborate, communicate and refine one's work

Generic Skills within English Language

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

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the

Subjects, and they provide the context for the skill development. English provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from a scientific point of view.



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 and they need to be studied across the Subjects. These issues develop learners' understanding of the connections between the Subjects, and so of the complexities of life.

The Cross-cutting Issues identified in the curriculum are:

- i) Environmental awareness
- ii) Health awareness
- iii) Life skills
- iv) Mixed abilities and involvement
- v) Socio-economic challenges
- vi) Citizenship and patriotism

These have been built into the syllabuses of each subject. The way in which they operate within the subject is very similar to the generic skills.

ICT Integration

ICT has been integrated as a learning and teaching tool across all subjects. ICT teachers should endeavour to assist other subject teachers in making ICT integration process a reality. In other subject syllabi, ICT integration guidelines have been included. The ICT integration draft framework is summarised below.

Category of a Task in the Syllabus	ICT Application (How ICT Will be Integrated for the Task Category)
Fieldwork	Use of cameras to take photos and record videos
Presentations in class	Use presentation application
Keywords and meanings	Use online dictionary or search online
Drawings/graphics	Use Publishing software, Word processor
Role-play, narrations	Use audio and video recordings
Present findings in graphic and written formats	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 from the Internet or by sharing
Writing equations and formulas	Use equation editors
Carrying out academic research	Using the Internet and other academic applications like “Encarta”, “Britannica,” etc.
Sharing or learning with people across the world	Forming learning networks, formation of blogs, social media, emails, etc.

Integration of Special Needs Education (SNE)

In education system, learners of different abilities study together in the same class and in some developed countries, they are taught separately. In whatever case, the following methods are important when handling the SNE learners.

Category of impairments	SNE Teaching Methods
Blind learners: Learners who cannot see totally	<ul style="list-style-type: none"> • Through touching • Use of brails • Recorded / audio materials
Low vision learners: Learners who cannot see properly	<ul style="list-style-type: none"> • Use of large print materials • Use of bold teaching materials • Right placement of learners
Deaf learners: Learners who do not hear at all	<ul style="list-style-type: none"> • Use sign language • Total communication • Use of illustrations
Hard of hearing learners: Learners who fairly hear	<ul style="list-style-type: none"> • Total communication • Speak loudly • Right placement of learners • Use of illustrations • Being more practical
Dyslexic learners: Learners with reading difficulties	<ul style="list-style-type: none"> • Use less written content • Talk more than writing • Breaking tasks into simple steps • Repetition in teaching • Use of audio recordings
Time takers	<ul style="list-style-type: none"> • Give extra time • Use remedial classes
Hyper learners: Learners with attention deficit	<ul style="list-style-type: none"> • Use of timely breaks in teaching.
Gifted learners:	<ul style="list-style-type: none"> • Involve them in extra work • Use of suitable challenging tasks
Physically handicapped	<ul style="list-style-type: none"> • Use of head pointers • Training to use available limbs • Creating special sitting arrangements in class

Programme Planner

The Accelerated Education Programme for English Language is divided into 19 topics which will be taught in two years. The topics for the two years are indicated in the tables below.

Level 1	TOPIC	DURATION (HOURS)
Term 1	Personal life and family	12
	Appearance, Grooming and Etiquette	11
	Human rights, Gender and Responsibility	10
Term 2	Communication Technology	12
	Food	09
	Celebrations	12
Term 3	Travel	12
	Tourism and Giving Directions	10
	Leisure	12
	Total	100

Level 2	TOPIC	DURATION (HOURS)
Term 1	Relationship and Emotions	11
	School Clubs	09
	Media	10
	Identity Crisis	09

Level 2	TOPIC	DURATION (HOURS)
Term 2	Globalisation	08
	Patriotism	08
	Choosing a Career	10
Term 3	Leadership	10
	Integrity	07
	Banking	10
Total		92

Features of this new AEP Syllabus

This AEP English Language teaching syllabus has the following features:

1) Competency

This is a general statement of what a learner can exhibit or do as a result of learning all the concepts within each sub-topic. It is stated at the top of the table for each sub-topic in the detailed syllabus. It shows how the content will be applied in different situations.

2) Learning outcomes

These are the expected behaviour which a learner will exhibit after the study of the sub-topic. ***The teacher must ensure that all the outcomes are achieved.*** They have been provided to help the teacher clarify content and scope. Where a higher outcome is stated, lower outcomes are implied.

The teacher should use learning outcomes to plan his/her teaching strategies. Learning outcomes also guide in evaluation at the end of the learning process. The learning outcomes are classified as knowledge (k), understanding (u), skill (s), generic skill (gs), values/attitudes (v/a), which are indicated in front of each learning outcome. They are meant to guide the teacher on how to approach the learning outcomes.

3) Duration

This has been provided for each sub-topic. It is meant to guide the teacher in planning so as to cover all the content appropriately. However, the allocated time should allow for flexibility in order to cater for remedial teaching and carrying out practical activities where possible.

4) Suggested learning activities

These provide the teacher with guidance, for example, on the tasks which the learners must accomplish to acquire the learning outcomes. However, these are not the only activities since other tasks as may be suggested by the teacher must be used. The teacher should use an appropriate strategy, e.g., individual or group work, for learners to carry out the activities effectively. Teachers should also encourage learners to use a variety of resources such as the library and ICT.

5) Sample assessment strategy

These are meant to test the level of understanding for each sub-topic. However, other assessment strategies as suggested by the teacher and textbooks that are appropriate to the sub-topic should be used to assess the learners' achievement. The sample assessment strategies are not meant to be a spot work for end-of-cycle examinations but rather to assist the teacher in formative assessment. Some of this assessment is done by observation and can be used to assess attributes like teamwork, confidence, scientific literacy, communication, leadership and organisational skills of learners.

6) Guidance to the teacher

These further clarify the scope and depth of coverage for the sub-topics. They should be taken seriously to aid give customised support to these learners, avoid leaving out content and giving content beyond the scope of the target learners.

7) ICT support

This shows the ICT resources that the teacher should use to further the understanding of the different concepts. The teacher should note that these are optional and only applied where they are available.

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

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

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; therefore, teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

Duration of the Programme

This syllabus has been designed to cater for two years; which are called levels; ‘one’ and ‘two, as per the nature of the programme which the learners will be undertaking. The time allocated to each of the topics has been indicated accordingly. For time-tabling purposes, English is expected to be taught for a period of three hours a week.

Time allocation

English	Level 1	Level 2
	3 Hours per week	3 Hours per week

LEVEL ONE: TERM ONE

TOPIC 1: Personal Life and Family

Competency: The learner narrates experiences, reads and responds to stories about personal and family life.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) distinguish between sounds and sound combinations. ii) communicate information and opinions about families and family life. iii) express likes and dislikes using abstract nouns. iv) listen to other people's stories on personal and family life. v) use the simple present tense (verb 'to be') 	<p>Ask learners to:</p> <ul style="list-style-type: none"> a) Practise the production of pure vowel sounds (/i/; /i:/; /e/; /ə/; /ʌ/; /a:/; /tʃ/; /ð/) and vowel combinations like (/oi/; /au/; /ei/; /ai/) b) Describe (in groups and individually) themselves and talk about their families in present simple tense. c) Orally express their own likes and dislikes, with reasons, using abstract nouns. d) In groups and individually, learners read different kinds of texts about families and respond to the tasks. e) Use the correct forms of the verb 'to be' and correct personal pronouns to describe family members ideas in their conversations and writing. 	<ul style="list-style-type: none"> 1) Observe the learner's communication skills as they talk about themselves and their families to evaluate how creatively they engage their audience. 2) In written and oral communication, check the learners correct use of the verb 'to be'; personal pronouns and abstract nouns. 3) Observe how learners listen and respond to others to assess their

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
vi) use all forms of personal pronouns in conversations and writing. vii) interpret and construct graphical/pictorial representation of families.	f) Using a template/smart art in a word processor, complete a personal family tree from their great grandparents to the present including names and occupations. g) Write sentences using the following structures: - ‘...though...’ - ‘Though...’ - ‘...although...’ - ‘Although...’ - ‘...either...or...’	understanding, respect and appreciation of lives that different from their own. 4) Note the skill with which a family tree is produced using ICT and how learners have named the relationships.

Guidance to the Teacher

- i) This topic touches personal lives of learners who are in the camps for various reasons so, you should encourage free discussions. However, some learners may be reserved and emotional for various reasons like having lost relatives which means that you should be extra cautious so as not to hurt the feelings of such learners.
- ii) The present simple is the focus in this topic, so all activities should be in the same tense.
- iii) Encourage learners to use recorded audio/video messages/ scenes/scripts/texts to guide them on the correct use of language.
- iv) Guide learners to use the internet and other media forms to carry out a research and get information about their families, to use in their family trees.

TOPIC 2: Appearance, Grooming and Etiquette

Competency: The learner uses appropriate language related to, and appreciates the importance of appearance, grooming and etiquette.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>1) The learner should be able to:</p> <p>2) distinguish between different sounds of speech</p> <p>3) understand texts on appearance, grooming and etiquette</p> <p>4) appreciate the values of good appearance, grooming and etiquette</p> <p>5) use adjectives, compound words, adverbs, articles and comparatives.</p> <p>6) use appropriate vocabulary related to appearance, grooming and etiquette.</p> <p>7) use correct verb forms and language registers for various situations of appearance, grooming and etiquette.</p>	<p>a) Ask the learner to:</p> <p>b) Practise (in pairs and individually) the production of vowels sounds (/ɔ:/ as in water, walk; /ou:/ as in caught, bought, /ʊ/ as in wood, book; /ə/; /ɔ/ as in top, hot, /æ/ as in hat.</p> <p>c) Read descriptions of outfits shown advertisements/catalogues/fashion magazines and note the special vocabulary used.</p> <p>d) Individually and in groups write a fictional letter of advice to a friend or family member with bad habits using casual and descriptive language.</p> <p>e) Write a formal reply as a columnist about the</p>	<p>i) Assess the learner's ability to:</p> <ul style="list-style-type: none"> -distinguish between different speech sounds, -describe appearance, grooming and etiquette, -use the grammar and the language required and the correct register. <p>ii) In discussions, note learner's understanding and analysis of their reading and their ability to</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
8) understand recorded/media presentations related to appearance, grooming and etiquette. 9) appreciate their own and friends' appearance and critique modes of dress tactfully/sensitively. 10) use prepositions in verbal and adjectival expressions.	benefits of good grooming. f) In groups describe each other's appearance and their own mentioning what they consider to be good and what could be improved about their own partners' grooming and dress code. g) use descriptions including adjectives, prepositions and adjectival phrases. e.g. dress up, wear out, put on, take off.	communicate facts and opinions clearly. iii) In the learner's written work, assess their creativity in the portrayal of a problem, response to a problem and use of different registers.

Guidance to the Teacher

- i) These are learners from various regions with varied cultural norms and beliefs who need to be handled technically with empathy.
- ii) You should introduce the three areas of appearance, grooming and etiquette, separately.
- iii) Encourage free oral discussions on appearance and grooming but ensure that learners use the correct language expressions and tenses and vocabulary
- iv) Since grooming and etiquette can be abstract, you should develop the concepts using concrete examples and learners' experiences.
- v) Encourage the learners to use audio, video or audio-visual recordings for them to assess appearance, grooming and etiquette.
- vi) Guide learners to use the internet and other forms of media to find articles on fashion and advice columns.

TOPIC 3: Human Rights, Gender and Responsibility

Competency: The learner talks and writes about human rights, gender and responsibilities; listens to speeches and debates related to the topic.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) distinguish between the diphthong sounds. 2) understand texts on human rights, gender and responsibilities. 3) know issues related to human rights, gender and responsibilities. 4) use the past tense in all its forms. 5) use the indirect/reported speech. 	<p>Ask learners to:</p> <ol style="list-style-type: none"> a) Practise producing the diphthongs (/ei/ as in waste, eight; /ai/ as in time, buy; /ɔi/ as in boy, oil; /au/ as in house, town). b) Carry out debates on issues related to human rights, gender and responsibilities. c) In groups and individually, read texts related to human rights, gender and responsibilities and respond to tasks. d) Through guided compositions, write texts on human rights, gender and responsibilities that will include substitution tables, jumbled sentences and completion exercises. e) In groups and pairs write sentences in both reported and direct speech. 	<ol style="list-style-type: none"> i) Assess the learner’s production of the target diphthong sounds as used in the given words. ii) During discussions and debate on sensitive issues, observe learner’s ability to contribute using appropriate vocabulary and understanding. Note the clarity with which they express personal opinion and the understanding they demonstrate of the rights of people that are different from them. Assess their critical

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
6) understand opinions on human rights, gender and responsibilities. 7) use opinion words and the active voice. 8) know and use gender sensitive language. 9) use modals in different tenses.	f) Apply their knowledge of modal tenses to writing the different media. Such modal tenses include ‘...ought to...’ ‘...must...’; ‘...ought not to...’; ‘...should not have...’ g) Identify gender-sensitive terminology and vocabulary in texts and explain the thinking behind it. h) Restate, in indirect speech, opinions stated in direct speech in selected media articles.	thinking on emotional and complex issues. ii) In role plays, assess their creativity and problem-solving skills as they act out solutions to human rights and gender issues.

Guidance to the Teacher

- i) These are learners in camps and host communities who may have varied experiences in relation gender, human rights and responsibilities.
- ii) Refer to the UN Charter on Human Rights and the 1995 Constitution of the Republic of Uganda.
- iii) Emphasise to the learners the importance of living in harmony with their host communities.
- iv) Encourage the learner to use recorded audio/video documentaries/interviews/lectures/films class discussions on human rights, gender and responsibilities.
- v) Encourage the learner to use a word processor to prepare activities and assignments when required.

TOPIC 4: Communication Technology

Competency: The learner communicates using modern technology devices and other methods and shares own experiences of communication technology.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) Distinguish between diphthong sounds. 2) Know various methods of communication and their use. 3) Compare and contrast communication methods. 4) Use adjectives, past simple tense, articles and modifiers correctly. 5) Describe their experience of using various 	<p>Ask learners to:</p> <ol style="list-style-type: none"> a) Practise producing diphthongs /aiə/ as in fire, higher; /au/ /ə/ as in; our, flower; (o) /uə/ as in; slower, mower, /ɔiə/ as in; employer, enjoyable. b) Share their knowledge of various methods of communication technology, in groups e.g., Skype, mobile phones, letters, WhatsApp. c) In groups and individually talk about examples of communication technology around them. E.g., laptop, tablets, smart phones. d) Discuss the similarities and differences of various forms of communication technology. e) Write the advantages and disadvantages of different communications devices using 	<p>Assess the learner's ability to:</p> <ul style="list-style-type: none"> • Produce diphthongs as used in given words. • Write at least five sentences using the correct adjectives, articles, modifiers and simple past tense with correct punctuation. • Write information, (personal letters and

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>forms of communication.</p> <p>6) Use auxiliary verbs and ‘wh’ questions meaningfully</p> <p>7) Know the pros and cons of various communication methods.</p> <p>8) Understand the language registers used in different communication methods.</p> <p>9) Understand features/functions/applications on different communication gadgets.</p> <p>10) Distinguish between ‘...used to...’ (habitual past tense) and ‘I</p>	<p>appropriate adjectives, articles and modifiers.</p> <p>f) In groups and pairs carry out a survey of using various forms of communication technology using ‘wh’ questions and auxiliary verbs.</p> <p>g) In groups and individually discuss the advantages and disadvantages of various communication methods.</p> <p>h) Share views expressed in other learners’ groups on the pros and cons of various communication methods.</p> <p>i) Brainstorm (the whole class/plenary) the meaning of the vocabulary used in different communication methods.</p> <p>j) In groups and individually, read through brochures and manuals of different communication gadgets in order to share features, functions and applications using appropriate technical vocabulary.</p>	<p>short essays, emails, telephone conversations ..) about their experience of using various forms of communication.</p> <ul style="list-style-type: none"> • Write 5 sentences for each of the following structures: used to ...So...that... Such...that...

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>am used to...’ (plus the present participle of the verb)</p> <p>11) Write personal letters; essays and arguments using punctuation marks meaningfully.</p>	<p>k) In groups, pairs and individually, compare modern and old methods of communication using the habitual past tense (‘...used to...’) and the present participle of the verb (I am used to...’).</p> <p>l) With the teacher’s guidance, in groups and individually learners’ personal letters, essays and arguments noting the appropriate use of punctuation mark.</p>	

Guidance to the Teacher

- i) Remember that you are handling learners in settlement camps and host communities who may have varied experiences in relation to communication technology.
- ii) A story completion sequence is a language game where you call upon individual learners to use given words to tell a complete story.
- iii) This topic is a life skill for learners not only for school use but also after they have left school.
- iv) Emphasise the use of punctuation marks and the value of using them correctly.
- v) Encourage the learner to obtain information from the internet and other media forms about communication technology.
- vi) Guide the learner to use communication devices to practise the use of the functions based on their manuals.
- vii) Encourage the learners to use a word processor to prepare activities and assignments when required.

TOPIC 5: Food

Competency: The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes while appreciating mealtime etiquette.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) distinguish between the target consonant sounds and sounds in combination. 2) identify the types of food that is grown in different areas of Uganda. 3) interpret recipes, articles/passages about food and nutrition. 4) understand and correctly use vocabulary related to food. 	<p>Ask learners to:</p> <ol style="list-style-type: none"> a) Practise the articulation and production of consonants sounds in combination. E.g. (/b/ as in baby; /v as in viva;/ /f/ as in fifth;/p/ as in pupil; /d/ daddy; /t/ as in title; /k/ as in kick; and /g/ as in guggle). b) In groups, pairs and individually list at least five different types of food produced in the regions they come from. c) Find interesting recipes and create a flowchart showing the usual process of food preparation. E.g. peel/cut, heat oil, add ingredients in a particular order. d) In groups and pairs learners use vocabulary on food to demonstrate their understanding of the meaning of given words. 	<ol style="list-style-type: none"> i) Observe the learner reading six words to show mastery of the consonant sounds in combination. ii) Observe the learners' conversation about what is grown in the regions to assess their background knowledge and how they collaborate as a group. iii) Examine the learner's flowchart of food preparation to check their level of understanding and application of the basic steps in food preparation.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>5) use the future tense, countable and uncountable nouns, verbs of preference and adjectives to describe taste</p> <p>6) identify and appreciate table manners and etiquette.</p>	<p>e) In groups, pairs and individually learners write sentences using verbs in future tense, countable and uncountable nouns, verbs of preference and adjectives describing the taste of food.</p> <p>f) Role play scenario where a host invites other to eat, offers food to demonstrate table manners and etiquette.</p>	<p>iv) In written work, check the correct use of grammar required for this topic.</p> <p>v) in their role play note the creativity and innovation as they present the right way to behave at table.</p>

Guidance to the Teacher

- i) These are learners in camps and host communities who will have different types of foods with varied stages of processing them. So, it is necessary for you to understand and respect the recipes given.
- ii) Food processing involves stages from source (farm/market) to consumption and this is where the emphasis will be on this topic.
- iii) Definition of:
 - Recipe – a set of instructions telling one how to cook something or items needed.
 - Menu – a list of food that is available to be served at meals.
- iv) Use pictures to get learners to talk about food using the future tense in positive, negative and interrogative forms.
- v) Encourage the learner to use the internet and other media forms to obtain information about recipes.

TOPIC 6: Celebrations

Competency: The learner talks and writes about the different types of celebrations and writes plans, invitations and accounts.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) distinguish between different consonant sounds and sounds in combination. 2) understand oral/written extracts about different types of celebrations 3) plan celebrations and understand the plan of other people. 4) use appropriate register for different celebrations. 5) use possessive pronouns, adverbs and 	<p>Ask the learner to:</p> <ol style="list-style-type: none"> a) Practise producing affricate consonant sounds /ʃ/ as in short; /s/ as in salt; /dʒ/ as in judge; /ʒ/ as in leisure; /tʃ/ as in church; /θ/ as thank; and /r/ as in rate). b) Study extracts and discuss in groups and individually the different types of celebrations. E.g. weddings, birthdays and graduations. c) In groups and pairs, plan for a chosen celebration and assign roles to each individual. d) As a whole class, brainstorm on words related to celebrations and use them appropriately. e) In groups, pairs and individually learner, sentences; both in present and past simple tenses using the possessive 	<ol style="list-style-type: none"> i) Observe the learner pronounces different words having the target consonant sounds. ii) Ask the learner to summarise an extract of a given celebration. iii) In a discussion assess the merit of learners' contributions as they share information about celebrations, work cooperatively to assign the celebration job roles or complete

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>passive voice of verbs.</p> <p>6) distinguish between the use of past simple and present simple tenses.</p> <p>7) write logically using conjunctions.</p> <p>8) understand the speeches made at different celebrations.</p>	<p>pronouns, the passive voice and adverbs.</p> <p>f) In groups and individually join sentences using:</p> <ul style="list-style-type: none"> - ‘...as...as...’ - ‘More...or... less...’ - ‘...and...’ - ‘...also...’ <p>g) In groups and individually write and present speeches for different celebrations using appropriate language.</p>	<p>a flow chart and explain their work to the whole class.</p> <p>iv) While writing and delivering celebration speeches, note the learner’s correct use of language. i.e. tone and tense to match the occasion.</p>

Guidance to the Teacher

- i) It is necessary for you to respond with respect to the varied forms of celebrations that those in camps and host communities may give.
- ii) When teaching consonants sounds, you should focus on the problematic and specific to your learners’ mother tongue.
- iii) You should guide learners on the correct format of the invitation letter
- iv) Encourage the learner to relate to specific celebrations with appropriate tenses and adverbs using the present and past tense.
- v) Encourage the learner to use recorded audio/video scenes/texts to guide them on the correct use of language and provide examples of speeches and planning for celebrations.
- vi) Encourage the learner to use a word processor and publishing software to prepare posters and invitations where applicable.

TOPIC 7: Travel

Competency: The learner reads and listens to information about travel and tourism, carries out simulation exercises and roleplays related to travel.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>i) distinguish between consonant sounds and sounds in combination.</p> <p>ii) know about travel and means of transport.</p> <p>iii) understand information on travel.</p> <p>iv) use appropriate language related to travel.</p> <p>v) appropriately use adverbs and adjectives related to travel.</p>	<p>Ask the learner to:</p> <p>a) Practise the production of consonant sounds and sounds in combination (/p/ as in puppy; /b/ as in bubble; /g/ as in google; /k/ as in kraal; and /l/ as in lily).</p> <p>b) List means of transport and discuss their suitability for different journeys.</p> <p>c) In groups and pairs read a variety of instructions given to travellers and test each other's understanding of them.</p> <p>d) In roleplays, act out one journey within Uganda and another abroad using appropriate vocabulary.</p> <p>e) Refer to the distances and times of the journeys given</p>	<p>1) Give learners items to write from a short dictation having words with problematic consonant sounds.</p> <p>2) In a listening activity assess the learner's understanding and ability to follow the details in travel as instructed.</p> <p>3) In a role play observe the learner's creativity, innovation and communication skills. Note how well they give and respond to instruction using the correct</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
vi) comprehend travel instructions given orally and in writing. vii) use real and unreal conditional sentences.	and use adjectives and adverbs to describe distance, length of journeys and any difficulties in both oral and written work. f) Role play giving instructions to travellers who do not understand and need more explanation about their travel arrangements using conditional statements.	vocabulary related to travel. 4) Assess the learner’s ability to write correct sentences demonstrating the use of conditional sentences. 5) Assess the learner as they listen, read and respond to instructions given to travellers.

Guidance to the Teacher

- i) These learners in camps and host communities may have had various forms of travelling, so it is important that you technically respond to their contributions.
- ii) This is a very interesting topic where learner’s experiences should be called upon in all lessons.
- iii) You should widen the scope of problematic sounds according to the local/mother tongue language interference.
- iv) You need to identify and select texts that contain vocabulary related to travel.
- v) You are reminded that adequate preparation is very essential for effective teaching; prepare in time to have items like a template for a formal letter.
- vi) Encourage the learner to use ICTs in obtaining information related to travel.

TOPIC 8: Tourism and Giving Directions

Competency: The learner gives and follows directions to a given tourist site, researches, reads and talks about the importance of tourism.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>i) understand a variety of materials and information about tourism.</p> <p>ii) understand the language of giving directions.</p> <p>iii) Use descriptive and compound words.</p> <p>iv) Use verbs and preposition appropriately.</p>	<p>Ask the learner to:</p> <p>a) Read and analyse local and international tourist websites, guide books for travellers/walkers and advertisements for holidays.</p> <p>b) Make note of the types of information provided to tourists for different types of holidays: - general site-seeing, sun and sand, special interests (winery, adventure, sport and music)</p> <p>c) Describe an ideal holiday and the special information required to choose it, using descriptive and compound words.</p> <p>d) Write and display real directions to actual tourists' sites using verbs and prepositions.</p> <p>e) Choose a region or specific place of interest to tourists anywhere in the world and write publicity materials (leaflets, posters,</p>	<p>1) When reading and assessing tourists' websites, assess the learner's ability to find relevant and specific information and identify the language used in giving directions</p> <p>2) In role plays, note a learner's creativity and problem-solving skills as they give and follow directions to overcome the</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>v) Use language to promote tourism.</p> <p>vi) Use adjectives and relative clauses.</p>	<p>advertisements) that include caption photos of notable natural and man-made features.</p> <p>f) Use colourful adjectives and appropriate relative clauses to enhance the desirability of visiting these tourist sites.</p> <p>g) Listen to and follow directions to specific places on the school compound.</p> <p>h) Role-play guiding visitors to and around a tourist site/school.</p>	<p>differences between their planned and actual trip.</p> <p>3) In learner’s tourist publicity products look for creativity, accurate use of facts, ability to describe and use grammar for tourism and giving directions.</p>

Guidance to the Teacher

- i) The learners in camps and host communities may need guidance to different tourist attraction sites and they will need a lot practice in giving directions.
- ii) You need to get adequate information on tourist attraction sites in the community around the school.
- iii) Engage learners in practical activities involving giving directions around their community.

TOPIC 9: Leisure

Competency: The learner reads and talks about leisure and discusses how to use their free time profitably.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) understand the importance of leisure. 2) use prepositions and adverbs of time and place. 3) understand written texts about leisure. 4) know the general principle of summary writing. 5) use phrases that express obligation and permission. 6) know the difference between giving 	<p>Ask learners to:</p> <ol style="list-style-type: none"> a) In plenary, brainstorm the importance of leisure time and how it is spent. b) In role plays, ask and answer questions about leisure using adverbs of time and place. c) Read texts about leisure and respond to tasks. d) Individually, learners list the different ways of spending leisure time. e) Read and write summaries on articles from the media about leisure. f) Orally present summaries on texts about leisure. g) Write letters to friends advising them on what to do and what not to 	<ol style="list-style-type: none"> 1) Assess the learner's use of language and grammar in both their verbal and written work. 2) When learners are working in groups or pair discussions, observe their communication skills and how they cooperate with others by listening attentively and responding politely. 3) After reading, note the learner's overall comprehension, ability to find specific information and the accuracy of any summary report either verbal or written.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>instructions and advice.</p> <p>7) keep to a time limit in speeches.</p> <p>8) use possessive, reflexive pronouns and noun phrase modifiers.</p> <p>9) respond to negative questions and statements politely.</p>	<p>do during leisure and why.</p> <p>h) Learners give presentations within set time limits on given topics.</p> <p>i) As a class brainstorm phrases on obligation and permission and review possessive and reflexive pronouns, noun phrase modifiers and how to respond to negative questions/statements politely.</p>	<p>4) In written work assess the learner's creativity and use of the language aspects for leisure (giving instruction vs giving advice)</p> <p>5) In timed speeches, assess the learner's skills in calculating how long their speech will take and making any adjustments so that it fits within the time limit.</p>

Guidance to the Teacher

- i) These learners in camps and host communities may have varied forms of leisure activities which you will have to respect.
- ii) Talk about challenges of not profitably spending free time and how to meet such challenges.
- iii) Use available sources to collect a variety of leisure activities in the world.
- iv) Encourage the learner to use the internet and other media to research about leisure activities.
- v) Use an on-line translator/dictionary to develop vocabulary and pronunciation.
- vi) Caution the learner against socially unacceptable leisure activities.

LEVEL TWO

TOPIC 1: Relationship and Emotions

Competency: The learner describes relationships with different people and understands/learns language to express their emotions.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) use the correct intonation and stress in speech. 2) know different types of relationships within the family. 3) comprehend and appreciate a variety of texts related to emotions and relationships. 4) make logical and complete statements about relationships and emotions 	<p>Ask the learners to:</p> <ol style="list-style-type: none"> a) Listen and respond to statements according to the intonations and stress used b) In pairs describe the relationships between family members going back to grandparents and beyond. c) Read texts related to relationships and emotions silently and respond to tasks. d) Compose and write poems, essays or letters about relationships and emotions e) In groups and individually make and write sentences in the future continuous tense 	<ol style="list-style-type: none"> i) When the learner is making oral statements assess their ability to make proper intonation and stress basing on the emotions. ii) Listen attentively and critically observe the non-verbal used as the learner talks about family and other relationships with their ability to express emotions. iii) Assess the learner's understanding of texts on relationships and emotions and their

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>both orally and in writing.</p> <p>5) use continuous tense and superlative form of adjectives, adverbs and relative pronouns.</p> <p>6) know and appreciate different types of relationships and emotions.</p> <p>7) know the consequences of some relationships such as between members of the opposite sex.</p> <p>8) use the relative pronouns (whose).</p> <p>9) use first/real conditional if...+future tense.</p>	<p>using the superlative forms of adjectives, adverbs and relative pronouns.</p> <p>f) In groups and pairs discuss other relationships which they are familiar with and emotions associated with such relationships.</p> <p>g) Discuss how factors such as culture, sex, age and religion can affect relationships.</p> <p>h) Compare relationships by identifying which person is referred to using the relative pronoun 'whose'. E.g. The Person whose mother became an MP graduated yesterday/ Abong whose brother taught us English has also become a teacher.</p> <p>i) Use conditional sentences in roleplay. E.g. If my good friend</p>	<p>ability to describe, compare and summarise what they have read.</p> <p>iv) In role plays observe the learner's critical thinking and problem-solving skills on relationships noting if it is based on their reading and discussion.</p> <p>v) During debate, observe how the learner draws on personal experience to make their points and their ability to summarise and draw conclusions from the topic.</p> <p>vi) Note the learner's critical thinking and problem-solving skills as they discuss</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
10) use phrasal verbs and result clauses in speaking and writing. 11) express opinions based on personal experiences.	comes early enough, we shall go to the Cinema. j) In groups, pairs and individually, use phrasal verbs and result clauses in speaking and writing. E.g. She told me to shut up or else we could fight. k) In groups and pairs debate a relationship issue/topic bringing out ideas that are based on personal experiences.	what can go wrong with relationships and how to resolve it.

Guidance to the Teacher

- i) These learners in camps may have various experiences, so it is imperative that you apply empathy as they talk about their relationships, so as not to hurt their emotions.
- ii) Find and use texts that express positive relationships and emotions.
- iii) Encourage learners to use language that is positive to express their feelings towards others.
- iv) Encourage the learners to use internet and other media forms to access information on healthy relationships and emotions.
- v) Encourage the learner to use a word processor to prepare activities and assignments where feasible.

TOPIC 2: School Clubs

Competency: The learner names the clubs that can be formed in schools and discusses the importance, objectives and different roles, and writes about specific purposes in the business operations of clubs.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) understand information about different clubs, club meetings (agenda, attendance, minutes resolutions) and make notes. 2) know how to use persuasive language. 3) use vocabulary 	<p>Ask learners to:</p> <ol style="list-style-type: none"> a) Listen to what a school resource person says in a presentation about school clubs and take note of the main points. b) Discuss which sounds are appealing and why; list clubs not available and why they are desirable. c) Prepare as many written points as possible in order to persuade another student to join the club using transitive and intransitive verbs in their writings. d) In a role play, persuade each other to join a school club. e) Carry out research to find and use vocabulary related to school clubs. f) Secure examples of club documents (which include an agenda, attendance list, minutes of the meeting, resolutions) and 	<ol style="list-style-type: none"> i) Check the notes that the learner makes after listening to a presentation for comprehension and specific details. ii) Assess the learner’s imagination and use of persuasive language as they prepare and deliver points to encourage another student to join a club. Note how they change their ‘pitch’ after

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>related to clubs.</p> <p>4) know the importance of different school clubs.</p> <p>5) know how to take notes and write minutes.</p> <p>6) know some common idioms, metaphors and similes.</p> <p>7) write formal letters.</p>	<p>discuss the different formats and use of language.</p> <p>g) Imagine a reason for an important meeting of a particular club (e.g. to elect a new chairman, discuss rule-breaking or misbehaviour). Write an agenda for this meeting then imagine what was discussed and write up imaginary minutes.</p> <p>h) Individually look up the definition of a simile, metaphor and idiom. Write practice sentences where these language effects are applied. E.g. in the description of roles played by student club leaders.</p> <p>i) Practise how to use common idiomatic expressions related to fitness and enjoyment. (For example, set the ball rolling, don't shift goal posts, whistle-blower, as sweet as honey, as cold as ice. lion's share.)</p> <p>j) In groups design posters and in the poster headlines, use some common idioms related to the club activity.</p>	<p>receiving feedback.</p> <p>iii) In formal letter writing, check for the correct use of polite business-like language.</p> <p>iv) When creating an imaginary agenda and minutes for a club, check the learner's use of the correct format and language for these minutes and their use of imagination.</p> <p>v) In group poster design work, observe their cooperation and communication skills, use of the</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	<p>k) Discuss the different kinds of language used in different situations giving examples of when informal language like slang and jargons are used and when formal language is required.</p> <p>l) Write a formal letter to the headteacher requesting for funds to support new or additional club activities.</p> <p>m) Review how to write a formal/business letter.</p> <p>n) Write a poem using both formal and informal languages.</p>	<p>grammar or this task and ability to write persuasively in the context of paucity materials.</p>

Guidance to the Teacher

- i) The learners in camps and host communities need to form and engage in different school clubs as a way of building relationships and a sense of belonging, develop social and leadership skills and avoid distressing idleness.
- ii) Encourage the learners to identify a club at school or in the community which they can belong to.
- iii) Give reasons why it is healthy to belong to a club as a hobby or as therapy to let off the stress, a way of building relationship and as a sense of belonging.
- iv) Encourage learners to use their experiences with school clubs or clubs outside school.
- v) Encourage the learner to use publishing software to design advertisements.

TOPIC 3: Media

Competency: The learner listens to broadcast news, talks, discusses, and reads printed media to extract information for writing materials for different media.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) know different media forms. 2) understand spoken and written information and points of view in broadcast information. 3) respond appropriately to news items showing awareness of potential biases. 4) apply the correct language in speech and writing. 5) know how to write for 	<p>Ask the learner to:</p> <ol style="list-style-type: none"> a) List all the different types of media they can think of. b) Listen to a text and mention/list main points/issues talked about. c) Listen to a recorded news bulletin/video clips and note how the stories were presented, language used, who was interviewed, what included or excluded. d) Role play a phone-in/radio talk show on a given topic and discuss the points raised. e) Draft news reports/articles on a range of topics for the media by applying correct language structures. 	<ol style="list-style-type: none"> i) Observe the learner's discussions and how well they are able to think critically about how news stories are presented and how they communicate their own opinions in reaction to the discussions in the media. ii) In role-plays, note learner's creativity and innovation in their role and how it shows their understanding of the medium they are working in. iii) Note the learner's ability to identify the similarities and differences in the presentation of a similar news story in a variety of different media. iv) In written articles, check the learner's use

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>different media.</p> <p>6) apply the forms of tenses of regular and irregular verbs in speech and writing.</p> <p>7) know traditional/historical forms of news transmission. e.g. radios, newspapers, television.</p> <p>8) use adverbial phrases.</p>	<p>f) Improve written drafts by using regular and irregular verbs. E.g. broadcast, read. cite, beat</p> <p>g) Research/identify and present information about the historical forms of news transmission before the advent of electronic media and newspapers.</p> <p>h) Use adverbial phrases when describing events in a newspaper or magazine.</p>	<p>of the appropriate language and layout for each different type of media and their use of the required grammar for the activity.</p> <p>v) In their research activity, look for relevance and breadth of information, communicated clearly and chronologically.</p> <p>vi) Assess the learner's ability to construct grammatically correct sentences using: adverbs and the past forms of the irregular verbs.</p>

Guidance to the Teacher

- i) The learners in camps and host communities may not have access to some modern media, so it is necessary for you to outsource for effective teaching and learning.
- ii) Get an example of a newspaper article as a sample for the class.
- iii) You should expose them to different types of media, namely electronic and print media.
- iv) Encourage the learner to prepare class presentations for discussion.
- v) Encourage the learner to use the internet and other available media to research about media-related issues.
- vi) Use texts/recorded audio/video news bulletins for class discussions.

TOPIC 4: Identity Crisis

Competency: The learner develops self-esteem, and appreciates positively who they are based on the cultural background and personal qualities and celebrates the personal uniqueness and that of others.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) appreciate why people have failed to fit in a group/community. 2) know things they like or do not like about themselves, their culture, community, country and/or background. 3) use phrases/structures in comparing and contrasting situations. 4) use punctuation marks such as quotation marks, 	<p>Ask learners to:</p> <ol style="list-style-type: none"> a) In groups, pairs and individually, listen to a story of a person who has failed to fit into a group/community and list down the main points. b) List things they like or dislike about themselves, their culture, community, country and background. c) Discuss the similarities and differences between experiences and feelings in the group using language phrases and structures that aid comparison and contrast. E.g.: Whereas Banyankole like cattle rearing the Baganda treasure coffee growing; Much as Uganda is a 	<ol style="list-style-type: none"> i) Observe the learner's ability to understand the experiences of others and to empathise with their situations. ii) Note the learner's capacity to think critically about their own strengths, weaknesses, likes and dislikes. Observe the clarity of communication with others and tactfulness in

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>apostrophe, hyphen and exclamation marks correctly.</p> <p>5) write compositions that praise or give information about others/different situations.</p> <p>6) appreciate both the good and bad things that are happening in their life.</p> <p>7) identify non-verbal communication features used by different people in different situations.</p> <p>8) know how to express opinions related to</p>	<p>multilingual society there is evidence of unity among the citizenry.</p> <p>d) Write essays or texts using appropriate punctuation marks i.e. quotation marks, apostrophe, hyphen and exclamation marks.</p> <p>e) Write compositions about the good things in their culture while encouraging their friends not to leave the country.</p> <p>f) Having read and listened to the experiences of others, write a paragraph appreciating and evaluating their own life experiences.</p> <p>g) In the roleplays observe each other's non-verbal communication and discuss how body language and facial expressions were used to convey meaning and attitude.</p>	<p>dealing with sensitive matters.</p> <p>iii) In roleplay, assess the learner's creativity and innovation while responding to strong views without being offensive. Assess their understanding of the role of non-verbal means of communication</p> <p>iv) In formal and informal writing, check for the correct use of grammar and punctuation for this topic and</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
situations leading to identity crisis.	h) Write a poem or an essay expressing opinions related to situations leading to identity crisis.	the use of appropriate language forms.

Guidance to the Teacher

- i) Learners in the camps and host communities may now be having challenges with growing up. It is therefore necessary for you to take note of their contributions and guide them appropriately.
- ii) Encourage learners, using poems, songs and dances to appreciate their identity and those of other people.
- iii) Take note of the fact that identity is not only limited to culture but includes who you are in a group/community/institution and others.
- iv) Ask learners to mention and discuss the different symbols related to identification such as flags, totems, dressings, uniforms, language, tattoos.
- v) Encourage the learner to use the internet and other media for searching for the relevant information.

TOPIC 5: Globalisation

Competency: The learner understands and appreciates the concept of globalisation and expresses opinions on texts of various kinds.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) understand the definition of the term ‘globalisation’. 2) understand and respond to oral and written texts on globalisation. 3) correctly use transitive, intransitive verbs and reflexive pronouns. 4) write imaginatively. 5) know where common imports come from. 	<p>Ask learners to:</p> <ol style="list-style-type: none"> a) Listen to information about globalisation and respond to tasks. b) In groups, discuss and research on the concept of globalisation. c) Read and discuss texts written about globalisation and give reasons why they agree/disagree with the standpoint of the writer. d) Use transitive and intransitive verbs with reflexive pronouns in their reports to show understanding of their use. 	<ol style="list-style-type: none"> i) Listen to the learner’s contributions to discussions about globalisation to assess their understanding of what they have heard and read, and note their critical thinking on the topic. ii) Check for the learner’s cooperation in contributing to group research results. iii) In assessing the effects of globalisation on other countries and their own, note the learner’s

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>6) understand texts about life, industrial conditions and practices in Uganda and other countries.</p> <p>7) write a research report.</p> <p>8) appreciate different environments.</p> <p>9) recognise types of pollution.</p> <p>10) suggest solutions to problems.</p>	<p>e) Compose a piece of creative writing imagining life in another country they wish to live in.</p> <p>f) Write a research report about where imports such as cars, computers, cell phones and clothes come from and present them to the whole class.</p> <p>g) Respond to texts about how industrial/economic conditions and practices in Uganda affect ordinary lives, giving their views on globalisation in relation to the information given by the writers.</p> <p>h) Suggest ways of improving any unsatisfactory conditions in Uganda in light of what has been</p>	<p>understanding of the economic factors and their empathy for other people's situations.</p> <p>iv) In the learner's research reports, look for sound observations, a solid introduction, body and strong conclusion, with a logical progression of the ideas supported by evidence.</p> <p>v) Assess their ability to construct at least 10 correct sentences using the transitive and intransitive verb in the future tense form.</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	<p>learnt about the country's economic position in the world and organisation trends.</p> <p>i) Write down types of environments in which they operate, e.g. social, physical and cultural.</p> <p>j) Read text about types of pollution and write a poem suggesting solutions to stop pollution.</p>	<p>vi) Assess their creativity in the piece of writing about the life they would like to lead in another country using correct paragraphing and punctuation marks.</p> <p>vii) When looking at the poem, assess the learner's poetic skills, theme and language use in addressing environmental pollution.</p>

Guidance to the Teacher

- i) Staying in settlement camps is an ideal example of globalisation, so you should use all available situations to elaborate the vocabulary.
- ii) Encourage the learners to consult their Geography teachers/ the internet and other forms of media to get more information about globalisation, environment and pollution.

TOPIC 6: Patriotism

Competency: The learner defines the concept of patriotism, identifies, talks and reads about tenets of patriotism; appreciates their country and discusses how it can be developed/improved.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
1) The learner should be able to: 2) relate intonation, rhythm and stress to meaning. 3) understand texts about patriotism. 4) know vocabulary related to patriotism. 5) understand patriotic symbols. 6) express patriotic feelings.	Ask the learner to: a) Recite poems about patriotism bringing out intonation, rhythm and stress meaningfully. b) Compose and present essays about patriotism. c) Construct sentences using vocabulary related to patriotism and expressing their own patriotic feelings. d) Explain the official symbols of their region and the nation. e) Discuss and list unofficial symbols that they use to bring out their patriotic feelings. E.g. in sports, art and media f) Write guided compositions/articles on patriotism in past perfect,	1) Assess the learner's ability to bring out intonation, rhythm and stress when reciting a poem. 2) Observe the learner's ability to find and use vocabulary related patriotism 3) Assess the learner's knowledge of patriotic symbols and what they refer to, and their creativity in using words and symbols to make a log that depicts patriotism. 4) In written work look for moving expressions of patriotic feelings, sound reasoning, creative and persuasive

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>7) use past perfect, past perfect continuous and past simple tenses.</p> <p>8) use indirect speech.</p> <p>9) use adverbs of degree</p> <p>10) know what people should do to demonstrate patriotism.</p>	<p>past continuous and past simple tenses.</p> <p>g) Practice rewriting sentences in indirect and direct speech.</p> <p>h) In groups discuss differences between Ugandan patriotism and that of other countries using adverbs of degree for comparison. E.g. All countries strongly believe in their sovereignty.</p> <p>i) Look at and discuss photos that show a variety of types of patriotic and unpatriotic behaviour.</p>	<p>language and use of grammar required for this topic.</p> <p>5) In discussions after reading, listen for correct references and quotations from the learner's reading and their critical appreciation of similarities and differences in patriotic expression between other countries and their own.</p>

Guidance to the Teacher

- i) Though lack of patriotism could be one of the causes for these to be in settlement camps, you need to handle it with care so as not to hurt their feelings and emotions.
- ii) Learners may be encouraged to form and join patriotic clubs in schools or in the community.
- iii) You may consult the teacher of History or the one in charge of patriotism to provide the relevant information on the topic.
- iv) Encourage the learner to use the internet and other media forms to research on government and other patriotic organisations and symbols of patriotism.

TOPIC 7: Choosing a Career

Competency: The learner discusses available opportunities for them to choose a career, understands the requirements for various career options.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
1) The learner should be able to: 2) know various careers and their values. 3) understand requirements for specific careers. 4) use appropriate vocabulary related to careers. 5) make a business plan. 6) write a full curriculum vitae (cv).	Ask the learner to: a) In groups or pairs brainstorm various careers. b) Listen to a talk about career choice and write notes. c) Conduct dialogues on career choices. d) In groups, pairs and individually, write sentences using vocabulary related to careers. e) Read advice and instructions about how to write a simple business plan and extract the main requirements. f) Research various styles and types of curriculum vitae in particular, one that will suit one's top choice of career and its industry.	i) assess the learner's ability to extract career information from others by asking clear questions. ii) in curriculum vitae, check for its applicability to the target industry and use of formal and persuasive language. iii) check the learner's ability to draft job application letters in order to answer the requirements of a recruitment advertisement, using the correct format and language.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>7) know the different types of higher education institutions available in the country.</p> <p>8) understand gender-bias/stereotyped attitudes in choices of what to study.</p> <p>9) use declarative statements.</p> <p>10) use standard or conventional formats to write advertisements and</p>	<p>g) Read information from advertisements, websites and prospectuses about further or higher education and identify the types of higher education in Uganda.</p> <p>h) Discuss and create a list of gender-bias statements to share with the class. E.g. Boys should become doctors, engineers or lawyers and girls should study nursing, teaching or secretarial work.</p> <p>i) Write about an experience of gender-bias in terms of courses of study using the past tense and give opinions in declarative statements as to why the relevant person in the story had the given bias and it felt to be treated this way.</p> <p>j) Write an advertisement for a job that interests them using standard formats,</p>	<p>iv) in role plays, assess the learner's problem-solving abilities as they answer difficult interview questions and they apply what they know that makes a good interview.</p> <p>v) observe the learner's contribution when discussing the dress code behaviour in a job interview.</p> <p>vi) observe the learner's aptitude when identifying types of institutions, choosing one that interests them and giving sound reasons in writing for their choice.</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
abbreviation s. 11) fill in forms/questionnaires to apply for jobs. 12) present themselves for job interviews.	expressions and abbreviations. k) Find a job application form for a preferred job and follow the instructions correctly to fill it in. l) As a class roleplay how to present oneself for an interview and discuss strengths and weaknesses for various actors.	vii) note the learner's critical thinking when identifying and encountering statements of gender bias. assess their ability to analyse a personal experience of bias, think of its causes and describe its effects.

Guidance to the Teacher

- i) Learners in camps and host communities may not have the opportunity to go for further studies. So, you will have to use this topic to guide them in career choices.
- ii) You should encourage learners to talk/discuss freely about careers
- iii) You may need to use audio and video recording on careers
- iv) You should prepare the role play in advance
- v) Engage resource persons on career guidance to provide you with the information required.
- vi) Encourage the learner to use the internet and other forms of media when searching for information related to this topic.

TOPIC 8: Leadership

Competency: The learner participates freely in discussions about leadership in different settings.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) understand information from recorded/non recorded speeches. 2) know the procedure used to address an audience. 3) appreciate the qualities of a good leader. 4) understand a variety of texts on leadership. 5) know different leadership styles. 	<p>Ask the learners to:</p> <ol style="list-style-type: none"> a) Listen (in groups, pairs and individually) to and analyse recorded and live speeches. b) Write- in groups and individually the procedure/protocol to be followed to address a given audience. c) Brainstorm the qualities of a good leader. d) Read given texts and respond to the tasks appropriately e) Write about which leaders they find most inspiring and why using adjectives and adverbs in comparative forms. f) Demonstrate a correct usage of vocabulary and 	<ol style="list-style-type: none"> i) Observe the learner’s ability to analyse a recorded or a live speech. ii) Assess the learner’s ability to write logically when design the procedure/protocol to be followed to address the audience. iii) Note the learner’s ability to use their critical thinking when determining the best qualities of a leader.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>6) use adjectives and adverbs in comparative forms.</p> <p>7) use appropriate vocabulary and structures to communicate.</p> <p>8) know how to write and read a formal speech.</p> <p>9) know the order of adjectives in sentences.</p> <p>10) use intensifiers with adjectives.</p> <p>11) know the procedure of a leadership campaign.</p>	<p>structures related to leadership.</p> <p>g) Draft and present speeches that inform the electorate about the character, experience and policies of a candidate and what they intend to do to improve various aspects of school life.</p> <p>h) When describing candidates use adjectives in the correct order.</p> <p>i) Write and design posters, fliers and other campaign materials using intensifiers with adjectives for emphasise. E.g. I will make a dynamic young leader suitable for this school.</p> <p>j) Create a flowchart showing the stages of a mock campaign at school level. (Appoint election committee, candidate applications, manifestos,</p>	<p>iv) Observe the learner's ability to use their critical thinking about styles of leadership.</p> <p>v) In drafting and editing of speeches, look for the learner's use of adjectives and adverbs in comparative forms.</p> <p>vi) Assess the learner's use of correct vocabulary and structures in line with leadership.</p> <p>vii) Look for the learner's creativity and the use of ICT and language employed for impact and persuasion.</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
12) present themselves as a candidate for leadership.	<p>publicity speeches, voting, and others)</p> <p>k) Stage a mock campaign for head prefect or any other school leadership office following the steps in the flowchart.</p>	

Guidance to the Teacher

- i) The learners in settlement camps and host communities need a lot of guidance on leadership. So, you need to engage them as much as possible while calling on their leadership experiences.
- ii) Let learners talk about the leaders in their community or school and identify the attributes which make them outstanding.
- iii) In the role play ensure that the learners use the language appropriately using some of the learnt structures.
- iv) Encourage the learner to use the internet and other media forms to research about leadership.

TOPIC 9: Integrity

Competency: The learner identifies behaviour that demonstrates honesty and integrity and appreciates the qualities for self.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) know the silent letters in pronunciation of English words. 2) understand recorded speeches related to integrity in personal and public life. 3) appreciate the importance of integrity in the community. 4) summarise opinions. 5) identify examples of honesty/disho 	<p>Ask the learner to:</p> <ol style="list-style-type: none"> a) Practise -in groups, pairs and individually, pronouncing words with silent letters, for example (h)onesty, (k)nowledge, ei(gh)t, hei(gh)t. b) Listen to recorded speeches about integrity in personal and public life and make notes. c) Discuss honesty and dishonesty in the community citing examples from their own experiences. d) Listen to or read opinions given about integrity in the community and write a summary. 	<ol style="list-style-type: none"> i) Observe the learner’s ability to identify and pronounce words with silent letters ii) Assess the learner’s ability to understand spoken and written extracts, discuss what they have heard and read with accuracy and insight and think critically so as to report their findings both verbal and in written form. iii) Note the learner’s ability to formulate clear opinions and provide evidence from their reading and research.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>6) understand and appropriately respond to extracts about integrity.</p> <p>7) know the past perfect tense of verbs in conditional statements.</p> <p>8) know different forms of corruption.</p> <p>9) use appropriate vocabulary related to corruption.</p> <p>10) use connectives and interrogative clauses.</p>	<p>e) In groups, read and respond to various extracts from newspaper articles and other media about the integrity of public figures.</p> <p>f) in groups and pairs, write conditional sentences in the past perfect tense.</p> <p>g) In groups share their own opinions about anti-corruption using the related vocabulary.</p> <p>h) Respond to the media articles on anti-corruption using connectives and interrogative clauses. E.g.: Teachers together with students should actively be engaged in anti-corruption campaigns; Why is it that public officers engage in the embezzlement of public funds?</p>	<p>iv) Observe the learner’s ability to think critically, incorporate new learning into their opinions and use new vocabulary required in anti-corruption</p> <p>v) When devising a survey look for the learner’ ability to devise relevant and stimulating questions and ability to write a report using appropriate language and format.</p>

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
11) carry out an attitudinal survey.	i) In groups, seek opinions through a survey on how corruption can be eradicated in the community and country.	

Guidance to the Teacher

- i) Integrity cuts across all forms of communities and so learners in camps and host communities need to be fully engaged in coming up with positive integrity issues.
- ii) Use recorded audio/visual messages on integrity and anti-corruption.
- iii) Encourage learners to freely share their experiences about integrity issues in their communities.
- iv) Encourage the learner to use the internet and other media forms to find more information about integrity issues.

TOPIC 10: Banking and Money

Competency: The learner acquires the language used in managing money and banking and handles different situations related to money and banking.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1) understand information related to banking and money. 2) understand and use language related to banking and money. 3) appreciate experiences related to banking and money. 4) understand dialogues related to money and banking. 	<p>Ask the learners to:</p> <ol style="list-style-type: none"> a) Listen to and read appropriate financial texts on the website for definition and specific information about banking and money. b) In addition to vocabulary learnt, investigate the common abbreviations and acronyms used in banking and make a class glossary of money and banking terms. c) Listen to and identify the main points from all accounts and dialogues about experiences with banking and money. d) Read aloud and silently, texts on banking and money and respond to tasks. 	<ol style="list-style-type: none"> i) In learning the vocabulary and practices of banking and money, observe the learner as they cooperate when building a glossary and how they communicate new concepts clearly. ii) In listening exercises, note how the learner picks up main points and get the gist of oral accounts without understanding every detail.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
5) understand texts on banking and money. 6) know the active and passive voice. 7) fill in the correct information on forms related to banking and money.	e) Make sentences in passive and active voice using vocabulary related to banking and money. f) Carry out role plays and dialogues based on their experiences with banking and money. g) Fill in typical bank forms to withdraw/deposit money or request for a loan. h) Identify and display names of currencies used in the world.	iii) Assess the learner's problem-solving skills when working out how to fill in complicated bank forms and their critical thinking.

Guidance to the Teacher

- i) Learners in settlement camps and host communities may not have had the opportunity to practically carry out banking activities. So, you need to carry out role plays as well as calling on resource persons to enable them get real life experiences with banking and money.
- ii) Collect and use appropriate texts / audios / videos related to banking and money.
- iii) Get a collection of different currencies in real form or in pictures.
- iv) Encourage the learners to use the internet and other media sources for them to access information on money and banking.

Assessment in AEP

Assessing the new expectations for learning

This curriculum sets new expectations for learning, with a shift from objectives that focus mainly on knowledge to learning outcomes 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, Generic Skills, Values, and Attitudes. This is what is referred to by the letters k, u, s, gs, 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 section focuses on knowledge, understanding skills, generic skills values and attitudes. 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.
Generic Skills	The skills that enable the learner to access and deepen learning across the whole curriculum
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. This is further explained below.

<p>Knowledge</p> <p>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.</p>	<p>Understanding</p> <p>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.</p>
<p>Skills</p> <p>Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example, a piece of writing, a picture or diagram.</p> <p>Some skills, such as speaking or a physical education skill do not have a product so need to be observed.</p>	<p>Values and Attitudes</p> <p>Values and Attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice. Some skills, such as speaking or a physical education skill do not have a product so need to be observed.</p>

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 learner 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 student comprehension, learning needs and academic progress during a lesson, unit or activity.

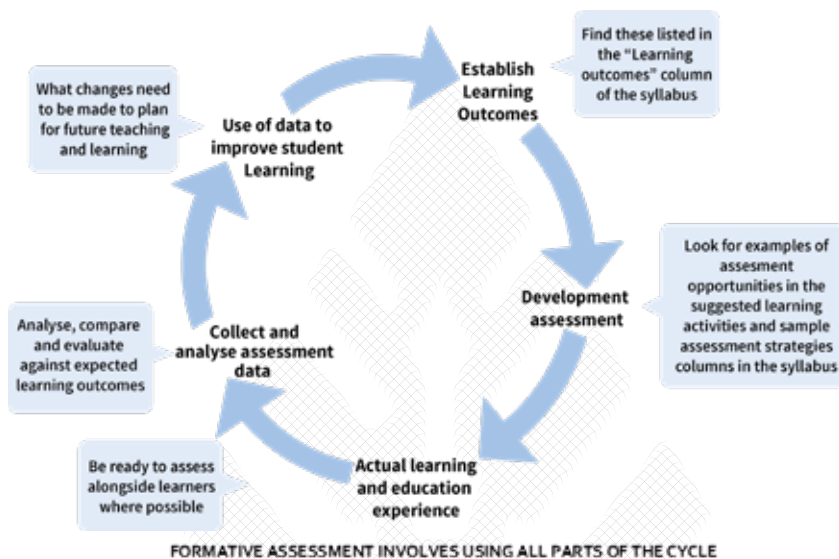
The general purpose of formative assessment is to improve learning and achievement, and to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials and academic support can be modified accordingly. Formative assessments are 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 students.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and learner's 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.

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make **some change** to the teaching and learning process. The changes that can be made include decisions about:

- i) What needs to be learnt next?
- ii) Whether an element of 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.



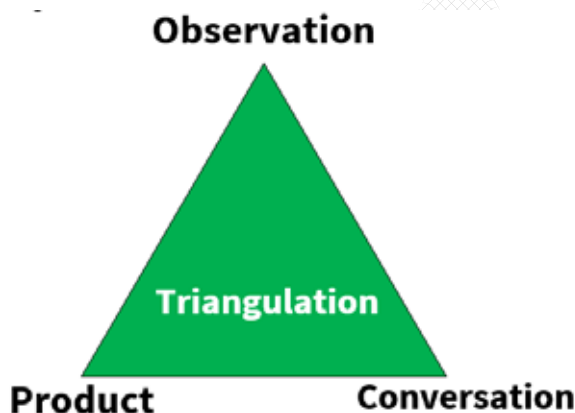
School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms and are often called:

- 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); and
- 3) **Product** – appraising the learner’s work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, graphs, 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 the 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

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

Generic Skills

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

Attitudes

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

Record Keeping

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

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

What is needed is 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 judgement about the Topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the Topic as a whole to be achieved. This will vary with the Subject and Topic.

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

Descriptor	Identifier
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 four learners.

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 C & D. It can be seen that Learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7.

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

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

English										
	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

Glossary of Key Terms

Term	Definition
Competency Syllabus	One in which learners develop the ability to apply their learning with confidence in a range of situations.
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, under-stand, 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.
KUSVA	Knowledge, Understanding, Skills, Values and Attitudes. These are the experiences which the learner will acquire in the course of learning this subject.
AEP	Abbreviation for Accelerated Education Programme.

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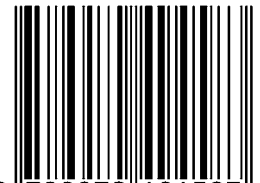
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