



THE REPUBLIC OF UGANDA  
Ministry of Education and Sports

# ADVANCED SECONDARY CURRICULUM



## LOCAL LANGUAGE FRAMEWORK SYLLABUS



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

**2025**



**ADVANCED SECONDARY  
CURRICULUM**

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**LOCAL LANGUAGE FRAMEWORK  
SYLLABUS**

**2025**



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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

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**ISBN:** 978-9970-675-31-9

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## FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), aligned the Advanced Level Curriculum with the competency-based Lower Secondary Curriculum (LSC) to ensure a smooth learner transition from lower secondary to advanced level.

The two-year aligned Advanced Secondary Curriculum adopted learner-centered approaches, inquiry-based, and discovery methods. The learning outcomes give the learner hands-on experiences in real-life situations while being cognizant of different learner abilities and learning styles. The syllabus focuses on assessment for learning with emphasis on criterion-referenced assessment. It further provides learners with the opportunity to enhance the 21st-century skills and values that were acquired at the lower secondary level.

This Local Language Syllabus Framework promotes the application of the communicative competence of learners to enable them to address contemporary societal needs in the best way possible. It promotes the acquisition of Higher-Order Thinking Skills (HOTS) such as inquiry, creativity and innovation, decision-making, critical thinking, and problem solving. It calls for the learners' use of learner-centred pedagogies with hands-on experience in real-life situations while acknowledging their different abilities and learning styles.

As the Minister responsible for Education, I endorse this syllabus as the official document for teaching and learning Local Language Syllabus Framework at the Advanced Level of secondary education in Uganda.



Hon. Janet Kataaha Museveni

**First Lady and Minister of Education & Sports**

## ACKNOWLEDGMENTS

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the alignment of the Advanced Level Curriculum to Lower Secondary Education in Uganda.

Our gratitude goes to the Ministry of Education and Sports for overseeing the adaptation of the curriculum, the Curriculum Task Force of the Ministry of Education and Sports for the oversight role and making timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping this curriculum.

NCDC is also grateful to Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, and professional bodies, for their input in the design and development of the Adapted A level curriculum. To all those who worked behind the scenes to finalise the adaptation process of this teaching syllabus, your efforts are invaluable.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or on the Website: [www.ncdc.go.ug](http://www.ncdc.go.ug)



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**National Curriculum Development Centre**



## 1.0 INTRODUCTION

The Advanced Secondary Curriculum has been aligned with the Lower Secondary competency-based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the Advanced Level Curriculum published in 2013, to determine whether the content is:

- i) appropriate,
- ii) high-pitched or overloaded,
- iii) covered at Lower Secondary,
- iv) obsolete and
- v) repeated in different topics or redundant.

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary, as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that is no longer necessary for today's contemporary society and the 21st century.

### 1.1. Changes in the Curriculum

The alignment of the A-Level Curriculum to that of the Lower Secondary led to changes in the pedagogies of learning from a knowledge- and objective-based, to an integrated and learner-centred competency-based approach. The adapted syllabus, therefore, is a result of rationalising, integrating, and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or are no longer critical and relevant for the current learning needs, while upgrading those that were of low competencies to match with the advanced level. The programme planner details the learning progression derived from the learning outcomes. The detailed syllabus section unfolds the learning experiences with corresponding assessment strategies.

This Local Language Syllabus Framework, designed to support the teaching and learning of **Ateso, Dhopadhola, Leb Acoli, Leblango, Luganda, Lugbarati, Lumasaaba, Lusoga, Runyankore-Rukiga and Runyoro-Rutooro**, is part of the Advanced Secondary Curriculum. The teacher is encouraged to read the whole syllabus before planning your teaching programme, since many topics have been merged, upgraded, or removed. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from the Lower Secondary Level, adapting topics and content with familiar features that are of value to the learner and society. In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads.

## 1.2. Classroom Based Assessment

This syllabus requires classroom learning to be experiential, through the suggested learning activities for the acquisition of the learning outcomes. This is the gist of a learner-centred and activity-based approach to learning, which emphasises the acquisition of required competencies. Formative assessment in Local Language Syllabus Framework will focus on the acquisition of knowledge and skills, through performance of the learning activities. The learning activities sprout from the learning outcomes, which are evidenced by acquiring and demonstrating the application of the desired skills, to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observation, conversation, and product, for the acquisition of the desired knowledge, skills, values, and attitudes. (See detailed syllabus)

## 1.3. Learners with Special Education Needs

The Adapted Secondary Curriculum empowers all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities, while maintaining high academic standards. It emphasizes creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.

## 1.4 Generic Skills

Generic skills are embedded within all subjects and are essential for learning and workforce readiness. These skills enable learners to engage with the entire curriculum effectively and prepare them for lifelong learning. These skills equip learners with the ability to adapt to change and navigate life's challenges in the 21st century.

**The key generic skills include:**

# 1

### Critical thinking and problem-solving

- i) Planning and carrying out investigations
- ii) Sorting and analysing information
- iii) Identifying problems and proposing solutions
- iv) Predicting outcomes and making reasoned decisions
- v) Evaluating different solutions

### Co-operation and Self-Directed Learning

- i) Working effectively in diverse teams
- ii) Interacting effectively with others
- iii) Taking responsibility for own learning
- iv) Working independently with persistence
- v) Managing goals and time

# 2

# 3

### Creativity and Innovation

- i) Using imaginations to explore possibilities
- ii) Working with others to generate ideas
- iii) Suggesting and developing new solutions
- iv) Experimenting with innovative alternatives
- v) Looking for patterns and making generalisation

### Communication

- i) Listening attentively and with comprehension
- ii) Talking confidently and explaining ideas/opinions clearly
- iii) Reading accurately and fluently
- iv) Writing and presenting information coherently
- v) Using a range of media to communicate ideas

# 4

# 5

### Mathematical Computation

- i) Using numbers and measurements accurately
- ii) Interpreting and interrogating mathematical data
- iii) Using mathematics to justify and support decisions

### Information and Communication Technology (ICT) Proficiency

- i) Using technology to create, manipulate and process information
- ii) Using technology to collaborate, communicate and refine work

# 6

# 7

### Diversity and Multicultural Skills

- i) Appreciate cultural diversity
- ii) Respectfully responding to people of all cultures
- iii) Respecting positive cultural practices
- iv) Appreciating ethnicity as a cradle for creativity and innovation

## 1.5. Cross-cutting Issues

These are issues that young people need to learn about, and are not confined to a particular subject but are studied across subjects. They help learners to develop an understanding of the connections between the subjects and the complexities of life as a whole. They are:

- i) environmental awareness,
- ii) health awareness,
- iii) life skills,
- iv) mixed abilities and involvement,
- v) socio-economic challenges,
- vi) citizenship and patriotism.

These are a concern to all humankind irrespective of their areas of specialty. They are infused within the learning outcomes of the different subjects.

## 1.6. Values

The curriculum is based on a clear set of values derived from the Uganda National Ethics and Values Policy of 2013 that underpin the curriculum and works of schools. Learners need to exhibit these values in their lives as citizens of Uganda.

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

These are neither taught directly in lessons nor assessed by pen and paper. However, they are incorporated into some learning outcomes and developed as learners progress.

## 1.7. Information and Communication Technology (ICT) Integration

The integration of ICTs into teaching and learning is strongly encouraged in this A-Level adapted curriculum. ICT enhances the implementation of Competency-Based Learning by fostering learner engagement, creativity, and lifelong learning. Teachers are encouraged to use technology to create interactive content, such as digital simulations and videos, to illustrate abstract or complex concepts effectively. Integrating ICT not only enhances the learning experience but also equips learners with essential digital skills for the 21st century.

ICT teachers should endeavour to assist other subject teachers in making the ICT integration process a reality. The table below shows a sample of suggested ICT tools that may be applied to given tasks.

Sample Task in the Syllabus	Suggested ICT Tool
Fieldwork	Use of cameras to take photos and record videos
Locate places on a map	Use digital maps such as Google Maps or an equivalent application.
Presentation in class	Use presentation applications or online presentation tools like Canva
Search for keywords and meanings	Use an online dictionary or search online
Make drawing/graphics	Use drawing tools like Draw.io or publishing software/Word processor
Roleplay, narrations	Use audio and video recordings
Demonstrations	Use audio/video recordings, models, simulations, or virtual labs
Analyse and present data	Use spreadsheet software or any other analytics tools
Group discussions	Mind mapping software
Search for extra reading materials	Download files from the Internet from academic Databases
Writing equations and formulae	Use equation editors like MathType
Carry out academic search/research	Use the Internet, AI models, and other academic applications like “Encarta”, “Britannica”, etc.
Collaborate with others across the world	Form learning networks with blogs, social media, emails, and videoconferencing tools like Zoom, MS Teams, Webex, Google Meet or any other networking application.

### 1.8. Projects

Projects and Project-based Learning are part of learning in the 21<sup>st</sup> century. The learner is required to carry out a project as part of the continuous assessment activity, which will contribute to End-of-Cycle Assessment. This project promotes academic research and the development of writing skills on a topic of the learner’s choice. Sample Project-Based Learning activities have been integrated into some topics. Teachers are encouraged to guide and engage learners in projects that can easily be linked to what is happening in their local environment. Some projects can best be carried out while learners are on holidays for ease in data collection. Therefore teachers are advised to explore the different topics within the syllabus to ascertain the appropriate duration that learners can carry out the possible projects. While doing this, they should align the project activities to the topic learning outcomes they are teaching.

## 1.9. The Aims of Secondary Education

The aims of secondary education in Uganda are to:

- i) Instil and promote national unity, an understanding of social and civic responsibilities, strong love and care for others, and respect for public property, as well as an appreciation of international relations and beneficial international cooperation;
- ii) Promote an appreciation and understanding of the cultural heritage of Uganda, including its languages;
- iii) Impart and promote a sense of self-discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- iv) Enable individuals to acquire and develop knowledge and an understanding of the emerging needs of society and the economy;
- v) Provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry, and their application in the context of the socio-economic development of Uganda;
- vi) Enable individuals to develop basic scientific, technological, technical, agricultural, and commercial skills required for self-employment;
- vii) Enable individuals to develop personal skills of problem-solving; information gathering and interpretation; independent reading and writing; self-improvement through learning and development of social, physical, and leadership skills such as are obtained through games, sports, societies, and clubs;
- viii) Lay the foundation for further education;
- ix) Enable the individual to apply acquired skills in solving problems of the community, and to develop a strong sense of constructive and beneficial belonging to that community;
- x) Instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities; and
- xi) Develop a positive attitude towards learning as a lifelong process.

## 1.10. Aims of the Advanced Secondary Curriculum

- a. To adopt a Competency-based Learning Approach.
- b. To develop holistic education for personal and national development based on clear-shared values.
- c. To develop key skills which are essential to work and life which eventually promotes life-long learning.
- d. To adopt an integrated approach to learning that develops the ability of learners to apply learning to real life situations.
- e. To improve on assessments by incorporating School-based Assessment into End of Cycle Assessment.
- f. To emphasise learner's participation through engagement with the community.
- g. To prepare learners for further education.

### 1.11. Rationale for Teaching Local Languages at Advanced Level

Native languages have been the greatest engine for development across the world. Uganda is a multilingual nation where indigenous languages are pivotal for individual, sub-regional as well as national growth and development. Teaching an indigenous language promotes national and cultural patriotism, hence providing avenues for peaceful co-existence in multilingual societies. Harnessing indigenous knowledge through teaching Local Languages engineers personal and national development. It enables a person to communicate socio-economic, political, scientific, and technological ideas or concepts to enhance hands-on skills, which promote sustainable development. Through the study of Local Languages, the learners are enlightened to creatively and innovatively apply interdisciplinary concepts in the simplest way possible.

### 1.12. Subject Overview

The subject areas are reorganised within linguistic and literary competences. The learner is expected to demonstrate an understanding and application of linguistic competence through mastery of Local Language orthography and grammar. A few aspects of the orthography and grammar may seem too elementary to learners who studied Local Language as a subject at Lower Secondary level, but such content has been included to cater for students who are interacting with the subject for the first time in their academic lives. Under literary competence, a learner is not only required to interpret, but also create and perform literary works to address societal challenges. The subject areas are therefore structured to holistically develop the communicative competence of learners in addressing real life problems.

### 1.13. Teaching and Learning Local Languages at Advanced Level

The first Local Language (Ugandan language) to be taught in Uganda secondary schools was Luganda from the 1950s to the present day. It was examined under the East African Examinations Council. Luganda was, and is taught right from primary to university level. This helped Luganda to rapidly develop in terms of literature and orthography. It was the only language with a teaching syllabus at the Lower Secondary then. Since its inception, Luganda has been using an examination syllabus from the Uganda National Examinations Board (UNEB) at A-Level.

Between 2006 and 2007, the National Curriculum Development Centre (NCDC) and Makerere Institute of Languages (MIL) designed an Ordinary Level Local Language Framework. Language experts from NCDC, MIL, and teachers designed a syllabus to cater for the teaching of all local languages. This was designed without any bias to any particular language.

Teachers were encouraged to be creative and manipulate the teaching of their languages with the learning areas mentioned. Language-specific issues were left at the discretion of the teachers.

After the successful implementation of the Lower Secondary Local Language Syllabus Framework, it thus became urgent that NCDC developed a Competency-based Advanced Level Syllabus Framework to cater to the teaching of Local Languages at A-level. This Syllabus is called a Framework because it is meant to cater for all the current ten (**Ateso, Dhopadhola, Leb Acoli, Leblango, Luganda, Lugbarati, Lumasaaba, Lusoga, Runyankore-Rukiga, Runyoro-Rutooro**) and any prospective Local Languages to be taught at A-level.

## 1.14. Government Policy Guidelines on Teaching and Learning Local Languages

Citations in this section are made from *The Government White Paper on Education* (1992, pp.15-17), some of which directly relate to indigenous languages.

**Section 31:** Government fully agrees with the commission that the diversity of local languages in Uganda makes it difficult for the country to achieve rapid universal and democratised education, literacy and intellectualisation of all the people, as well as the attainment of the much-needed national unity. The government has been fully aware that conflicting aims and prejudices resulting from deficient views and outlooks to life as well as narrow and selfish interests, have made it difficult for the country to develop a common national language for Uganda. This has been one of the most fundamental causes of social conflicts and economic backwardness in Uganda.

**Section 32:** Government endorses the view that in Africa; African languages should be developed as national media of communication and instruction for pedagogic, cultural, and other benefits. The government is aware of the fact that Uganda is one of those countries that are still disadvantaged by the lack of a clear and coherent policy in education and in national life. The government strongly believes that to develop a genuinely rich national culture that can achieve national unity and rapid development; Uganda's language policy in education must be centred on the emphatic and deliberate development of a national and educational language policy. This policy can contribute to the development of greater patriotism, nationalism, and Pan- Africanism among citizens, leading to increased and beneficial communication and co-operation among various ethnic groups in the country, and beyond Uganda's borders. It would also facilitate rapid achievement of permanent developmental, functional literacy, intellectualization, increased solid sense of African and international solidarity, integrated national and regional economic markets. These are badly needed for social production in support and enhancement of an independent, integrated and self-sustaining national economy; and ability to become a genuinely democratic and independent nation.



**Section 33:** The government has considered, from a scientific point of view, and with a flexible attitude, the traditional arguments concerning the ease with which children are supposed to learn when taught in their mother tongues. The government regards this issue of language and educational instruction in a much more dynamic, realistic, and progressive manner.

It has noted the capacity of many Ugandan children, particularly in the growing urban centres, where most of the good schools are located, to learn quickly and enthusiastically when they are taught in English. Even if the first time they learn English language is in schools; children at the most malleable stage of early childhood have the highest capacity and desire to learn new languages.

**Section 34:** Government is determined to prevent the development of a national language policy that is based on, and is likely to promote in society, the problems of; emotionalism, sectarianism, reactionary prejudices, and inflexibility, which is likely to hinder progress. The government has been taking a broad-minded and development-oriented approach in considering the question of a national and educational language policy. The benefits of national unity, harmony, and rapid socio-economic development in favour of the masses of people, have been regarded as the most crucial principles.

It is against the above principles, therefore, that the government considered the recommendation of the Commission that, from senior one, a student will be required to take, in addition to English and the area language, another Ugandan or foreign language. It implies that, law or policy has granted all secondary school students, like their counterparts in primary, an opportunity to study their Mother Tongue and any one other indigenous language in Uganda.

### 1.15. Time Allocation

The learners shall be engaged for ten (10) periods per week from Senior Five to Senior Six.

### 1.16. Suggested Approaches to Teaching Local Languages

The suggested approaches enhance learning and empower teachers to support learners as they prepare for assessments. This will necessitate teachers to work alongside learners to guide, direct, support, and supervise them as they progress through the teaching and learning process. These approaches include:

1. **Inquiry-Based Learning:** Learners are encouraged to investigate through research directed by their interest and solve problems through a series of questions and scenarios to enhance critical thinking, communication, and research skills.
2. **Experiential Learning:** Learners actively participate in hands-on experiences during project activities and learn by reflecting upon what they are doing which leads to the development of reflective skills.
3. **Problem and Project-Based Learning:** Learners find solutions to problems through their experience in research and projects. This leads to the development of critical thinking, social, and research skills.

4. **Case-Based Learning:** Learners refer to real-world scenarios to discuss and analyse them to enable them develop critical thinking, analytical, and research skills.
5. **Discovery Learning:** Learners construct their own knowledge through active participation, exploration, and inquiry, which encourages them to critically think, ask questions, and hypothesize through research.

### 1.17. Programme Planner

Class/Term	Topic	Sub-topic	Periods
Senior Five Term 1	1. The Local Language Orthography	1.1 Local Language Alphabet	02
		1.2 Local Language Sounds	02
		1.3 Word Boundaries	02
	2. Grammar	2.1 Nouns, Pronouns and Adjectives	04
		2.2 Verbs and Adverbs	04
		2.3 Conjunctions and Prepositions/Postpositions	04
		2.4 Punctuation Marks, Sentences, and Interjections	04
	3. Finding Information	3.1 Note-taking	04
		3.2 Note-making	04
		3.3 Summary Writing	04
	4. Prose	4.1 Expository Prose	10
		4.2 Argumentative Prose	10
	<b>Total Periods</b>		
Senior Five Term 2	5. Prose	5.1 Descriptive Prose	10
		5.2 Narrative Prose	20
	6. Poetry	6.1 The Basic Concepts of Poetry	04
		6.2 Elements of Poetry	28
	7. The Novel	7.1 Introduction to the Novel	06
		7.2 Elements of a Novel	40
<b>Total Periods</b>			<b>108</b>
Senior Five Term 3	8. Drama and Theatre	8.1 Introduction to Drama	04
		8.2 Elements of Drama	30
		8.3 Writing Drama Script	10
		8.4 Stand-up Comedy	10
	9. Poetry	9.1 Language and Style in Poetry	20
		9.2 Levels of Meaning	08
		9.3 Structure in Poetry	06
		9.4 Writing and Performing Poetry	10
<b>Total periods</b>			<b>98</b>

Class/Term	Topic	Sub-topics	Periods
<b>Senior Six Term 1</b>	1. Drama	1.1 Elements of Drama	<b>30</b>
		1.2 Performance of Drama	<b>18</b>
	2. The Novel	2.1 Elements of a Novel	<b>30</b>
		2.2 Book Review	<b>10</b>
	3. Information Transfer	3.1 Translation	<b>10</b>
		3.2 Interpretation	<b>10</b>
		<b>Total Periods</b>	<b>108</b>
<b>Senior Six Term 2</b>	4. Socio-Cultural Expressions	4.1 Oral Literature	<b>20</b>
		4.2 Cultural Practices and Values	<b>40</b>
	5. Prominent Contributors to Native Language and Culture	5.1 Biography	<b>10</b>
		5.2 Autobiography	<b>10</b>
		5.3 Contributions of Government/Non-Governmental Organisations	<b>28</b>
		<b>Total Periods</b>	<b>108</b>
<b>Senior Six Term 3</b>	6. Functional Writing	6.1 Letter Writing	<b>06</b>
		6.2 Writing for Media	<b>10</b>
		6.3 Writing and Making a Speech	<b>08</b>
		6.4 Chairing and Recording Meetings	<b>14</b>
		6.5 Writing Agreements	<b>04</b>
		6.6 Writing Programmes and Drafting Budgets	<b>08</b>
		6.7 Developing a Will	<b>04</b>
		<b>Total Periods</b>	<b>54</b>

### 1.18. Note to users:

Each topic has a competency, which is a broad statement that brings out what the learner is expected to do at the end of the topic. The competency is broken down into learning outcomes, for which suggested learning activities and sample assessment strategies are developed as represented in the three columns below.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategy
A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learned by the end of the topic. Hence each learning outcome is coded with some of these as <b>k,u,s,gs and v/a</b> for emphasis to the teacher on what to consider during the lesson.	These are hands and minds on engagements, which enable the learner to achieve the learning outcome including the generic skills and values. They are designed to enable learners to Discover, Explain, Apply and Analyse ( <b>DEAA</b> ) as they participate in knowledge construction.	Opportunities for assessment within the learning process that is, during the lesson.

The learning activities and assessment strategies in the syllabus are “suggested” and “samples” respectively and not exhaustive. The teacher is encouraged to develop more learning activities and assessment strategies that are based on the learning outcomes. In addition, a teacher is free to customise the suggested learning activities to make them suitable for their respective learning environments and for learners with Special Educational Needs (SEN).

## 2.0 DETAILED SYLLABUS

### SENIOR FIVE TERM 1

#### TOPIC 1: The Local Language Orthography

**Duration:** 06 Periods

**Competency:** The learner demonstrates an understanding of Local Language letters of the alphabet, sounds, and word boundaries by critiquing various texts for effective communication in reading and writing.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) use Local Language letters of the alphabet and sounds to write words, phrases, clauses, and sentences in contexts. (u, s, g, s)	a) Individually, learners identify Local Language letters of the alphabet and the corresponding sounds from a given text and then share in pairs. b) In pairs, learners examine English Language excerpts to sort out Local Language letters of the alphabet and order them in Local Language patterns for recitation in class. c) In groups, learners categorise the letters of the alphabet into vowels, consonants and semi-vowels then discuss the meaning of vowel, consonant and semi-vowel for class presentations. d) In groups, learners use a Local language text to discuss the changes in letter sounds at the beginning, middle, and end of words, clauses, and sentences, and then present to plenary. e) In pairs, learners discuss syllable breaks and tone markers from an excerpt provided in class. f) In groups, learners analyse the use/formation of compound words, reduplicated words, long vowels, geminates, prepositions/postpositions, and pronouns in the written text then discuss the rules governing their usage and present to plenary.	a) Use observation check-list to note down how learners are: <ul style="list-style-type: none"> <li>i) identifying letters of alphabet and the corresponding sounds</li> <li>ii) cooperating in reading the text while identifying, ordering and reciting letters of alphabet</li> <li>iii) categorising letters of the alphabet into vowels, consonants and semi-vowels.</li> </ul> b) Use inquiry-based questions to converse with learners as they: <ul style="list-style-type: none"> <li>i) discuss and evaluate possible sounds of each letter as presented in the text.</li> <li>ii) talk confidently by adjusting language, tone and expression during presentations on aspects of orthography.</li> <li>iv) Articulate local language sounds in different words, phrases and sentences.</li> </ul>

	<p>g) In groups, learners discuss supra-segmental features (stress, intonation, and tone) and their roles in words, phrases, clauses, and sentences using the text provided in class.</p>	<p>c) Evaluate learners' written products as they present aspects of orthography (letters, sounds, rules).</p> <p>d) Provide learners with score grids for peer assessment of group presentations on the use/formation of compound words, reduplicated words, long vowels, geminates, prepositions/postpositions, and pronouns in the written text and then give feedback.</p>
<p>b) produce Local Language texts using standard orthography rules. (u, s, g. s)</p>	<p>a) In pairs, learners compare the use of orthography rules in two Local Language excerpts i.e. standard orthography and non-standard orthography, and then correct the non-standard orthography text for a class presentation.</p> <p>b) In pairs, learners use a flipchart/manila card to write a paragraph of about ten lines, while observing standard orthography rules then they display their work on the wall for explanation during the gallery walk.</p> <p>c) In pairs, learners exchange their written tasks with the other pairs for peer review, and then the review team presents the findings to plenary.</p>	<p>a) Use inquiry-based questions to prompt learners as they critically read and analyse the use of orthography rules in the text.</p> <p>b) Use an observation checklist to assess learners' use of cooperation, communication skills, and logical reasoning in critiquing the text and writing a paragraph while observing orthography rules.</p> <p>c) Assess the use of orthography rules in written paragraphs for each pair and give feedback.</p>
<p><b>ICT Support</b></p> <p>The learner can use:</p> <ul style="list-style-type: none"> <li>i) recorded audio/video messages/scenes to guide them on the use of orthography.</li> <li>ii) word processors to prepare/attempt activities.</li> <li>iii) the recording devices to research letter names and sounds.</li> <li>iv) loudspeakers/sub-woofer to play recorded letter names and sounds.</li> </ul>		

## TOPIC 2: Grammar

**Duration:** 16 Periods

**Competency:** The learner analyses the grammatical structures in Local Language discourse to discover meanings in language use for effective communication.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) form nouns, pronouns and adjectives in writing texts about people, places and colours in their community. (u, s)	<p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>a) In groups, learners explore the text provided to identify words that name people and places directly, and they present their findings to plenary.</li> <li>b) In pairs, learners brainstorm the technical terms for words that name people and places directly.</li> <li>c) In groups, learners discuss the noun classes and/or types (common, proper, collective, abstract, concrete, countable, uncountable, plural, singular, regular, irregular) and their formations (where applicable), then share their findings to plenary.</li> <li>d) In groups, learners analyse the formation of different noun classes and/or types (where applicable) in given texts and present to class.</li> <li>e) In pairs, learners generate words from the different noun classes and/types and write about three paragraphs while observing noun formation processes.</li> </ul>	<p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>a) Use observation checklist to evaluate learners as they:                             <ul style="list-style-type: none"> <li>i) critically explore the text and write down nouns.</li> <li>ii) articulate Local Language sounds in different words, phrases and sentences.</li> </ul> </li> <li>b) Converse with learners using strategic questions to prompt them in eloquently discussing and presenting noun formation in texts and explaining the roles in contexts then give feedback.</li> <li>c) Evaluate the paragraphs written by learners to assess their skills in using noun formation in texts.</li> </ul>

	<p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>a) In pairs, learners explore the text provided to identify words that name people and places indirectly (pronouns) and then present in a plenary.</li> <li>b) In groups, learners analyse the types of pronouns and their roles in texts, then present their answers in class.</li> <li>c) In pairs, learners write a paragraph about people and places with a mixture of pronouns and then present in class for peer-comments.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>a) Individually, learners explore the text provided to identify words that describe people, places and colours, then note down their answers for sharing in groups.</li> <li>b) In groups, learners examine the formation and roles of adjectives in the text provided above, then present their answers in plenary.</li> <li>c) In pairs, learners generate ten descriptive words and use them in a paragraph to describe people, places and colours in their school, and then share in groups.</li> <li>d) In groups, learners present to class the descriptive paragraphs they have written about people, places and colours for comments in class.</li> </ul>	<p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>a) Observe learners as they critically explore the text and write down words that name people and places indirectly.</li> <li>b) Converse with learners using higher-order questions (how, why etc.) as they eloquently discuss and present words on the types of pronouns and their roles in texts.</li> <li>c) Evaluate the use of pronouns in learner's written work while paying attention to formation/meaning in context then give feedback.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>a) Use observation checklist to note how learners are:             <ul style="list-style-type: none"> <li>i) Cooperating, using critical thinking and problem solving in exploring the text.</li> <li>ii) Identifying and writing down adjectives, then explain their formation and roles in the texts.</li> </ul> </li> <li>b) Converse with learners using higher-order questions as they discuss and present formation and roles of adjectives in the texts.</li> <li>c) Provide score grid for learners to peer-assess their presentations on the descriptive paragraphs which they have written and give feedback.</li> </ul>
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<p>b) form verbs and adverbs in writing passages about transport and communication in their community. (u, s, g. s)</p>	<p><b>Verbs</b></p> <p>a) In pairs, learners explore the text provided to identify doing words and state-of-being words (verbs), then present their findings to plenary.</p> <p>b) In groups, learners examine the formation and roles of verbs in the text provided above, then present their answers to plenary.</p> <p>c) In groups, learners analyse another excerpt and discuss the use of past, present and future tense forms of the verbs, then present to class.</p> <p>d) Individually, learners write two or three paragraphs about transport and communication in their community using appropriate verbs and then submit them for assessment.</p> <p><b>Adverbs</b></p> <p>a) In pairs, learners identify words that add more meaning to verbs, adverbs and adjectives by exploring a text on transport and communication.</p> <p>b) In groups, learners examine the formation and roles of adverbs in the text provided above, then present their findings in plenary.</p> <p>c) Individually, learners use adverbs appropriately in writing two or three paragraphs about transport and communication in their community, and then submit for assessment.</p>	<p><b>Verbs</b></p> <p>a) Observe learners as they critically explore the text, write down and explain doing words and state of being words (verbs), then give feedback.</p> <p>b) Converse with learners as they eloquently discuss, explain verb formation and their roles in texts, then give feedback.</p> <p>c) Evaluate the forms of verbs in the presentation and the paragraphs written by learners, then give feedback.</p> <p><b>Adverbs</b></p> <p>a) Observe learners as they critically explore the text and write down words that add more meaning to verbs, adverbs and adjectives from a text on transport and communication.</p> <p>b) Converse with learners as they discuss and eloquently present words that add meaning to verbs, adverbs and adjectives when talking about transport and communication.</p> <p>c) Evaluate the descriptive paragraphs written and presented in class about words that add meaning to verbs, adverbs and adjectives as they talk about transport and communication.</p>
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<p>c) apply conjunctions and prepositions/postpositions in writing essays about building and construction in their community. (u, s)</p>	<p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>a) In pairs, learners examine the roles of conjunctions (words that join two or more words in sentences) in given texts on building and construction, then share their findings in class.</li> <li>b) In pairs, learners analyse the positions of different conjunctions in clauses and sentences using a given text on building and construction, then share their findings in class.</li> <li>c) Individually, learners use conjunctions appropriately in writing two or three paragraphs about transport and communication in their community then submit for assessment.</li> </ul> <p><b>Prepositions/Postpositions</b></p> <ul style="list-style-type: none"> <li>a) In pairs, learners examine the roles of prepositions/postpositions in given texts on building and construction, then share their findings in class.</li> <li>b) In pairs, learners analyse the positions of different prepositions/postpositions in clauses and sentences using a given text on building and construction, then share their findings in class.</li> <li>c) Individually, learners use prepositions/postpositions appropriately in writing two or three paragraphs about transport and communication in their community, then submit for assessment.</li> </ul>	<p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>a) Use observation sheet to record how learners are critically examining the roles of conjunctions in a text on building/construction then give feedback.</li> <li>b) Use higher-order questions during presentation and discussion to converse with learners as they analyse the positions of conjunctions in clauses and sentences then give feedback.</li> <li>c) Use observation sheet to note down how learners are confidently speaking and using insights to respond to queries during presentations on conjunctions.</li> <li>d) Evaluate the positions of different conjunctions during presentations and in the paragraphs written by learners then give feedback.</li> </ul> <p><b>Prepositions/Postpositions</b></p> <ul style="list-style-type: none"> <li>a) Use observation sheet to record how learners are critically examining the roles of prepositions/postpositions in a text on building/construction, and then give feedback.</li> <li>b) Use higher-order questions during presentation and</li> </ul>
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		<p>discussion to converse with learners as they analyse the positions of prepositions/postpositions in clauses and sentences, then give feedback.</p> <p>c) Use observation sheet to note down how learners are confidently speaking and using insights to respond to queries during presentations on prepositions/postpositions .</p> <p>d) Evaluate the positions of different prepositions/postpositions during presentations and in the paragraphs written by learners then give feedback.</p>
<p>d) apply punctuation marks, sentences, and interjections in writing essays about weather and minerals in Uganda (u, s).</p>	<p><b>Punctuation marks and interjections</b></p> <p>a) In pairs, learners examine the types of punctuation marks and interjections used in a passage about weather and/or minerals in Uganda, then present in plenary.</p> <p>b) In pairs, learners examine the rules that govern the use of punctuation marks in writing, and then present their findings in plenary.</p> <p>c) In groups, learners examine the effects of punctuation marks and interjections on the meaning of sentences in a given excerpt, and then present their findings in class.</p> <p>d) In groups, learners brainstorm the reasons for using the different types of</p>	<p><b>Punctuation marks and interjections</b></p> <p>a) Use score sheets to assess learners as they critically examine punctuation marks and interjections in the given text.</p> <p>b) Use Socratic questions to converse with learners as they critically examine the rules and roles of different punctuation marks and the interjections in the texts.</p> <p>c) Evaluate the use of punctuation marks and interjections during presentations and in paragraphs written and submitted by the learners.</p>

	<p>punctuation marks and the interjections in the text, and then explain their roles.</p> <p>e) Individually, learners use different punctuation marks and interjections in writing a paragraph on topical issues and then submit for assessment.</p> <p><b>Sentences</b></p> <p>a) In pairs, learners examine sentence types (declarative, interrogative, imperative, and exclamatory) used in a passage on weather and/or minerals in Uganda, then present to plenary.</p> <p>b) In pairs, learners explore sentence structures (simple, compound, complex, and complex-compound) and their elements (subject, verb, object, clauses and punctuations) used in a passage about weather and minerals, then present in plenary.</p> <p>c) In pairs, learners write a paragraph with a combination of sentence types and structures, then exchange with others for peer-review.</p> <p>d) Individually, learners write two or three paragraphs with a combination of sentence types and structures and then submit for assessment.</p>	<p><b>Sentences</b></p> <p>a) Converse with learners using Socratic questions as they:</p> <ul style="list-style-type: none"> <li>i) cooperatively use critical thinking and problem solving to examine declarative, interrogative, imperative and exclamatory sentences from the passage, then give feedback.</li> <li>ii) cooperatively use critical thinking and problem solving to explore simple, compound, complex, and complex-compound sentence structure in the passage.</li> </ul> <p>b) Use score sheets to evaluate the types and structures of sentences written by learners.</p>
<p><b>ICT Support</b></p> <p>The learner can use:</p> <ul style="list-style-type: none"> <li>i) Word Processor to prepare activities and assignments on parts of speech, punctuation marks and sentences.</li> <li>ii) the Internet to explore parts of speech, punctuation marks and sentences.</li> </ul>		

### TOPIC 3: Finding Information

**Duration:** 12 Periods

**Competency:** The learner analyses, extracts, and organises relevant information using note-taking, note-making, and summary writing skills for effective communication in a range of situations.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) extract key ideas when listening to Local Language texts. (u, s)	a) Individually, learners listen to a lesson/presentation/recording/audio-visual text and take notes of the key ideas, then present to the class for comments. b) In groups, learners discuss the steps they followed; the challenges encountered in writing down key ideas, and how they overcame the challenges. c) In pairs, learners discuss the principles for effective note taking, then they present to plenary. d) Individually, learners take notes from a lesson by observing steps involved in note taking process.	a) Use observation checklist to record the use of critical listening and writing skills in identifying and writing down key ideas from selected audio texts. b) Use probing questions to converse with learners in different groups as they share and refine the key points, steps followed and discuss challenges encountered. c) Use scoring grid to evaluate the Relevance, Accuracy, and Coherency of the information written down by learners.
b) extract key ideas from Local Language written texts. (u, s)	a) In pairs, learners critically read a text and extract key points, then share their answers in groups for presentation to plenary. b) In groups, learners discuss the steps they followed and the challenges encountered during note taking and how they overcame the challenges.	a) Use observation checklist to note how learners are using critical-thinking and problem solving to read and write down key issues from the written material provided. b) Use probing questions to converse with learners in the different groups as they share and refine the key points they have identified; the steps followed; challenges encountered and how they overcame them.

	<p>c) In pairs, learners discuss the principles for effective note making then share in their groups for presentation to plenary.</p> <p>d) Individually, learners make notes for the next lessons from assigned books and present to the class.</p>	<p>c) Use scoring grid to evaluate the Relevance, Accuracy and Coherency of the information generated/written down from the assigned texts.</p>
<p>c) summarize key ideas from Local Language texts. (u, s)</p>	<p>a) Individually, learners write down rough and fair copies of the key ideas from the extract they have read then share in class for comments.</p> <p>b) In groups, learners discuss the steps they followed to come up with rough and fair copies of the key ideas from the texts, then they share in class.</p> <p>c) Individually, learners summarise key points from an extract provided in class by observing the given number of words.</p>	<p>a) Use observation checklist to note how learners are using critical-thinking and problem solving to read and summarise key issues from the texts.</p> <p>b) Use probing questions to converse with learners in the different groups as they share and refine the rough copy.</p> <p>c) Evaluate the fair copies written by learners. Focus on:</p> <ul style="list-style-type: none"> <li>i. key ideas.</li> <li>ii. organization,</li> <li>iii. steps and</li> <li>iv. word limits.</li> </ul>
<p><b>ICT Support</b></p> <p>The learner can use:</p> <ul style="list-style-type: none"> <li>i) the internet to read about note taking, note making and summary writing</li> <li>ii) Word Processor to prepare activities and assignments on note taking, note making and summary writing.</li> <li>iii) PowerPoint to present assignments.</li> </ul>		

## TOPIC 4: Prose

**Duration:** 20 Periods

**Competency:** The learner composes prose pieces by applying elements of expository and argumentative prose for edutainment.

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a) write expository prose on topical issues in their community. (u, s, v/a, g. s)	a) In pairs, learners discuss the elements of expository prose (title, structure, facts, thesis statement, tone, intention, and language) from a given passage on any topical issue and then share in plenary. b) In groups, learners discuss the types of expository prose (cause and effects, comparison and contrast, problem-solution, descriptive and analytical) using the samples provided in class, then present their findings to plenary. c) In pairs, learners write two paragraphs on any one type of expository prose of their choice, then display on the wall for presentation during the gallery walk. d) Individually, learners write an expository prose on any topic of their choice and then submit for assessment.	a) Converse with learners using Socratic questions as they discuss aspects of expository prose (title, structure, facts, thesis statement, tone, intention, and language) from selected text/passage on topical issues. b) Use observation check-list to assess how learners are: <ul style="list-style-type: none"> <li>i) confidently sharing ideas on the different types of expository prose (cause and effects, comparison and contrast, problem-solution, descriptive and analytical) from selected texts/passages on topical issues.</li> <li>ii) articulating local language sounds during presentations</li> </ul> c) Use score grid to assess learner's written assignment on expository prose. Focus on the elements of expository prose: title, structure, facts, tone, intention, thesis statement, purpose, language etc. and give feedback.

<p>b) write argumentative prose on issues pertaining to law and order in their community. (u, s, v, g,s)</p>	<p>a) In pairs, learners discuss the elements of argumentative prose (introduction and thesis, fact of the case, disapproving opponent’s views, logical flow, tone, emotional appeal, language, rhetorical devices, and conclusion) using the passages on law and order, then they present to plenary.</p> <p>b) In pairs, learners write two argumentative paragraphs and exchange them with another pair for peer review and presentation for comments.</p> <p>c) Individually, learners write an argumentative prose on any crosscutting issues and then submit it for assessment.</p>	<p>a) Use high-order questions to converse with learners as they discuss aspects of argumentative prose: title, introduction, thesis, body and compelling conclusion, pros and cons, concession, evidence, persuasive language/style, etc. with reference to the passages/texts on law and order.</p> <p>b) Use an observation checklist to record how learners are sorting and analysing information; interacting and working with others to generate ideas as they discuss the elements of argumentative prose.</p> <p>c) Use scoring grid to assess learners’ written argumentative prose. Focus on title, introduction, thesis, logical flow, body and compelling conclusion, pros and cons, concession, evidence, persuasive language/style, etc., and give feedback.</p>
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**ICT Support**

The learner can use:

- i) the internet to read about expository and argumentative prose/essays.
- ii) speakers to listen to recorded persuasive speeches.
- iii) recording devices to record his/her persuasive speech.
- iv) word processor to prepare activities and assignments on expository and argumentative prose/essay.



## SENIOR FIVE TERM 2

### TOPIC 5: Prose

**Duration:** 30 Periods

**Competency:** The learner composes prose pieces by applying elements of descriptive and narrative prose for edutainment.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a) compose descriptive prose on any topical issues in their community. (u, s, v, g.s)</p>	<p>a) In groups, learners identify sensory words and expressions from texts provided and then relate them to the sense organs (eyes, ears, nose, tongue and skin) for presentation to the class.</p> <p>b) In pairs, learners discuss the effects of descriptive language on subject matter, view point/message, thoughtful organisation/plot, lessons, intention, theme and character development in given texts, then present to plenary.</p> <p>c) In pairs, learners write two short descriptive paragraphs and exchange with another pair for peer-review, presentation and comments.</p> <p>d) Individually, learners write a descriptive essay on a topical issue of their choice and submit it for assessment.</p>	<p>a) Use guided discovery to converse with learners as they identify and relate sensory words and expressions from given texts to the respective organs that each appeals to, and give feedback.</p> <p>b) Use score sheets to observe learners as they interact in pairs/groups to examine the effects of sensory language on the subject matter, viewpoint/message, thoughtful organisation/plot, lessons, intention, theme, and character development, and then give feedback.</p> <p>c) Converse with learners using Socratic questions to prompt them while discussing, reviewing, and presenting their findings on the effects of sensory language on the other elements of descriptive prose.</p> <p>d) Use scoring grid to evaluate learners' written descriptive paragraphs. Focus on the elements of descriptive prose and giving feedback.</p>
<p>b) compose narrative prose on contemporary tales in their communities. (u, s, v, g.s)</p>	<p>a) In groups, learners discuss elements of narrative prose (title, setting, themes, subject matter, plot, intention and characterisation) from texts provided in class and they present to plenary.</p>	<p>a) Use observation check-list to assess learners as they:</p> <p>i) cooperate in discussing the aspects of narrative prose (title, setting, themes, subject matter, plot, characterization, language and style, intention,</p>

	<p>b) In pairs, learners discuss the effective use of narrative techniques (vivid description, symbolism, flashback, allusion, narrative points of view etc.) from selected passages then they present to class.</p> <p>c) In pairs, learners discuss the effectiveness of language employed in narrative texts focusing on sentence structures, phrases, clauses, word order, diction, punctuation marks, parts of speech, paragraphing, code switching, register etc. from a selected passage, then present to the class.</p> <p>d) In groups, learners discuss the notions and functions of language use focusing on social rules, contexts, roles of speakers, message, meaning, vocabulary and etiquettes in given narrative texts, then share in class.</p> <p>e) Individually, learners write a fictitious prose piece combining aspects of narrative and descriptive prose about contemporary issues and submit for assessment.</p>	<p>point of view, message/lesson etc.)</p> <p>ii) interact and critically analyse the effectiveness of narrative techniques used in the texts provided in class and give feedback.</p> <p>b) Evaluate learners' application of the aspects of narrative prose in their original compositions considering appropriate vocabulary, orthography, and grammar rules.</p> <p>c) Use scoring grid to evaluate the contemporary tales written by learners. Focus on the aspects of narrative and descriptive prose as well as orthography then give feedback.</p>
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**ICT Support**

The learner can use:

- i) Word Processor to prepare activities and assignments.
- ii) the Internet to research elements of descriptive and narrative prose.
- iii) the Internet to source information about descriptive and narrative prose.
- iv) loudspeakers to listen to recorded narratives.
- v) audio-visual devices to watch and listen to oral narratives.
- vi) recording devices to record their written or created narratives.

## TOPIC 6: POETRY

**Duration:** 32 Periods

**Competency:** The learner produces poems on various themes by applying the basic elements of poetry for edutainment and social co-existence.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) analyse the types of poems in their community. (k, u)	a) In pairs/individually, learners recite/sing a variety of poems in their community paying attention to tone, message, gestures, rhyme, rhythm, feelings, pace, and synchronization.  b) In groups, learners brainstorm the types of poems (dirges, ballads, epics, lullabies, etc.) they have recited, and the class comment on the popularity of the poems.  c) In pairs, learners write down the poems they have recited and then brainstorm why they like them.	a) Use observation sheet to record learners' levels of cooperation and peer support as they prepare to recite/sing the poems.  b) Use scoring grid to assess the recitations and written poems. Focus on tone, message, gestures, rhyme, rhythm, feelings, pace, synchronization, etc.), then give feedback.
b) compose original poems in Local Language using basic elements of poetry. (u, s, g. s v/a)	a) In groups, learners read a text/listen to a recitation and analyse the following aspects of poetry (title, persona, subject matter, themes, intention, and lessons), then share their findings in plenary.  b) In pairs, learners read a poem and discuss the title, persona, subject matter, themes, intention, and lessons then they share their findings in plenary.	a) Use Socratic questions to converse with learners as they strategically relate the aspects of poetry (title, persona, subject matter, themes, intention, and lessons) to the poems they are analyzing, and give feedback.  b) Use an observation sheet to record peer support, cooperation, and the use of communication and critical thinking skills as learners critique the poems. Focus on: title, persona, subject matter, themes, intention, lessons and give feedback.

	<p>c) Individually, learners write a short poem of about two to three stanzas of 10 to 15 lines then submit for assessment.</p>	<p>c) Use the score grid to assess learners' poems. Focus on the use of the title, persona, subject matter, themes, intention, lessons, and orthography, then give feedback.</p>
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**ICT Support for this topic**

The learner can use:

- i) recording devices to record recited poems.
- ii) Word Processor to prepare activities and assignments when required.
- iii) the Internet to research elements of poetry.
- iv) screen/computer/loudspeaker to watch and listen to recited poems.



## Topic 7: The Novel

**Duration:** 46 Periods

**Competency:** The learner produces narrative pieces by applying the concepts and elements of the novel to address emerging issues in society.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) analyse the types, genres, and forms of novels. (k, u)	a) Individually, learners narrate/tell a story from their community, then brainstorm on the subject matter, themes, lessons, characters, intention, lessons, what they feel, and what makes the story interesting to them.  b) In pairs, learners discuss the types of novels (fiction and non-fiction) and the genres (romance, historical, thriller, adventurous, essays, etc.) and they share their findings to plenary.  c) In groups, learners categorise the stories narrated by their peers in activity (i) according to the different types and genres above, then they share in plenary.	a) Use observation checklist to assess learners as they narrate/tell the stories they have read or heard. Pay attention to the subject matter, themes, lessons, characters, intention, lessons, what they feel and what makes the story interesting, then give feedback.  b) Use Socratic questions to converse with learners as they discuss the types and genres of novels (fiction and non-fiction, romance, historical, thriller, adventurous, etc.) and categorise the stories, then give feedback.
b) evaluate the elements of a novel in relation to a selected Local Language novel. (u, s, g. s, v/a)	a) Individually, learners read a prescribed Local Language novel, at least a week before the lessons, in preparation for textual analysis.  b) In groups, learners discuss the elements (title, setting, themes, plot, characters, intention, and lessons) of a novel selected from the set books, then present in plenary for harmonisation.  c) In pairs, learners discuss the effective use of narrative techniques (vivid description,	a) Use observation checklist to assess learners as they critically discuss the aspects of the novel (title, setting, themes, subject matter, plot, characterization, language and style, intention, point of view, message/lesson etc.) paying attention to the use of communication skills, respect for one another’s views and peer-support, then give feedback.

	symbolism, flashback, allusion, narrative points of view, characterisation, etc.) in the selected novel, and then present in plenary.	c) Use observation sheet to assess learners' levels of interaction and critical analysis of the effectiveness of narrative techniques used in the novel and give feedback.
c) compose an oral narrative piece on cross-cutting issues in their society. (u, s, g, s, a/v)	In pairs, learners write oral narratives using the elements (title, setting, themes, plot, character and characterization, point of view, conflict, language, and style) on a given theme and then exchange the tasks for peer review.	a) Use a scoring grid to evaluate learners' written short stories in terms of the title, setting, themes, plot, character, characterization, point of view, conflict, language, and style, and give feedback.
<b>ICT Support</b> The learner can use: <ul style="list-style-type: none"> <li>i) recordings to watch/listen to a narrative scene.</li> <li>ii) Word Processor to prepare activities and assignments when required.</li> <li>iii) the Internet to research the elements of narratives.</li> <li>iv) video/audio device to record his/her narrative.</li> </ul>		

## SENIOR FIVE TERM 3

### TOPIC 8: Drama and Theatre

**Duration:** 54 Periods

**Competency:** The learner produces drama scripts on societal issues by applying the elements of drama and theatre for edutainment.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) analyse the types of drama. (k, u)</p>	<p>a) In pairs, learners write and perform a skit on any type of drama (comedy, tragedy, tragi-comedy, melodrama), then discuss the characteristics of each and present in plenary.</p> <p>b) In groups, learners brainstorm the characteristics of the various types of drama above and share in plenary.</p> <p>c) In groups, learners brainstorm on the use of language in the skits focusing on social rules, contexts, roles of speakers, message, meaning, vocabulary, feelings, tone, and etiquette.</p>	<p>a) Use observation sheet to comment on the skits. Focus on facial expression, stage management, posture, gestures, voice projection, eye contact, articulation, etc., and give feedback.</p> <p>b) Converse with learners using Socratic questions as they critically analyse the characteristics of the types of drama and give feedback e.g.:</p> <ul style="list-style-type: none"> <li>i) comedy (satire/comic/humorous),</li> <li>ii) tragedy (somber mood, emotional),</li> <li>iii) tragi-comedy (action-packed, exaggerated plot),</li> <li>iv) melodrama (exaggerated action).</li> </ul>
<p>b) evaluate the basic elements of drama in relation to a selected Local Language play. (u, s, g, s, v/a)</p>	<p>a) Individually, learners read a prescribed Local Language play, about a week before the lessons, in preparation for textual analysis.</p> <p>b) In groups, learners read a selected drama text and analyse the following elements of drama (title, setting, plot, characters, themes, relevance, lessons, and intention), then share in plenary.</p> <p>c) In groups, learners examine the effectiveness of the following dramatic techniques (symbolism, flashback, allusion, imagery, contrast, suspense, irony, soliloquy, monologue, asides, etc.) and feelings (atmosphere, attitude) as used in the text, then present in plenary.</p>	<p>a) Use guided discovery approach to converse with learners as they examine the elements of drama (title, setting, plot, characters, themes, relevance, lessons, and intention) from the drama text and give feedback.</p> <p>b) Use observation checklist to note down the levels of critical thinking, note taking skills and peer-support as they discuss the effectiveness of the dramatic techniques, and give feedback.</p> <p>c) Evaluate the notes taken/made by learners during discussions, presentations, and harmonisation on unclear areas and give feedback.</p>

<p>c) compose a theatrical script on topical issues in their community. (u, s, g, s, v/a)</p>	<p>a) In pairs, learners write a script of one act on a topical issue in their community, and then share in a plenary for peer comments.</p> <p>b) In groups, learners act out the scripts they have written by applying the theatrical skills (facial expression, stage management, posture, gestures, voice projection, eye contact, articulation, and synchronization, etc.), for the audience to observe and later critique.</p>	<p>a) Use probing questions to converse with learners as they cooperate in creative writing of theatrical scripts and comment on the various aspects of the written script presented to plenary.</p> <p>b) Use observation sheet to note down the use of critical thinking, problem solving, cooperation, communication skills, and peer support as learners write and act out their original scripts.</p> <p>c) Use scoring grid to assess learners' application of theatrical skills as they act out their scripts, and give feedback.</p>
<p>d) produce stand-up comedies on topical issues in their society. (u, s, a/v)</p>	<p>a) Individually, learners share their experiences about standup comedies in their communities and present them to plenary.</p> <p>b) In groups, learners discuss the characteristics of standup comedies (satire, humour, monologue, live performance, audience interaction, suprasegmental features etc.) and then share in plenary.</p> <p>c) In pairs, learners compose and produce standup comedies for performance and peer criticism.</p>	<p>a) Use inquiry-based questions to converse with learners as they share their experiences on standup comedies in their communities, and give feedback.</p> <p>b) Use observation sheet to comment on learners' levels of creativity in writing, cooperation, active participation and critical thinking in identifying the characteristics of standup comedies, and give feedback.</p> <p>c) Use adjudication sheets to evaluate learners' performance of the standup comedies. Focus on creative use of the aspects of satire (humour, irony, mimicry, sarcasm etc.), monologue, live performance, audience interaction, suprasegmental features, etc., and give feedback.</p>

**ICT Support for this topic**

The learner can use:

- i) the computer/DVD Player and television screen to watch plays and sample standup comedy clips.
- ii) video camera/smartphone to record their standup comedies.
- iii) computer and printer to develop and print out drama scripts.
- iv) the Internet to search for the elements of drama and theatrical skills.



**TOPIC 9: Poetry**

**Duration:** 44 Periods

**Competency:** The learner produces poems in Local Language by applying poetic language and style effectively for edutainment.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) evaluate the effectiveness of language and style in selected Local Language poems. (u, s, g. s, v/a)	a) In groups, learners analyse and discuss the effective use of language and style/poetic devices: (rhetorical questions, irony, allusion, metaphor, similes, personification, apostrophe, hyperbole, euphemism, diction, symbolism, etc.), and prosodic features (accent, rhyme, stress, rhythm, tone, meter, pitch, repetition, rhythm and intonation, tempo and loudness, onomatopoeia, alliteration, pun, etc.) in a variety of poems and present in pairs to groups or plenary. b) Individually, learners analyse and respond to exercises from new poems focusing on one or two aspects of language and style covered in every single lesson then submit assignments for assessment.	a) Use higher-order questions to converse with learners as they examine the effectiveness of language and style in the poems and give feedback. b) Use an observation sheet to comment on the levels of critical thinking, problem solving, cooperation, communication skills, and peer support within the groups as they analyse the poems and give feedback. c) Use a scoring grid to assess the Relevance, Accuracy, and Coherency in responding to the specific poetic device(s) targeted in the given exercise and give feedback.
b) evaluate the levels of meaning in Local Language poems. (u, s, g. s v/a)	a) In pairs, learners examine and compare two poems with different levels of meaning (denotative and connotative) and comment on the subject matter, theme, tone, language, and style (focus on elements of satire like humour, mimicry/burlesque, irony, hyperbole/exaggeration etc.) then share their findings in plenary for peer-criticism. b) In pairs, learners respond to a poem with connotative/deeper meaning without prior knowledge, and then exchange their work with another pair for peer review on subject	a) Use higher order questions to converse with learners as they analyse the levels of meaning in the given poems focusing on subject matter, theme, tone, language and style, structure, sound, themes, messages and lessons then give feedback. b) Use observation sheet to note down the levels of critical thinking, problem solving, cooperation and peer-support within groups as they examine and

	<p>matter, theme, tone, language, and style.</p> <p>c) Individually, learners examine a poem with a connotative/deeper level of meaning without prior knowledge, then write down their responses and submit it for assessment.</p>	<p>compare the two poems to ascertain the levels of meaning and give feedback.</p> <p>c) Provide score grid to enable learners assess the Relevance, Accuracy and Coherency of the responses given by different pairs as they peer-review the tasks.</p> <p>d) Use score grid to assess the Relevance, Accuracy, and Coherency in the written responses of learners regarding the levels of meaning in the given poem and give feedback.</p>
<p>c) critique the effectiveness of structure in selected Local Language poems. (u, s, g. s, v/a)</p>	<p>a) In groups, learners use a sample concrete poem to examine the aspects of external appearance/structure (stanzas, length of lines, repetition, rhyme, and punctuation marks) and then share their findings in class.</p> <p>b) In groups, learners use a sample concrete poem to examine the aspects of internal structure (prosodic features, imagery, themes, symbols, attitude, mood, atmosphere, message, speaker, and situation) and then share their findings in class.</p> <p>c) In pairs, learners evaluate the effectiveness of the relationships between external structure (stanzas, lines, words, and verses) and internal structure (prosodic features, imagery, themes, symbols, attitude, mood, atmosphere, message, speaker, and situation) in a given poem and present their findings in class.</p> <p>d) Individually, learners examine the structure of a poem, then write down their responses paying attention to the aspects of external and internal structures then submit the write-up for assessment.</p>	<p>a) Using probing questions, converse with learners as they discuss the effectiveness of structure in the selected Local Language poems and give feedback.</p> <p>b) Use observation sheet to note down the levels of critical thinking, problem solving, cooperation and peer-support within groups as they examine external and internal structures of the sample poems and give feedback.</p> <p>c) Use scoring grid to assess the relevance, accuracy, and coherency in the written responses of learners regarding the internal and external structures of a given poem, and give feedback.</p>

<p>d) compose and recite local language poems to address problems in society. (u, s, gs, a/v)</p>	<p>a) In pairs, learners source for information on the aspects to consider when writing poetry (purpose, audience, topic, elements of poetry, types of poetry, situation), then discuss and present in plenary.</p> <p>b) In pairs/individually, learners source information on how to recite a poem (rehearsal, gestures, confidence, strong memory, using natural voice, voice projection, pace, pause, line breaks, differences in characters, etc.) and discuss in their groups, then present to plenary.</p> <p>c) Individually, learners identify a poem of their choice then rehearse and recite it in class, while observing the guidelines on reciting poetry that they have read, discussed, and presented.</p> <p>d) Individually, learners compose five original poems to address different societal problems, then recite and record at least two of the poems and later compile an anthology of poetry for dissemination.</p>	<p>a) Use observation sheet to note down the levels of critical thinking, problem solving, cooperation and peer-support within groups; as they discuss and present the steps involved in writing poetry and guidelines on reciting poetry and give feedback.</p> <p>b) Use inquiry based questions to converse with learners as they discuss and present the steps in writing poetry and guidelines in reciting poetry, then give feedback.</p> <p>c) Provide score grid to enable learners assess and peer-critique the relevance, accuracy, and coherence of the poems recited by classmates, then harmonise their scores and comments.</p> <p>d) Use scoring grid to assess the Relevance, Accuracy, and Coherency of elements of poetry employed by students in their written poems and give feedback.</p>
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**ICT Support**

The learner can use:

- i) the Internet to search for the aspects to consider in writing poetry and guidelines for reciting poetry
- ii) a smartphone/video camera/audio device to record the poems they have recited
- iii) a Word Processor to type and compile the poems they have written.
- iv) a printer to print out the poems they have typed.
- v) a Word Processor to prepare activities and assignments when required.

## SENIOR SIX TERM 1

### TOPIC 1: Drama

**Duration:** 48 Periods

**Competency:** The learner evaluates the elements of drama and applies theatrical skills in performing written drama to address societal issues.

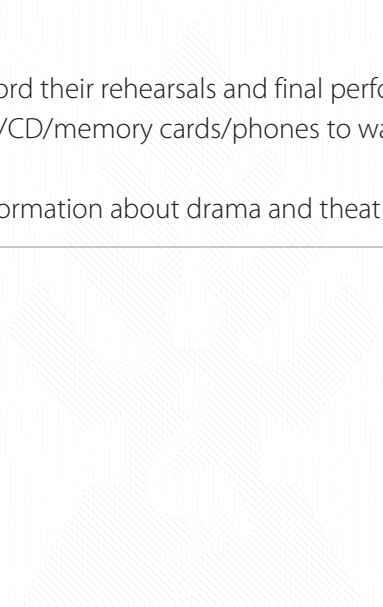
Learning Outcomes The learners should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) evaluate the basic elements of drama in a selected Local Language play. (u, s, g, s, v/a)	a) Individually, learners read a prescribed Local Language play about a week before the lessons, in preparation for textual analysis. b) In pairs, learners discuss the elements (title, setting, plot, characters and characterization, dramatic techniques, theme, relevance, lessons, intention.) of a selected drama text. c) In groups, learners analyse the effectiveness of the elements of drama (in development of the plot, portrayal of themes, revelation of characters, arousal of feelings, creation of mood and atmosphere, and teaching of lessons) used in the text then present in plenary.	a) Use guided discovery to converse with learners as they analyse the elements identified from a selected drama text and give feedback. b) Evaluate learners' levels of critical thinking, cooperation, and problem-solving skills using observation checklist as they analyse the effectiveness of the elements of drama in the text and give feedback.
a) perform a selected play they have studied to address societal problems. (u, s, a/v)	a) In groups, learners assign characters to group members for rehearsal. b) As a team, learners rehearse character roles from the play they have studied. c) In groups, learners perform parts of the play they have studied paying attention to theatrical skills: facial expression, stage management, posture, gestures, voice projection, eye contact, etc.	a) Use observation checklist to note down the levels of cooperation, leadership skills and willingness to take up roles of characters assigned by group members and give immediate feedback. b) Use score sheet to observe the use of costumes, props, scenery, lights, sound effects, make-up, stage management, prompter, paralinguistic features, etc. as learners rehearse and perform parts of

	<p>d) Individually, learners peer-critique the performance, paying attention to the elements of drama and theatrical skills in the selected play.</p> <p>e) In groups, learners rehearse and perform the whole play before the school audience.</p>	<p>the play.</p> <p>c) Use probing questions to converse with learners as they critique part of the plays performed in class and give feedback.</p> <p>d) Constitute a team of adjudicators that will use adjudication sheets to evaluate the elements of drama and theatrical skills during the performance and give feedback.</p>
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**ICT Support**

The learners can use:

- i) audio-visual devices to record their rehearsals and final performance.
- ii) computers/television/DVD/CD/memory cards/phones to watch sample theatrical performances.
- iii) the Internet to research information about drama and theatre.



**TOPIC 2: The Novel**
**Duration:** 40 Periods

**Topic competency:** The learner evaluates the elements of the novel during the book review for an in-depth appreciation of narratives.

<b>Learning Outcomes</b> The learners should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) evaluate the elements of a novel in a selected Local Language novel. (u, s, g, s, v/a)	a) Individually, learners read a prescribed Local Language novel about a week before the lessons, in preparation for textual analysis. b) In groups, learners discuss the elements of a prescribed novel (title, setting, themes, plot, characters, intention, and lessons), and make presentation to plenary. c) In pairs, learners identify the narrative techniques (vivid description, symbolism, flashback, allusion, narrative points of view, characterisation, etc.), and discuss their effectiveness in bringing out the themes in the prescribed novel, and present them in a plenary.	a) Use observation checklist to assess learners as they cooperate in discussing the aspects of the novel (title, setting, themes, subject matter, plot, characterization, language and style, intention, point of view, message/lesson, etc.) b) Observe learners as they interact to identify the narrative techniques, and critically analyse the effectiveness of the narrative techniques used in the text provided in class to bring out themes and give feedback.
c) write a book review on a narrative of his/her choice. (k, s, v/a)	a) In groups, learners explore the aspects of a book review (background information, title, setting, content, style, point of view, relevance to contemporary society, themes, plot, lessons, intention, feelings, etc.) and share in a plenary. b) In groups, learners peer-review any short story/prose that they wrote in senior five	a) Use higher-order thinking questions to converse with learners as they explore aspects of a book review and give feedback. b) Use observation checklist to assess the level of critical thinking, cooperation and communication skills during peer-review and give feedback. c) Use scoring grid to evaluate the book reviewed by learners focusing on the aspects of a

	<p>and share their findings in a plenary.</p> <p>c) Individually, learners select a narrative of their choice and analyse it focusing on the aspects of a book review named above.</p>	<p>book review (background information, title, setting, content, style, point of view, relevance to contemporary society, themes, plot, lessons, intention, feelings, etc.).</p>
<p><b>ICT Support</b></p> <p>The learner can:</p> <ul style="list-style-type: none"> <li>i) use recorded audio/video messages/scenes to watch/listen to a narrative.</li> <li>ii) use a Word Processor to prepare activities and assignments when required.</li> <li>iii) use the internet to research narrative elements and components of a book review.</li> </ul>		



**TOPIC 3: Information Transfer**
**Duration:** 20 Periods

**Competency:** The learner produces large translation and interpretation texts by applying interlinguistic skills for effective communication.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) translate larger texts from the source language to the target language. (k, u, s g. s)	a) In groups, learners explore sample translated texts from the following fields (medical, legal, technology, economic, agriculture, political, climate change), and then present their findings to plenary. b) In groups, learners analyse the theories of translation (Basic Translation Precepts by <u>Étienne Dolet</u> (1540), Communicative Approach by Danica Seleskovitch and Marianne Leder, Linguistic Approach, Sociolinguistic Approach and Literary Approach <a href="https://www.getblend.com/blog/basic-theory-translation/">https://www.getblend.com/blog/basic-theory-translation/</a> ) and principles of translation ( <a href="https://archive.nptel.ac.in/content/storage2/courses/109104050/lecture14/14_8.htm">https://archive.nptel.ac.in/content/storage2/courses/109104050/lecture14/14_8.htm</a> ) to appraise the sample translated texts in (i) above and share in class. c) In pairs, learners apply the theories and principles of translation to translate a text of about three (3) standard paragraphs in any of the following fields: medical, legal, technology, economic, agriculture, political and climate change. d) In pairs, learners exchange both source text and target text with another pair for peer review focusing on theories and principles of translation, meaning of original text, orthography, and expressions. e) Individually, learners translate a text of about three (3) standard paragraphs in any of the following fields: medical, legal, technology, economic, agriculture, political, and climate change and submit it for assessment	a) Use observation sheet to note down learners' critical analysis of meaning in the sample translated texts, paying attention to their levels of cooperation, critical thinking, respect for one another's views and peer support within the group then give feedback. b) Use higher order questions to strategically converse with learners as they appraise the sample translated texts, while relating to key aspects of theories and principles of translation. c) Provide score grids to learners to enable them peer-assess the texts translated by their classmates. The grid should focus on Relevance, Accuracy and Coherence in meaning, structure, expression and orthography, then give feedback. d) Use scoring grid to assess the project report based on title, introduction, rationale/purpose/reason, challenges encountered, use of theories and



	<p>f) In pairs/groups, learners carry out a translation project on a fiction or non-fiction text of 30 to 50 pages, which will be typed, edited, proofread, bound, and submitted for assessment.</p> <p>g) In groups/pairs, learners produce a report about the translation project carried out during holidays. The report should focus on the title, introduction, the rationale/purpose/reason for translating the text, challenges encountered in translation (how theories and principles used helped to overcome the challenges) recommendations, and conclusion.</p>	<p>principles, recommendations and conclusion, then give feedback.</p>
<p>b) interpret texts from source language to target language. (k, s, g. s)</p>	<p>a) In pairs, learners prepare and role-play a speech delivered by a politician in a campaign rally and a sermon at a religious function while the class acts as the audience who will later comment on the effectiveness of the interpretations basing on the purpose, audience, language and message, and they brainstorm the technical term(interpretation) for the role-play activities.</p> <p>b) Individually, the interpreter in the role-play shares the challenges encountered while interpreting the politician’s campaign speech, and the classmates brainstorm more challenges registered during the role-play.</p> <p>c) In pairs, learners discuss the general challenges to interpretations (cultural differences, demands specialized knowledge, tone and voice may not be clear, not easy to deal with humour, idioms and jokes from different cultures, needs strong memory, not easy to deal with quick response to spoken expression) and discuss ways of overcoming them then they share within the group for presentations to plenary.</p>	<p>a) Use observation sheet to note down the quality of interpretations basing on purpose, audience, language and message, then give feedback.</p> <p>b) Use higher order questions to strategically converse with learners as they employ critical thinking to analyse the principles of interpretation, challenges and ways of overcoming them.</p> <p>c) Use a score grid to assess the project report basing on title, introduction, the rationale/purpose/reason, challenges encountered, and use of principles of interpretations to overcome the challenges, recommendations and conclusion and give feedback.</p>

	<p>d) In groups, learners discuss similar situations where they attended/watched activities related to interpretation for example in the role-play and share their experiences in a plenary focusing on purpose, audience, language and message.</p> <p>e) In groups, learners listen to/watch recorded interpretation and critique basing on the principles of interpretation (knowledge purpose, audience, language, simultaneous/consecutive interpretation, strong memory to retain fragments of expressions, no reliance on reference materials and quick response etc.) of the text, then present in class for peer-criticism.</p> <p>f) Individually/pairs/groups, learners carry out an interpretation project on real-life contexts by interpreting i.e. preaching/sermons, news bulletins, speeches, community sensitization programmes and part of a movie, paying attention to the principles of interpretation above and produce an original audio-visual/audio recordings of the project for assessment.</p>	
<p><b>ICT Support</b></p> <p>The learner can use:</p> <ul style="list-style-type: none"> <li>i) the Internet to search for theories and principles of translation and interpretation.</li> <li>ii) The applications for interpretation when interpreting audio-visual/video texts.</li> <li>iii) the Internet and computer to learn about interpretation applications.</li> <li>iv) the computer and printer to type and print out translated texts and project reports.</li> <li>v) the computer, television, phones, and recording devices to watch/listen to texts for interpretation or for recording interpretation.</li> </ul>		

## SENIOR SIX TERM 2

### TOPIC 4: Socio-Cultural Expressions

**Duration:** 60 Periods

**Competency:** The learner documents and performs indigenous oral literature forms and cultural practices by applying linguistic competence for cultural preservation and edutainment.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) evaluate, promote, and preserve the forms of oral literature in their community. (u, s, g. s, v/a)	a) Individually, learners present to the class the oral literature forms they know and brainstorm on the general values of the different forms to their community. b) In groups, learners examine and compare characteristics of the different genres of oral literature (1. short fixed forms: proverbs, idioms, riddles, tongue twisters, sayings, 2. oral narratives: legends, myths, fables; 3. Songs: lullabies, dirges, war songs, work songs, love songs, chants, incantations, invocation, play, songs, etc.) and they discuss and present to class. c) Individually/in pairs, learners develop data collection tools (questionnaires, interview guides, forms etc.) to carry out a project on the usage of oral literature at home or in schools focusing on popular forms, reasons, attitudes and challenges in using oral literature. d) In groups/individually, learners use their reports to write essays about the forms of oral literature they have investigated.	a) Use observation checklist to verify the different oral literature forms and the general values presented by the learners. Pay attention to their use of communication skills and critical thinking skills as they bring out the forms/genres/types and in their explanation on general values of oral literature in their community. b) Use inquiry-based questions to converse with learners as they examine and compare oral literature forms and their characteristics. Pay attention to: respect for others' views, leadership skills and peer-support within the groups and give feedback. c) Use Socratic questions to converse with learners as they develop data collection tools to ensure reliability and validity and give feedback. d) Use score sheets to assess learners' reflective journals and filled in data collection tools to give feedback. e) Use score grids to evaluate learners project reports and essays/expository prose paying attention to content relevance and expressions and give feedback.

<p>b) compile the different cultural practices in their community. (u, s, v/a)</p>	<p>a) Individually, learners present to the class the different cultural practices they know and brainstorm the values of each practice to their community.</p> <p>b) In groups, learners compare and discuss the traditional cultural practices with the contemporary cultural practices (courtship, marriage, funeral rites, inheritance, language, hunting, traditional medicine, religious beliefs/magic, peace, and security, upbringing of children, education, housing, food security and taboos and work), and present in class.</p> <p>c) Individually/in pairs, learners develop data collection tools (questionnaires, interview guides, forms, etc.) to carry out a project on traditional cultural practices of their choice.</p> <p>d) In groups/individually, learners use their reports to write essays about the cultural practice they have investigated.</p>	<p>a. Use observation checklist to verify the different cultural practices and their values as presented by learners. Pay attention to their:</p> <p>i) use of communication and critical thinking skills and give feedback.</p> <p>ii) ability to draw out implicit meanings and didactic purposes of the cultural practices.</p> <p>b. Use inquiry-based questions to converse with learners as they examine and compare traditional cultural practices with the contemporary cultural practices. Pay attention to: respect for others' views, leadership skills and peer-support within the groups and give feedback.</p> <p>c. Use Socratic questions to converse with learners as they develop data collection tools to ensure reliability and validity and give feedback.</p> <p>d. Use score sheets to assess learners' reflective journals and filled-in data collection tools and give feedback.</p> <p>e. Use score grid to evaluate learners' project reports and essays/expository prose paying attention to content relevance and expressions, and give feedback.</p>
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**ICT Support**

The learner can use:

- i) the Internet to search for the different forms of oral literature and cultural practices.
- ii) the Internet/computer to read about forms of oral literature and cultural practices.
- iii) the computer and printer to produce their data collection tools, reports, and essays.
- iv) recording devices to collect information about oral literature and cultural practices.

## TOPIC 5: Prominent Contributors

**Duration:** 48 Periods

**Competency:** The learner demonstrates an understanding of information about prominent contributors to justify the need for promoting and preserving language and culture in their community.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) facilitate the process of writing autobiographies of prominent contributors to the development of Local Language and culture in their community. (k, u, s)	a) Individually, learners give a brief history about themselves and brainstorm a general term/expression for writing that gives an account of a person’s life. b) In groups, learners explore the format of an autobiography. Each learner then writes his/her autobiography and presents it to the class. c) In groups, learners critique sample autobiographies of prominent contributors to the development of language and culture in their community and present their findings in a plenary.	a) Use score sheets to observe learners as they adapt their tone and expressions according to the responses of the listeners. b) Use probing questions to converse with learners as they discuss the format of an autobiography paying attention to their levels of cooperation, communication skills, and respect for one another’s views and give feedback. c) Use scoring grid to evaluate learners’ written autobiographies focusing on format and content and give feedback. d) Use scoring grid to evaluate learners' write-ups on the critiqued sample autobiographies of prominent contributors and give feedback.
a) carry out a project on the contributions of prominent contributors to the development of Local Language and culture in their community. (k, u, s, gs)	a) In groups, learners explore the formats of biographies and then share in plenary. b) In groups, learners examine sample biographies and compare the format with their findings and present in a plenary. c) In groups, learners develop data collection tools (questionnaires, interview guides, etc.) for gathering and analysing information about prominent contributors (local artistes, writers, cultural leaders,	a) Use probing questions to establish learners’ findings about the format of a biography assigned in the previous lesson to ascertain their independent information sourcing skills. b) Use score sheets to observe how learners are using the notes they have made to inform their discussions on the format of a biography and give feedback.

	<p>dramatists, herbalists, political and religious leaders).</p> <p>d) In groups, learners present their findings to the class paying attention to data collection procedures, achievements, challenges faced; how they overcame the challenges, lessons learnt, and recommendations).</p> <p>e) In groups/individually, learners write biographies of prominent contributors using the project reports.</p>	<p>c) Use Socratic questions to converse with learners as they develop data collection tools to ensure data reliability and validity.</p> <p>d) Use score sheets to assess learners' reflective journals and filled-in data collection tools and give feedback.</p> <p>e) Use score grids to evaluate learners' project reports and biographies paying attention to the formats, expression, and content and give feedback.</p>
<p>c.) carry out a project on the contributions of governmental and non-governmental organisations to the development of Local Language and culture. (k, u, s, g, s)</p>	<p>a) In groups, learners brainstorm on the different government institutions and/or non-governmental organisations involved in the development of Local Language and culture in their community.</p> <p>b) In groups, learners discuss the roles played by the above institutions and/or organisations to the development of Local Language and culture in their community and present in a plenary.</p> <p>c) In groups, learners develop data collection tools (questionnaires, interview guides, etc.) for gathering and analysing information about the contributions of different government institutions and/or non-governmental organisations in the development of Local Language and culture in their community.</p>	<p>a) Use observation checklist to note down the levels of cooperation, respect for one another's views and critical thinking skills during brainstorming and discussions on the contributions of different government institutions and/or non-governmental organisations in the development of Local Language and culture in their community and give feedback.</p> <p>b) Use Socratic questions to converse with learners as they develop data collection tools to ensure reliability and validity and give feedback.</p> <p>c) Use score sheets to assess learners' reflective journals and filled in data collection tools and give feedback.</p> <p>d) Use score grids to evaluate learners project reports and essays/expository prose paying attention to the formats, expressions, and content and give feedback.</p>

	<p>d) In groups, learners present their findings to the class paying attention to data collection procedures, achievements, challenges faced (how they overcame them) lessons learnt and recommendations.</p> <p>e) Individually, learners write an essay/expository prose on the contributions of different government institutions and/or non-governmental organisations to the development of Local Language and culture in their community.</p>	
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**ICT Support**

The learner can use:

- i) the Internet to search for the meanings and formats of an autobiography and biography
- ii) the Internet/computer to read about prominent contributors to the development of language and culture
- iii) the computer and printer to produce their own autobiographies, write-ups, and data collection tools.
- iv) recording devices to collect information from prominent contributors and/or community members.

## SENIOR SIX TERM 3

### TOPIC 6: Functional Writing

**Duration:** 54 Periods

**Competency:** The learner writes functional pieces by employing the mechanics of writing to respond to a range of personal and societal demands.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) compose articles for the media in response to different situations in their society. (u, s, g, s v/a)	a) In pairs, learners explore the meaning, types (print and electronic), and significance of media to the community and share in plenary. b) In groups, learners compare different formats of articles from a newspaper/magazine with online articles and present their findings in class. c) Individually, learners write a news article on any topical issue of their choice which addresses community concerns and exchange their work for peer review.	a) Use Socratic questions to assess learners as they discuss the meaning, types (print and electronic), and significance of media to the community. Pay attention to their levels of cooperation, respect for each other's views, expressions and attitude towards the use of media then give feedback. b) Use observation checklists to evaluate learners as they examine the different formats of articles. Pay attention to their levels of cooperation, respect for each other's views, expression, leadership skills and peer support within the groups and give feedback. c) Use score grids to evaluate the relevance, accuracy and coherence of their written articles paying attention to formats, expression, content, and give feedback.
b) compose speeches for addressing topical issues in different situations. (u, s, g.s, v/a)	a) In groups, learners listen to a recorded audio/audio visual speech and comment on the purpose/intention, qualities of a good speech/speaker and the effectiveness of the features of the speech (protocol, introduction, message, style/rhetorical devices, audience, supra-segmental	d) Use observation checklist to note down critical listening and note taking skills as learners extract purpose, features and qualities of a good speech from the recording and give feedback. e) Use Socratic questions to assess learners as they examine the different types of speeches and the written samples. Focus on;



	<p>features- tone, rhythm, intonation etc.) and share in a plenary.</p> <p>b) In groups, learners discuss and compare the different types of speeches (informative, persuasive, impromptu, vote of thanks, motivational) and present in class.</p> <p>c) In groups, learners examine sample written speeches of different types and comment on their structure/manner of presentation, content, style, etc.</p> <p>d) Individually, learners write speeches on topical issues of their choice, which address societal issues and read them before the class for peer criticism.</p>	<p>structure/manner of presentation, content, style etc. and give feedback.</p> <p>f) Provide score grids to enable learners to peer-assess the written speeches presented by their classmates in plenary. The grid should focus on structure/manner of presentation, content, style etc. then give feedback.</p>
<p>c) write agreements for transactions in different situations. (u, s, g. s)</p>	<p>a) In groups, learners discuss what an agreement is and the types of written agreements (purchase/sales, lending, material transfer, contracts, marriage, conflict resolution etc.) commonly entered into by parties involved in a transaction in their communities, the formats for writing agreements and present to plenary.</p> <p>b.) In groups/pairs, learners critique sample copies of written agreements focusing on parties involved, formats/ structures, expression/language, type/purpose and content, and then they share their findings in class.</p> <p>c.) In pairs, learners write different types of agreements focusing on parties involved,</p>	<p>a) Use Socratic questions to converse with learners as they discuss the types of written agreements (purchase/sales, lending, material transfer, contracts, marriage, conflict resolution etc.) Pay attention to; their levels of cooperation, respect for each other’s views, expressions and peer support then give feedback.</p> <p>b) Use observation checklists to evaluate learners as they examine and critique the different written agreements. Pay attention to their levels of cooperation, respect for each other’s views, expression, leadership skills and peer support within the groups, and give feedback.</p> <p>c) Provide score grids to enable</p>

	formats/ structures, expression/language, type/purpose and content then exchange their work for peer review.	learners to peer-review the written agreements by their classmates. The grid should focus on parties involved, formats/ structures, expression/language, type/purpose and content then give feedback.
d) develop programmes and corresponding budgets for different functions in their society. (u, s, g. s)	<p>a) In groups, learners compare the features and components of the different types of programmes for different events (traditional marriage, wedding, funeral, birthday, thanksgiving, fundraising etc.) and present their findings to plenary.</p> <p>b) In groups, learners discuss the structure and components of a budget for an event (title, serial number, item, quantity, rate/price, items covered, pledges, subtotal and grand total.) and present their findings to plenary.</p> <p>c) In groups/pairs, learners critique sample copies of written agreements focusing on parties involved, formats/ structures, expression/language, type/purpose and content then they share their findings in class.</p> <p>d) In pairs, learners identify one event, make a comprehensive programme with a corresponding budget, and present it during gallery walk for peer criticism.</p>	<p>a) Use observation sheet to note down the levels of cooperation, respect for each other's views, expression, leadership skills, peer support and the use of mathematics to justify and support decisions in budgeting within the groups.</p> <p>b) Use Socratic questions to converse with learners as they discuss the types of written programmes and the components of a budget template. Pay attention to the levels of cooperation, and respect for each other's views, expressions and peer-support then give feedback.</p> <p>c) Provide score grids to learners to enable them to peer-review the programmes with corresponding budgets produced by their classmates. The grid should focus on parties involved, formats/ structures, expression/language, type/purpose and content, then give feedback.</p>
e) write a will using appropriate format and legal language. (u, s, g. s, v/a)	a) In groups, learners discuss the format and content of a will from a legal document provided in class or accessed online, then share in plenary.	a) Use observation sheet to note down learners' levels of cooperation, peer support, speaking and writing skills as they discuss the format and content of a will from the legal

	<p>b) In groups, learners translate a sample will from a website or a legal document and then present it in a plenary for peer comments and harmonisation.</p> <p>c) In pairs, learners write a will using the harmonised format they have translated, then exchange it for peer review, comments and discussions in plenary.</p>	<p>document provided in class and give feedback.</p> <p>b) Use higher-order questions to converse with learners as they use critical thinking, problem-solving, listening and writing skills in discussing the format and content of a will then give feedback.</p> <p>c) Provide score grids to enable learners to peer-assess the written will presented in plenary. Focus on relevance, accuracy and coherency of format, meaning, expression and content, then harmonise areas that need clarity.</p>
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**ICT Support**

The learner can use:

- i) the Internet to search for formats/structures/features of news articles, speeches, agreements, wills, programmes and budgets.
- ii) a computer to write news articles, speeches, agreements, programmes and budgets.
- iii) a computer and printer to print out news articles, speeches, wills, agreements, programmes and budgets they have composed.
- iv) recording devices to record their speeches.
- v) A public address system to practice programme control skills.

## 3.0 ASSESSMENT

### 3.1 Assessing Local Languages

This Advanced Secondary Curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on the application of knowledge and deeper learning that leads to the acquisition of skills. These Learning Outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabi are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k, u, s v & a.

It is not possible to assess values and 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 values and attitudes are not important or cannot be assessed. They too can be assessed but not easily done through tests and examinations. Values and attitudes can be assessed over a period of time through observing and having interactions with the learner.

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

### 3.2 Formative Assessment

In this curriculum, the teacher’s role in assessment is not only to write tests for the learner but also to make a professional judgment about the learner’s learning during the teaching and learning process. The professional judgment is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgments the teacher needs to look at how well the learner is performing in terms of each Learning Outcome.

The formative assessment opportunities occur in three forms. They can be done through:

#### 1. Observation

The teacher watches the learners working individually or in groups basing on the learning activities assigned to them. The teacher is advised to use self-generated observation checklist/sheet, notebook or any other tools deemed useful in recording learning achievements. Observation technique is good for assessing skills, values and attitudes in the Learning Outcome.

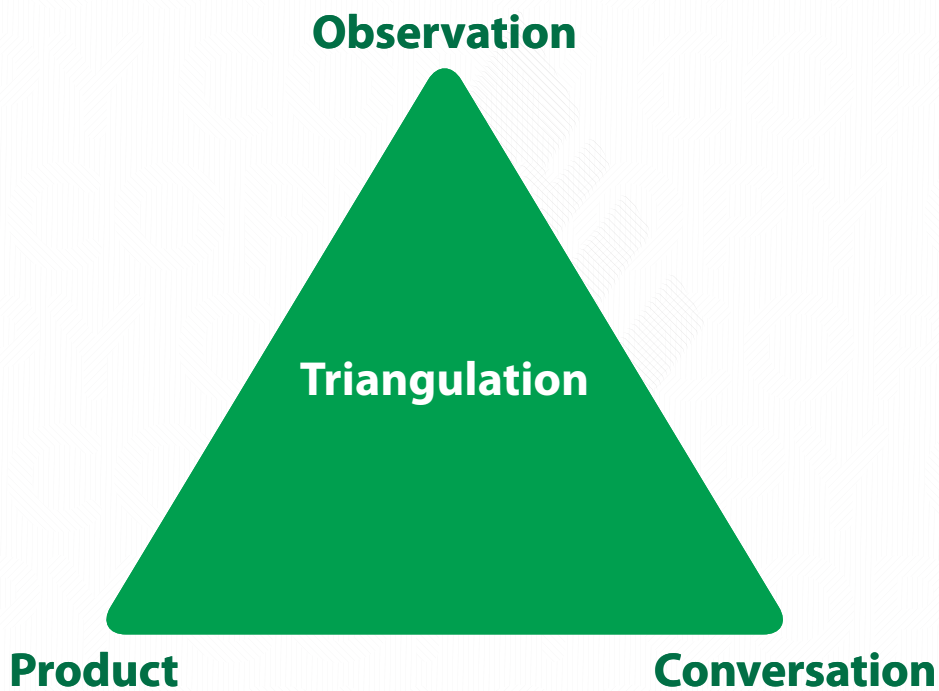
#### 2. Conversation

The teacher interacts with the learners through questioning techniques such as Socratic questions, probing questions, higher order questions and inquiry-based questions. These questions are always open-ended and begin with, ‘why’, ‘how’, ‘what’ etc. The questioning techniques are good for assessing knowledge and understanding in the teaching and learning process.

### 3. Product

In the teaching and learning process, a product is a physical or tangible output that a teacher refers to during assessment. Product in language teaching and learning assignment consists of composition, essay, narrative, poem, report, letter, drama script or any write-up from a learner. It may also take audio-visual form i.e. recorded play/skit or poem.

When all the three are used, the information from one of the above can be checked against the other two forms of assessment opportunities (e.g. evidence from "Observation" can be checked against evidence from "Conversation" and "Product"). This is often referred to as "Triangulation".



### 3.3 Assessment of Generic Skills

The Generic Skills have been built into the syllabus 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. Assessing generic skills is done with the help of observation checklists and scoring rubrics.

### 3.4 Assessment of Values/Attitudes

It is not possible to assess values and 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 through tests and examinations. However, values and attitudes can be assessed over a long period through observation and interactions.

### 3.5 Assessment of Project-Based Learning

Project-Based Learning is a teaching method in which learners or participants gain knowledge and skills by engaging an extended period to investigate and respond to an authentic challenge. The task must have a driving question and it involves sustained inquiry. Project-Based Learning is assessed using a rubric and an observation checklist.

### 3.5 Examinations

There will be only one school-based summative assessment at the end of the year. There will no longer be examinations or tests set at the beginning and end of every term. Instead, there will be a summing up of ongoing teacher assessments made in the context of learning through the Activities of Integration assessment. The learners will also be subjected to the End-of-cycle Assessment for certification. Details on the End-of-Cycle Assessment are provided in the assessment guidelines document.

### 3.6 Record Keeping

In Competency-based Learning, accurate and comprehensive record keeping is crucial to track learners' progress and achievements. Therefore, the teacher and school must keep accurate records about learners' achievement.

Various assessment tools and strategies are employed to capture learners' demonstration of abilities and achievements, including observation checklists, rubrics, and scoring grids. These tools provide a holistic picture of learners' strengths, weaknesses, and areas for improvement. The collected data and evidence from these assessments are correctly recorded and maintained in learners' files, portfolios and anecdotal notes.

## GLOSSARY OF KEY TERMS

Term	Definition
<b>competency curriculum</b>	One in which learners develop the ability to apply their learning with confidence in a range of situations.
<b>differentiation</b>	The design or adaptation of learning experiences to suit an individual learner's needs strengths, preferences, and abilities.
<b>formative assessment</b>	The process of judging a learner's performance, by interpreting the responses to tasks, to gauge progress and inform subsequent learning steps.
<b>generic skills</b>	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and life.
<b>inclusion</b>	An approach to planning learning experiences which allows each student to feel confident, respected, safe, and equipped to learn at his or her full potential.
<b>learning outcome</b>	A statement, which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
<b>process skill</b>	A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area.
<b>sample assessment activity</b>	An activity, which allows a learner 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.
<b>suggested learning activity</b>	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.



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ISBN 978-9970-675-31-9



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