

**MINISTRY OF EDUCATION
AND SPORTS**

**FRAMEWORK
FOR PROVISION OF CONTINUED
LEARNING
DURING THE COVID-19
LOCKDOWN IN UGANDA**

1.0 BACKGROUND

Following the closure of institutions of learning on 20th March 2020 by His Excellency the President of the Republic of Uganda, the Ministry of Education and Sports (MoES) designed a Preparedness and Response Plan to COVID-19 with a focus on continuity of learning, among others. The MoES, worked with a consortium of different stakeholders, under the guidance of the National Curriculum Development Centre (NCDC), to develop standardised study lesson packages in the core subjects for primary and secondary levels, to be distributed to all learners. In addition, model teachers will prepare lessons to be aired delivered on radio and television stations across the country. There are also pre-recorded lessons that will be accessed on line.

The focus in the short term is provision of remedial lessons targeting topics that could have been covered by learners while at school. However in the medium and long term, lessons for the proceeding terms will be developed. The framework emphasises an inclusive and equitable approach for all learners irrespective of their social and economic status, geographical location or disability status. Though the immediate need is during the time when schools are closed, it is postulated that learners will continue using the materials developed (especially the print, audio, video and online materials) for practice even when schools have reopened.

This framework outlines the objectives of this intervention, how learning will occur, the lesson delivery, the roles and responsibilities of the parents/guardians/siblings, learners, teachers and District/Municipal Education Officers (D/MEOs) and District and Municipal Inspectors of Schools (D/MIS') and guidance on lesson preparation and delivery for radio and television.

1.2 OBJECTIVES

The framework aims to:

- (i) Ensure continued learning at home, using the different modes, for all learners when schools have closed due to the pandemic.
- (ii) Highlight the different modes of lesson delivery to be used for continued learning.
- (iii) Guide teachers on how to develop and deliver radio and television lessons for learners at primary and secondary levels during the COVID-19 lockdown.
- (iv) Guide other stakeholders especially parents on their roles and responsibilities to enable continued learning under the lockdown.
- (v) Provide learning opportunities through different mediums of communication i.e. TV, Radio and internet.

2.0 HOW LEARNING WILL OCCUR

The Ministry is making every effort to ensure that every child can stay safe while still acquiring knowledge in both health and academic sectors in the comfort of their homes.

The materials developed have been repackaged to suit the selected media and to ensure that the focus is more on basic concepts, the learning competencies and skills to be acquired rather than on content coverage.

Active learning shall be adopted, to enable learners to understand ideas for themselves, apply knowledge to new situations and use novel examples to explain a concept, and learning more than is required for topic completion.

A learner-centered approach shall be emphasized, to accommodate each learner's interests, abilities, and learning styles and to foster learners to actively participate in discovery learning processes from an autonomous viewpoint.

The Problem-based learning and case studies approach enables the learner to formulate questions, analyse evidence, connect evidence to pre-existing theories, derive conclusions, and reflect on his or her learning based on the problem or scenario provided.

Experiential learning, allows a learner to learn by engaging in authentic learning activities, that replicate situations or problems they might encounter in real life or in a work situation.

2.1 LESSON DELIVERY

The framework proposes the modes of delivering lessons depending on what is convenient for the different learners across the country as indicated below:

- 1) Print and self – study home package, which will be adapted into large print and braille for learners with special needs.
- 2) Radio live recorded lessons and live presentations which will be placed on SD reader cards and memory cards for learners with special needs.
- 3) Television- lessons which will make use of interpreters for learners with hearing impairment.
- 4) Online uploads to be uploaded on phones

The print and self-study materials are interactive and meant to help learners study on their own while they are at home. The focus is on facilitating learners to acquire the required competences and knowledge for a specific level. The materials are intended to empower the learners to be in charge of their learning but monitored and supported by the parents/guardians or siblings. These materials cover a wider range of topics and activities than the TV and radio lessons. The assumption is that the learners will be learning at their own pace, and at different times depending on the contexts in which they live.

The activities and tasks developed cater for learners at different levels of learning to allow each learner the opportunity to work with what is in their environment. The focus is on acquisition of foundational literacy and numeracy skills and competences for Lower Primary while for Upper Primary and Secondary levels, focus is on innovation, problem solving and the core competencies, that students

are expected to acquire from each topic rather than syllabus coverage (**see appendix 2 for details**).

At lower primary (primary one, two and three) focus is on the basic literacy skills such as speaking, reading, writing, listening and numeracy. The strands which are considered at this level are literacy I, literacy II, English and mathematics for term one curriculum work.

At upper primary (primary four to seven) the subjects of; English, Mathematics, Integrated Science, Social Studies, Creative Performing Arts and Physical Education have been considered. Each lesson has a variety of activities which reflect environmental and real life experiences to enable broaden a learner's thinking level. The activities aim at building a learner's self- confidence and a sense of responsibility.

At lower secondary (senior one to four) seven core subjects of: English, Mathematics, Biology, Chemistry, Physics, History and Political Education, and Geography have been considered. Each lesson has a variety of activities in form of scenarios which reflect real life experiences to enable broaden learner's creativity, innovation and critical thinking skills. The activities build the student's self- confidence and a sense of responsibility. In addition, learners will be expected to develop an innovation from the subjects of Art and Design and Entrepreneurship.

At upper secondary level (senior five and six), the focus is on topics from the subjects of: Mathematics, Biology, Chemistry, Physics, History and Political Education, and Geography, Entrepreneurship, Economics, ICT, General Paper and sub- mathematics. Each lesson has a variety of activities in form of case studies and/or projects which reflect real life experiences to enable broaden learner's creativity, innovation and critical thinking skills. These too build the student's self- confidence and a sense of responsibility.

Tasks developed should enable learners to tap into their ability to be innovative. The resultant output will be the ability to come up with a product or a suggested service by the learner. This will address the aspect of skills acquisition and application of knowledge in real life situation at all levels.

The success of this intervention will depend on the support and participation of parents, guardians and other adults at home. The self-study materials therefore, have taken cognisance of moments when learners will consult with adults or siblings at home on what they are learning.

The radio, TV and online lessons shall be aired by model teachers selected from districts across the country, at a stipulated time and parents/guardians/siblings are encouraged to support learners to listen/watch when these are being aired. These lessons will be delivered on different media platforms across the country. The pre-recorded lessons by the MoES will complement the teacher led lessons.

An allocation of 2 hours per day on radio or television for all the levels for 6 days a week has been provided for. This translates into 12 hours per week for all the classes (48 hours for one month). This should guide on the scope of how much to prepare, based on available time. On average, a lesson for lower primary shall not be more than 30 minutes while that of upper primary and secondary level shall not be more than 1 hour **(see appendix 1 for details)**.

The lessons shall focus on themes and key competencies that are deemed critical for learners at a particular level in a given subject, as stipulated in the curriculum. Due to the limited time available for TV and radio instruction per subject area and level, the facilitators shall guide the learners on how they should continue self-studying using print or online materials beyond the TV and radio lessons.

Guidance on how these lessons should be conducted is provided below and sample scripts have been provided to guide the teachers/facilitators on how to develop the teacher led lessons for radio and TV **(see appendices 3a & 3b)**.

3.0 ROLES OF THE KEY PLAYERS

Successful independent self- study requires certain responsibilities or roles of all key stakeholders specifically the learner and parents/guardians. Each party should fulfill their share of the responsibility to ensure successful learning.

Students' roles

- a) Self-assess his/her readiness to learn
- b) Adapts and applies the knowledge and skills learnt
- c) Follows learning instructions
- d) Define his/her learning goals and develop a learning contract
- e) Take initiative for all stages of the learning process — be self-motivated
- f) Develops an innovation

Parent's/guardian's/siblings' roles

- a) Monitors and guides the learner's learning process
- b) Provides materials that children need for learning
- c) Support learners where necessary

The parents are encouraged to help learners to learn from home and stay safe throughout this period of the pandemic. Encourage the learners to listen to the radio and television lesson presentations which will be broadcast on daily basis. This means that parents/ guardians/siblings should create time for learners and allow them to access the radios and televisions when it time for learning.

Head teachers, teachers and D/MIS' roles

- a) Head teachers and teachers shall call the D/MIS' on a daily basis and give comments on lessons taught on radio and TVs. This can be done by sending an SMS on WhatsApp group email or by writing a report.

- b) The D/MIS should analyse the comments and give feedback to the model teachers to improve on lesson delivery.
- c) The D/MIS through the D/MEOs should submit the evaluation reports on lessons delivered on Radio or TV and what the district has done on a weekly basis to the Commissioner Basic Education by email on cmugenyi@education.go.ug.

4.0 BENEFITS OF CONTINUED LEARNING

1. Learners learn more effectively because they actively engage with the information. Self-studiers are able to think about activities more deeply and make connections between what they are learning. And when learners are engaged (and excited) about what they are learning, they're able to remember it better.
2. Self-study helps build study skills a learner can use to explore new topics or tackle challenging schoolwork.
3. Learners discover more about what they're studying. Self-study is all about searching out new information on a concept of interest. Seeking out this information themselves gives learners a chance to learn more about it (rather than just what they are taught in class).
4. As learners do more self-study, many become more confident learners. They are able to see themselves as an independent person who is able to learn new things without anyone helping them. This can be a major motivation boost for learners.
5. Self-study allows learners to take learning at their own pace, focusing on areas they are most interested in (or want to understand a bit better). This helps reduce feelings of frustration, anxiety, or boredom that learners may struggle with in a classroom setting.
6. It encourages curiosity in the learner. Curiosity is one of the biggest (and often overlooked) pieces of motivating students to learn. When learners are not engaged with what they are learning, they absorb less of the information. They study to memorize rather than understand. Self-study allows learners to choose something they are interested in and excited to learn about, leading to a more effective learning experience. Some of the theories of learning by theorists like John Dewey and Jean Piaget promote the above learning approaches.

5.0 GUIDANCE ON LESSON PREPARATION AND DELIVERY FOR RADIO AND TELEVISION

To create an effective presentation that matches the message to the audience, the content and delivery to the purpose, and to ensure that what is delivered is clear and engaging, there is need for thorough preparation of the lesson.

Mention the structure of the presentation to clarify key messages to establish a logical sequence. The structure of the presentation, may have an introduction, a discussion/body and a conclusion.

The competences to be acquired by the learner should be clearly presented before the start of a lesson and re-echoed at the end of the lesson. An activity for practice shall be given to learners to facilitate continued learning after the lesson. Getting ready to deliver a presentation involves practicing in advance to guard against failure to complete the lessons in the given time. Practice is one of the best ways to dispel any pre-speech jitters that you may feel.

What makes a good radio presentation (hints for the teachers)	How to develop a lesson for a television programme (Hints for the teacher)
<ul style="list-style-type: none"> • Match the message to the audience by first analysing the needs of the learners depending on their level. • Match the content and delivery to the purpose. • Delivery should be clear and engaging. • Introduce the lesson in the context of COVID-19. • In case an activity was provided in the previous lesson, learners should be guided on what the expected responses were in brief. This is to help learners to crosscheck whether their work was correct. • Provide an explanation of key/abstract concepts, instructions, or descriptions. • Restate or conclude the lesson and the competences the learner was expected to acquire at the end of the lesson. • Use your voice to create variety and interest—no monotones. • You may have notes of key points, facts, etc. • Paint a word picture. Remember that old adage, “See it on the 	<ul style="list-style-type: none"> • Practice your presentation repeatedly until you are completely familiar with the content. • Rehearse the introduction until you have it memorized. (This strategy will help you to relax.) <p>The following are important when you are preparing for a television presentation.</p> <ul style="list-style-type: none"> • Become comfortable with the pronunciation and enunciation of your material. • Present your lesson in front of a mirror to check your nonverbal behaviour and identify any unconscious mannerisms. • Stand upright and relaxed. • Make eye contact with the camera. • Try to gesture an average of twice in each sentence. • Use volume, pitch, and emphasis to maximize your message. • Use pauses for impact before you begin and during lesson delivery. • Practice with a watch to check your pacing. Ensure that your message fits the allotted time.

radio.” Use examples and stories from real life to “illustrate” your point. Call-Ins: Don’t let angry or hostile callers fluster you. Always take the high road. Avoid ums, ahs, and “verbal nodding”—it sounds silly on radio.

- Get feedback as you practice: Ask an observer to provide feedback to refine your delivery.
- Dress appropriately. Mostly that means dress conservatively, but there are exceptions.
- Face the audience and maintain an attentive stance. Make eye contact and avoid talking with your back towards the audience.
- Avoid reading to the audience. Simple notes can help you avoid reading from a prepared script.
- Use teaching aids derived from the environment to foster learning.

APPENDIX 1

TIME ALLOCATION AND DURATION FOR RADIO PROGRAMMES

Considering the number of lessons per class per month, it is proposed that;

- The total number of days is 24 in a month
- Each day has 3 periods, making a total of 74 periods
- Each period is 30 minutes for lower primary and 1 hour for upper primary and secondary level.

PRIMARY LEVEL

CLASS	Total number of hours in a month	MTC	ENG	SCI	SST	CAPE	LIT
P.1 -3	3						3
P.4	5	1	1	1	1	1	
P.5	5	1	1	1	1	1	
P.6	5	1	1	1	1	1	
P.7	12	3	3	3	2	1	
TOTAL	30	6	6	6	5	4	3

SECONDARY LEVEL

CLASS	Total number of hours in a month	ENG	MTC	PHY	CHEM	BIO	GEO	HIS	ECON
S.1	7	1	1	1	1	1	1	1	
S.2	7	1	1	1	1	1	1	1	
S.3	7	1	1	1	1	1	1	1	

S.4	7	1	1	1	1	1	1	1	
S.5	7	1	1	1	1	1	1	1	1
S.6	7	1	1	1	1	1	1	1	1
TOTAL	44	6	6	6	6	6	6	6	2

GENERAL TIME DISTRIBUTION

D A Y	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
PRIMARY LEVEL																								
L P	LE SS O N											LE SS O N												LE SS O N
P · 4		LE SS O N					LE SS O N		LE SS O N						LE SS O N								LE SS O N	
P · 5			LE SS O N		LE SS O N						LE SS O N						LE SS O N							LE SS O N
P · 6			LE SS O N						LE SS O N				LE SS O N						LE SS O N		LE SS O N			

P 7		M TC		EN G		SC I		SS T		M TC		EN G		SC I		SS T		A/ C		M TC		EN G		SC I
SECONDARY LEVEL																								
S 1	LE SS O N			LE SS O N			LE SS O N			LE SS O N			LE SS O N			LE SS O N			HI S					
S 2				LE SS O N		LE SS O N								LE SS O N			LE SS O N			LE SS O N		LE SS O N	LE SS O N	LE SS O N
S 3					LE SS O N			LE SS O N			LE SS O N			LE SS O N			LE SS O N		LE SS O N				LE SS O N	
S 4		LE SS O N			LE SS O N			LE SS O N			LE SS O N			LE SS O N			LE SS O N			LE SS O N				

S · 5	LE SS O N						LE SS O N			LE SS O N				LE SS O N					LE SS O N		LE SS O N		
S · 6			LE SS O N				LE SS O N					LE SS O N					LE SS O N				LE SS O N		

FINAL TIMETABLE FOR RADIO LESSONS

WEEK	DAY	LESSION 1	LESSION 2	LESSION 3
ONE	MON	LIT (P.1-3)	MTC (S.1)	LIT (S.5)
	TUE	SST (P.4)	MTC (P.7)	HIS (S.4)
	WED	SST (P.5)	SCI (P.6)	PHY (S.6)
	THUR	ENG (P.7)	ENG (S.1)	BIO (S.2)
	FRI	CAPE 1 (P.5)	MTC (S.3)	GEO (S.4)
	SAT	SCI (P.7)	HIS (S.2)	CHEM (S.6)
TWO	MON	CAPE 2 (P.4)	PHY (S.1)	MTC (S.5)
	TUE	SST (P.7)	ENG (S.3)	MTC (S.4)
	WED	SCI (P.4)	CAPE 3 (P.6)	BIO (S.6)
	THUR	MTC (P.7)	CHEM (S.1)	PHY (S.5)
	FRI	SCI (P.5)	GEO (S.3)	PHY (S.4)
	SAT	LIT (P.1-3)	ENG (P.7)	MTC (S.6)
THREE	MON	MTC (P.6)	BIO (S.1)	CHEM (S.5)
	TUE	SCI (P.7)	PHY (S.3)	ENG (S.4)
	WED	ENG (P.4)	CHEM (S.2)	ECON (S.6)
	THUR	SST (P.7)	GEO (S.1)	BIO (S.5)
	FRI	MTC (P.5)	HIS (S.3)	CHEM (S.4)
	SAT	CAPE 3 (P.7)	PHY (S.2)	HIS (S.6)
FOUR	MON	ENG (P.6)	HIS (S.1)	BIO (S.3)
	TUE	MTC (P.7)	BIO (S.4)	ECON (S.5)
	WED	SST (P.6)	GEO (S.2)	LIT (S.6)
	THUR	MTC (P.4)	ENG (P.7)	HIS (S.5)
	FRI	ENG (P.5)	ENG (S.2)	CHEM (S.3)
	SAT	LIT (P.1-3)	SCI (P.7)	MTC (S.2)

APPENDIX 2

PRIMARY CURRICULUM COMPETENCES/BASIC CONCEPTS FOR COVID RESPONSE PRIMARY ONE – PRIMARY THREE COMPETENCES

SUBJECT	COMPETENCES/BASIC CONCEPTS
Mathematics	<ol style="list-style-type: none">1. Counting numbers2. Finding missing number in a given series3. Solving word problems related to counting4. Measuring length heights ,width breadth non- standard measure5. Subtracting numbers6. Reading number symbols7. Adding numbers8. Writing number names9. Reading number symbols10. writing number symbols
English	<ol style="list-style-type: none">1. Reciting rhymes2. Singing songs3. Reading words and short sentences4. Writing short sentences using given structure5. Writing words with correct spacing and spelling6. Copying words7. Copying short sentences8. Responding to different questions in full sentences
Literacy 1	<ol style="list-style-type: none">1. Picture talk2. Use of words to make sentences3. Matching word to meaning4. reading words5. reading sentences6. reading short texts7. answering questions orally8. naming things

Literacy 11	<ol style="list-style-type: none"> 1. writing letters 2. Writing letter patterns 3. writing short words 4. writing sentences 5. composing picture stories 6. writing short texts creatively

PRIMARY FOUR COMPETENCES FOR COVID-19 RESPONSE

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
MATHEMATICS	1. Sets	<ul style="list-style-type: none"> – Describes equivalent sets. – Identifies empty sets. – Uses set symbols for the different sets given. – Identifies the common members in sets.
	2. Whole Numbers	<ul style="list-style-type: none"> – Names place values from Ones to Ten thousands – Writes numbers in expanded form.
ENGLISH	Describing People	<ul style="list-style-type: none"> – describes self using present tense – describes what other people look like using present tense – reads a simple description of someone's looks based on a picture
	Describing Objects	<ul style="list-style-type: none"> – compares two or three objects in terms of size, shape, colour or texture
	Directing People to Places	<ul style="list-style-type: none"> – identifies and describes the main features of familiar places – directs people to specific places – locates different places following directions

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
		<ul style="list-style-type: none"> – gives directions to familiar places – interprets and follows directions to specific places – reads texts and simple maps about places – writes simple descriptions of familiar places
INTEGRATED SCIENCE	The world of living things; Flowering plants	<ul style="list-style-type: none"> – Names the parts of a flowering plants – Mentions the functions of the parts – Explains the uses of plants to people
	Growing crops	<ul style="list-style-type: none"> – Demonstrates some crop growing practices
		<ul style="list-style-type: none"> – Groups crops
	PERSONAL HYGIENE	<ul style="list-style-type: none"> – Demonstrates appropriate ways of keeping our bodies clean – Explains the importance of keeping the bodies clean
SOCIAL STUDIES	Location of our District in Uganda	<ul style="list-style-type: none"> – Location of our District on the map of Uganda, SST Syllabus Pg2. – Comparing the size of our District with the neighbouring Districts, SST Syllabus P2. – History of our District, SST Syllabus P3 – Important places in our District, SST Syllabus P3.
PHYSICAL EDUCATION	Athletics	<ul style="list-style-type: none"> – jump over the object
		<ul style="list-style-type: none"> – throw and aim at object
		<ul style="list-style-type: none"> – combined experiences; jump, throw, aim, catch and run
ART AND TECHNOLOGY	Colours	<ul style="list-style-type: none"> – Mixes colours for use in painting

PRIMARY FIVE COMPETENCES FOR COVID-19 RESPONSE

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
MATHEMATICS	1. Sets	<ul style="list-style-type: none"> – Forms equivalent and equal sets – Describes empty sets. – Identifies union and intersection of sets – Uses symbols to represent sets. – Draws Venn diagrams.
	2. Whole Numbers	<ul style="list-style-type: none"> – Names place value up to Hundred thousands. – Writes numbers up to 999,999 in figures and in words. – Rounds off numbers to the nearest 10,000 – Converts Roman numerals to Hindu-Arabic numerals and vice versa.
ENGLISH	Vehicle Repair and Maintenance	<ul style="list-style-type: none"> – uses the present perfect tense to make sentences – uses the given vocabulary to do project work
	Equipment Used in Vehicle Repair	<ul style="list-style-type: none"> – makes sentences using the vocabulary related to vehicle repair and maintenance
	Print Media	<ul style="list-style-type: none"> – uses articles to construct sentences
INTEGRATED SCIENCE	Keeping poultry and bees	<ul style="list-style-type: none"> – Identifies different types of poultry – Describes the different types of chicken – Describes the different breeds of chicken
		<ul style="list-style-type: none"> – Describes the systems of keeping poultry

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
		<ul style="list-style-type: none"> – Describes the different types of bee hives – Explains the reasons for swarming – Describes the methods of harvesting and extracting honey
	Measurement	<ul style="list-style-type: none"> – Measures things in the homestead
SOCIAL STUDIES	Location of Uganda on the map of East Africa	<ul style="list-style-type: none"> – Districts that make up Uganda – Location of Uganda on the map of East Africa – Uganda’s neighbours – Elements of a map
	Physical features in Uganda	<ul style="list-style-type: none"> – Different physical features of Uganda – Formation of different features – Influence of different physical features on climate – influence of different physical features on Living things – Importance of the different physical features. – Problems associated with different types of physical features. – Solutions to problems caused by physical features.
PHYSICAL EDUCATION	Athletics	<ul style="list-style-type: none"> – applies knowledge of safety measures and simple runs
		<ul style="list-style-type: none"> – performs simple relays
		<ul style="list-style-type: none"> – sprints 20m, 30m, 50m-100m
		<ul style="list-style-type: none"> – executes long jump
		<ul style="list-style-type: none"> – executes high jump
ART AND TECHNOLOGY	Food preparation	<ul style="list-style-type: none"> – Prepares a simple meal

PRIMARY SIX COMPETENCES FOR COVID-19 RESPONSE REMEDIAL WORK

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
MATHEMATICS	Sets	<ul style="list-style-type: none"> – Forms equal, equivalent and unequal sets – Draws Venn diagrams to show union and intersection of sets – Forms subsets from a given set – Finds the relationship between complement set and universal set
	Whole Numbers	<ul style="list-style-type: none"> – Identifies place values – writes number in words up to 9, 999, 999 – Writes numbers in figures up to 9, 999, 999 – Reads numbers. – Reads and writes numbers in Roman numerals up to M.
	Operations on whole numbers	<ul style="list-style-type: none"> – Adds whole numbers with or without hose sum does not exceed 9, 999, 999 – Subtracts numbers up to seven digits with or without regrouping. – Solves word problems involving additions and subtractions.
ENGLISH	Safety on the Road	<ul style="list-style-type: none"> – uses language related to safety on the road – describes how to use the road safely – reads texts related to safety on the road – writes texts related to safety on the road

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
	Traffic Dangers	<ul style="list-style-type: none"> - explains the highway code - applies the highway code to use the road safely - describes words related to features on the road - identifies causes of accidents - reads texts related to dangers on the road - writes texts related to dangers on the road
INTEGRATED SCIENCE	Classification of animals	<ul style="list-style-type: none"> - Describes the different characteristics of animals - Classifies invertebrates - Classifies vertebrates
	Sound energy	<ul style="list-style-type: none"> - Classifies the different musical instruments
SOCIAL STUDIES	East African community	<ul style="list-style-type: none"> - Origin of human race - Archaeological sites in East Africa - Importance of Historical sites - Ethnic Groups in East Africa - Factors that influenced Movement and Settlement of Ethnic Groups in East Africa
		<ul style="list-style-type: none"> - Ways of Living of the people of East Africa. - Bunyoro Kitara Empire. - Bunyoro Kingdom. - Buganda Kingdom. - The Nyamwezi Chiefdom. - Social Organisation, Culture and Customs - Ways of worship in East Africa in Past and Present - Factors which influence settlement and Population Growth in the Past Present.

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
		<ul style="list-style-type: none"> – Factors that influence Population Distribution
PHYSICAL EDUCATION	Athletics	<ul style="list-style-type: none"> – applies safety knowledge when walking, running, jumping and throwing
		<ul style="list-style-type: none"> – executes crouch start
		<ul style="list-style-type: none"> – executes a hurdle
		<ul style="list-style-type: none"> – performs a long jump
ART AND TECHNOLOGY	Making ornaments and jewellery	<ul style="list-style-type: none"> – Makes necklaces, anklets and wristlets

**PRIMARY SEVEN COMPETENCES FOR COVID-19 RESPONSE
REMEDIAL WORK**

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
MATHEMATICS	3. Set Concepts	<ul style="list-style-type: none"> – Defines Finite and Infinite sets – Derives the formula for finding number of subjects. – Solves daily problems on Venn diagram. – Reads and writes figures in words up to tens of millions.
	4. Whole Numbers	<ul style="list-style-type: none"> – Expresses numbers from one base to base ten and vice versa – Adds, subtracts and multiplies in binary system. – Writes figures in Roman numerals up to two thousand. – Compares daily number of Corona victims in the world.

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
	5. Operations on whole numbers	<ul style="list-style-type: none"> – Adds whole numbers up to tens of millions – Subtracts whole numbers up to tens of millions
ENGLISH	Holiday Plans	<ul style="list-style-type: none"> – describes plans made for holidays – uses appropriate language to describes plans made for holidays – narrates stories related to holiday plans – reads texts related to holiday plans – writes texts related to holiday plans
	Holiday activities	<ul style="list-style-type: none"> – describes activities that take place during the holidays – uses appropriate language to describe activities and actions – reads texts related to holiday activities – writes texts related to holiday activities
	Informal Letters	<ul style="list-style-type: none"> – identifies components of an informal letter – tells when informal letters are written – reads given informal letters – interprets given informal letters
	Formal Letters	<ul style="list-style-type: none"> – identifies components of a formal letter – identifies the difference between a formal letter and an informal letter – tells when formal letters are written – writes formal letters – interprets given formal letters

SUBJECT	TOPIC	COMPETENCES/BASIC CONCEPTS
INTEGRATED SCIENCE	Muscular skeletal system	<ul style="list-style-type: none"> – Names the different bones in the skeletal system – Classifies joints – Classifies muscles
	Electricity and magnetism	<ul style="list-style-type: none"> – Explains how electricity is produced by generators
SOCIAL STUDIES	Location of Africa on the Map of the World	<ul style="list-style-type: none"> – Names water bodies that surround Africa – Identifies Islands which are part of Africa.
	Physical features of Africa	<ul style="list-style-type: none"> – Names and locates the major Physical Features of Africa beyond East Africa – Identifies the Coastal Plains
	Climate of Africa	<ul style="list-style-type: none"> – Climatic regions of Africa and Characteristics – Identifies factors that influence the climate of Africa.
	Vegetation	<ul style="list-style-type: none"> – Locates and names the types of vegetation in Africa
PHYSICAL EDUCATION	Athletics	<ul style="list-style-type: none"> – applies knowledge of safety measures in athletics
		<ul style="list-style-type: none"> – performs a triple jump
		<ul style="list-style-type: none"> – performs a distance run
		<ul style="list-style-type: none"> – performs a variety of throws
ART AND TECHNOLOGY	Printing	<ul style="list-style-type: none"> – Prints posters, banners and designs

SECONDARY CURRICULUM
SENIOR ONE COMPETENCES /BASIC CONCEPTS FOR COVID-19
RESPONSE

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
ENGLISH	Abstract nouns	<ul style="list-style-type: none"> – Differentiate between abstract nouns and concrete nouns – Identify abstract nouns from a given passage – Compose sentences using abstract nouns
	Personal pronouns	<ul style="list-style-type: none"> – Use personal pronouns to replace the proper nouns – Identify the two types of personal pronouns – Compose sentences using personal pronouns – Compose sentences using verbs of preference to express preferences – Read and respond to a given passage.
	Comparatives and Superlatives	<ul style="list-style-type: none"> – By the end of this lesson you should be able to: – Make a difference between comparative and superlative adjectives – Write sentences using comparative and superlative adjectives – Read and respond to a reading comprehension

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
PHYSICS	Introduction to Physics	<ul style="list-style-type: none"> – Explains the meaning of Physics. – Describes the relationship between Physics and other subjects like Biology Chemistry Identify the branches of physics – Explains the application of physics inside and outside the classroom. Explain what a laboratory is – Identifies the rules and regulations of the laboratory. – Explains the importance of laboratory rules and regulations
	Measurements in Physics	<ul style="list-style-type: none"> – Explains the meaning of measuring and estimating – Identifies the major physical quantities that are measured – Measures length and express it in different units
CHEMISTRY	Chemistry and society	<ul style="list-style-type: none"> – Understand the importance of chemistry and relate knowledge of chemistry to relevant careers – Know the contribution to the Uganda economy
	Experimental chemistry	<ul style="list-style-type: none"> – Know the laboratory rules and regulations – Understand the importance of risk assessment
	State and changes of	<ul style="list-style-type: none"> – Understand that matter is anything which occupies

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
	states of matter	<p>and has mass and can exist as liquid, solid, gas and plasma form.</p> <ul style="list-style-type: none"> - Understand that solids, liquids and gases have different properties including shape, pouring and compressing.
BIOLOGY	Cells	<ul style="list-style-type: none"> - Identify the parts of an animal cell - Draw and label an animal cell - Explain the structure of specialized cells in terms of their functions in an organism
HISTORY	1. Finding out about our past.	<p>Lesson 1</p> <ul style="list-style-type: none"> - Define the terms history and political education - Explain the relationship between history and political education. - Examine the importance of studying history and political education. <p>Lesson 2</p> <ul style="list-style-type: none"> - Outline and classify the sources of history - Explain the primary sources - Discuss the secondary sources. - Describe the scientific sources of history. <p>Lesson 3</p> <ul style="list-style-type: none"> - Explain the meaning of the term historical site

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<ul style="list-style-type: none"> - Locate historical sites in East Africa - Mention the importance of historical sites in East Africa.
	<p>1. The Origin of man</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> - Explain the meaning of traditional beliefs. - Understand the Kintu and Nambi legend - Know the story of Kaang and creation. <p>Lesson 2</p> <ul style="list-style-type: none"> - Explain the meaning of Bible creation story. - Identify the main scenes in the creation story of man. - Understand the significance of Adam and Eve to our life. <p>Lesson 3</p> <ul style="list-style-type: none"> - Explain the career of Charles Darwin the founder of this theory. - Discuss the scenes about scientific theory and the origin of man. - Examine the concept of human evolution.
GEOGRAPHY	Introduction to Geography	<ul style="list-style-type: none"> - Know the meaning of Geography. - Understand the environment as all the things around us.

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<ul style="list-style-type: none"> - Appreciate that the study of geography helps us to understand how our lives are affected by the environment, and how we can preserve the environment. - Appreciate that caring for our environment is a sign of love for one's country.
	Showing the local area on a map	<ul style="list-style-type: none"> - Know what a map is and how this can be used to show places. - Understand the difference between a map and a photograph - Understand that maps are representations of the world at different scales. - Draw a sketch map of the local area - Use and interpret symbols and identify features on a map using a key. - Follow routes on a map.
	Maps and their uses	<ul style="list-style-type: none"> - Use and interpret symbols and identify features on a map using a key - Identify directions on a map, using basic compass points - Follow routes on a map - Draw a map using a simple scale and use scale on a map

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<ul style="list-style-type: none"> - Understand that there are many types of maps on different scales
ENTREPRENEURSHIP	Activity One: Making charcoal briquettes	<ul style="list-style-type: none"> - Prepare materials for making charcoal briquettes, make charcoal briquettes, dry the briquettes, dry the briquettes and use them for cooking.
	Activity Two: making and using charcoal briquettes.	<ul style="list-style-type: none"> - Explain three benefits of making and using charcoal briquettes. - Write a brief report on making charcoal briquettes
ART AND CRAFTS	Appreciating Art and Design	<ul style="list-style-type: none"> - Understand what is Art and Design - Understand the reason of studying Art and Design - Appreciate the Careers in Art and Design
	Making Collage Art	<ul style="list-style-type: none"> - Plan appropriate compositions for the given task based on a theme - Research and make use of information and available materials to create artworks. - Create and present artistic ideas based on a technique of collage to suit a decorative purpose
MATHEMATICS	Bases	<ul style="list-style-type: none"> - Identifying Numbers in any Base - Converting numbers from one Base to another

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<ul style="list-style-type: none"> – Manipulate Numbers in different Bases – Identifying place values in different Bases

SENIOR TWO COMPETENCES FOR COVID-19 RESPONSE

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
ENGLISH	Auxiliary verbs in verb phrases.	<ul style="list-style-type: none"> – Understand what auxiliary verbs are. – Use auxiliary verbs in sentences
	Descriptive writing.	<ul style="list-style-type: none"> – Use adjectives, adverbs, active verbs and imagery in descriptive compositions.
	Direct and Indirect Speech	<ul style="list-style-type: none"> – Understand the difference between direct and reported speech – Use speech marks to punctuate my direct speech – Convert between direct and reported speech.
	Active and Passive Voice	<ul style="list-style-type: none"> – Understand meaning of voice – Distinguish between active passive voice – Construct own sentences in active and passive voice.
PHYSICS	Machines	<ul style="list-style-type: none"> – Explains what a machine is – Explains the terminologies related to machines – Classifies the three types of levers – Explains the reason for the classification
CHEMISTRY	Water	<ul style="list-style-type: none"> – State the properties and uses of water – Design an experiment to show how water reacts with iron

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
	Periodic table	<ul style="list-style-type: none"> - State how elements are arranged in the periodic table - Describe the characteristics of elements in groups and periods.
BIOLOGY	Soil	<ul style="list-style-type: none"> - Describe the ways how soil is formed - Identify the types of soil - Demonstrate water retention and drainage in soil
HISTORY	The external Contacts and pressures in East Africa 1800-1880	<p>Lesson 1</p> <ul style="list-style-type: none"> - State the background of Ngoni people. - Explain the reasons for migration of Ngoni people - Describe the course of Ngoni migrants. <p>Lesson 2</p> <ul style="list-style-type: none"> - Explain the meaning of the term Long distance trade. - Find out the reasons for growth and development of long distance trade. - Describe the organization of long distance trade. <p>Lesson 3</p> <ul style="list-style-type: none"> - Explain the meaning of slavery and slave trade. - Identify reasons for its rise. - Give the results of slave trade and slavery in East Africa.
GEOGRAPHY	Inland water transport: A Case study of the Great Lakes and St. Lawrence Seaway	<ul style="list-style-type: none"> - Describe the location of the St. Lawrence Seaway. - Explain the problems that faced inland water transport before the St Lawrence Seaway project. - Outline the problems of the St. Lawrence Seaway project. - Explain the steps and problems of the seaway.

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
	The Development of a semi-arid environment: A case study of Southern California.	<ul style="list-style-type: none"> – Identify the contribution of the seaway to the development of North America. – Describe the position and physical environment of Southern California. – Describe the farming practices in southern California. – Explain the factors favouring and problems facing fruit farming in the Central valley of California. – Describe the major types of industries in Southern California and factors favouring them. – Outline the benefits of industrial development.
ENTREPRENEURSHIP	Activity One: Making charcoal briquettes using locally available materials.	<ul style="list-style-type: none"> – Prepare materials for making charcoal briquettes, make charcoal briquettes, dry the briquettes, dry the briquettes and use them for cooking.
	Activity Two: making and using charcoal briquettes Activity Three: Design a poster	<ul style="list-style-type: none"> – Explain three benefits of making and using charcoal briquettes. – Write a brief report on making charcoal briquettes – Design a poster for advertising you charcoal briquettes.
ART AND CRAFTS	Mosaic Art	<ul style="list-style-type: none"> – Plan appropriate compositions for the given task

SENIOR THREE COMPETENCES FOR COVID-19 RESPONSE

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
ENGLISH	Demonstratives	<ul style="list-style-type: none"> – Understand what demonstratives are – Identify demonstratives from the given passage – Use demonstratives as pronouns and as demonstratives
	Derived nouns	<ul style="list-style-type: none"> – Understand what derived nouns are – Identify derived nouns from the given passage – Use derived nouns in sentences – Classify the derivations ie noun from noun, noun from verb and noun from adjective.
	Pronouns and cases	<ul style="list-style-type: none"> – Differentiate between subjective and objective case – Identify subjective and objective cases from the given passage – Compose sentences using both cases
	Phrasal verb	<ul style="list-style-type: none"> – Understand what phrasal verbs are – Identify phrasal verbs in the given passage – Differentiate between separable and inseparable phrasal verbs – Use phrasal verbs in sentences
PHYSICS	Motion	<ul style="list-style-type: none"> – Defines speed – solves mathematical problems involving speed

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<ul style="list-style-type: none"> – Defines displacement and velocity – Solves mathematical problems related to velocity
CHEMISTRY	Carbon chemistry	<ul style="list-style-type: none"> – State the oxides of carbon – Describe how carbon dioxide can be prepared and write an ionic equation of reaction – Explain the effect of soluble carbonates in softening hard water.
BIOLOGY	Respiration	<ul style="list-style-type: none"> – Demonstrate the mechanism of breathing
HISTORY	1. First World War	<ul style="list-style-type: none"> – Know the meaning of World War 1 – Name the major countries involved at World War 1 – Mention the impact of World War 1 in East Africa
	2. Rise of Nationalism in Uganda	<ul style="list-style-type: none"> – Know the meaning of Nationalism – Identify the factors that led to rise of Nationalism in Uganda – Explain the role played by political parties in Uganda
	3. The Devonshire White Paper (1923)	<ul style="list-style-type: none"> – Identify the reasons why the Devonshire White Paper was issued – State the terms of the Devonshire White Paper

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<ul style="list-style-type: none"> - List the effects of the Devonshire White paper
GEOGRAPHY	Fishing in East Africa	<ul style="list-style-type: none"> - Identify the major fishing grounds and types of fish caught. - Explain the factors favouring fishing in East Africa. - Describe the fishing methods used in East Africa. - Describe the methods used to preserve fish in East Africa. - Explain the contribution of the fishing to the economy of East Africa. - Explain the problems facing the fishing industry of fishing in East Africa.
	Wild life conservation and Tourism in East Africa	<ul style="list-style-type: none"> - Identify and locate the major areas of wild life conservation and tourism. - Explain the factors leading to the development of the tourism industry in East Africa. - Describe the challenges facing the tourism industry in East Africa.

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<ul style="list-style-type: none"> - Explain the contribution of the tourism industry in East Africa.
	The development of towns and ports in East Africa	<ul style="list-style-type: none"> - Describe the site and location of ports and towns in East Africa - Explain the factors that led to the growth of ports and towns in East Africa - Explain the problems of urbanization and their solutions.
ENTREPRENEURSHIP	Making charcoal briquettes.	<ul style="list-style-type: none"> - Prepare materials for making charcoal briquettes, make charcoal briquettes, dry the briquettes, dry the briquettes and use them for cooking.
	Making and using charcoal briquettes.	<ul style="list-style-type: none"> - Explain three challenges of making and using charcoal briquettes. - Write a brief report on making charcoal briquettes
	Activity Three: Packaging Briquettes	<ul style="list-style-type: none"> - By the end of this activity you should be able to : - Identify the right materials for making packages. - Design packages for your charcoal briquettes. - Label your packaged briquettes.

SENIOR FOUR COMPETENCES FOR COVID-19 RESPONSE

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
ENGLISH	Use of Nouns	<ul style="list-style-type: none"> – Use nouns as subjects and objects in sentences – Use nouns as complements in sentences
	Interrogative pronouns	<ul style="list-style-type: none"> – Use interrogative pronouns in direct questions – Use interrogative pronouns in indirect questions
	Relative pronouns	<ul style="list-style-type: none"> – Use relative clauses as subjects and objects in sentences – Use relative clauses as conjunctions in sentences – Know when to omit a relative clause.
	Formation of adjectives from other words	<ul style="list-style-type: none"> – Form adjectives from nouns – Form adjectives from verbs and other adjectives
PHYSICS	Current electricity	<ul style="list-style-type: none"> – Explains what current electricity is – Solves numerical problems relating charge, current and time – Explains emf and identifies its sources
CHEMISTRY	Reversible reactions and rates of reaction	<ul style="list-style-type: none"> – Explain the effect of concentration of reactants on the rate of reaction. – Describe how temperature affects the rate of a chemical reaction.
BIOLOGY	Growth and development in plants and animals	<ul style="list-style-type: none"> – Describe internal and external structure of a seed. – Conduct experiment on plant growth over time and plot a growth-time graph on the growth observed.
HISTORY	1. Islamic movements of	<ul style="list-style-type: none"> – Explain the term “Jihads”

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
	the 19 th century	<ul style="list-style-type: none"> – Find out the causes of Jihads in the 19th century in West Africa – Outline the importance of
	2 Christian missionary activities in west Africa	<ul style="list-style-type: none"> – Identify Christian missionary Activities in West Africa – Outline problems which they faced – State reasons for their success in the 19th century
GEOGRAPHY	The Climate of Africa	<ul style="list-style-type: none"> – Describe the characteristics of the major types of climate. – Explain the factors affecting the climate of Africa – Explain the activities carried out by the people living in the different climatic regions of Africa. – Explain the problems associated with the different types of climate in Africa. – Draw suitable graphs to portray the climatic statistics for selected stations in Africa.
ENTREPRENEURSHIP	Making charcoal briquettes	<ul style="list-style-type: none"> – Prepare materials for making charcoal briquettes, make charcoal briquettes, dry the briquettes, dry the briquettes and use them for cooking.
		<ul style="list-style-type: none"> – Explain three challenges of making and using charcoal briquettes. – Write a brief report on making charcoal briquettes
	Simple Business Plans	<ul style="list-style-type: none"> – Prepare a business plan for making and selling charcoal briquettes. – Present the business plan. – Explain Prepare the importance of the business plan.
ART AND CRAFTS	Designing a Flier	<ul style="list-style-type: none"> – Create functional designs for the purpose of self-expression and communicate ideas

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<ul style="list-style-type: none"> – Transform verbal and text information into graphic designs that communicates ideas.
MATHEMATICS	Equations and Inequalities Linear Programming	<ul style="list-style-type: none"> – Drawing number line and -using it to find solutions of inequalities – Working out expressions involving inequalities – Forming linear inequalities – Representing inequalities – Showing the required region – Solving and interpreting the optimum solutions
	Algebra	<ul style="list-style-type: none"> – Solving harder quadratic equations using all the methods

A'LEVEL COMPETENCES FOR COVID-19 RESPONSE

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
GENERAL PAPER	Essay and comprehension questions	<ul style="list-style-type: none"> – Present in a logical and appropriate manner. – Present views and ideas with reasoned consideration. – Have a broad understanding of the world and current issues like climate change, voter education, animal welfare and scientific discoveries. – Express thoughts creatively. – Evaluate and determine information, ideas and opinions in a thoughtful and logical manner. – Apply knowledge and understanding through analysis of specific tasks. This can be done by drawing inferences, providing explanations, constructing

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<p>and developing arguments or understanding the implications of suggested courses of action and conclusions.</p> <p>–</p>
PHYSICS	Light	– Explains and apply the laws of reflection at plane surfaces
CHEMISTRY	Carbon chemistry (S.5)	<p>– Describes the different chemical and physical characteristics of Carbon</p> <p>– Analysis the diversity of organic compounds</p>
BIOLOGY	Cells (S.5)	<p>– Describe the structure and functions of the animal cell ultra-structure as visible under the electron microscope.</p> <p>– Describe the fluid-mosaic model of the plasma membrane</p>
	Nutrition (S.6)	– Explain the environmental and internal factors influencing the rate of photosynthesis
	Homeostasis (S.6)	– Describe the structure and function of the nephron.
HISTORY	AFRICAN NATIONALISM (S.5)	<p>– LESSON 1</p> <p>– Define African nationalism.</p> <p>– Explain the features of African nationalism.</p> <p>– LESSON 2</p> <p>– Explain the internal factors for the rise of African nationalism.</p> <p>– LESSON 3</p> <p>– Explain the external factors for the rise of African nationalism.</p> <p>– Develop a sense of patriotism using historical data.</p>
	FRENCH REVOLUTION OF 1789	<p>– LESSON 1</p> <p>– Describe the features of the French society at the eve of the French revolution.</p>

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
	(S.5)	<ul style="list-style-type: none"> - Draw a sketch map showing Europe at the eve of the 1789 French revolution. - Explain the meaning of the 1789 French revolution. - LESSON 2 - Describe the long term causes of the 1789 French revolution. - Explain the extent to which long term factors contributed to the outbreak of the 1789 French revolution. - LESSON 3 - Explain / analyse the immediate/ short term factors that contributed to the outbreak of the 1789 French revolution.
	<p>THE PRE COLONIAL SOCIETIES IN AFRICA</p> <p>(S.5)</p>	<ul style="list-style-type: none"> - LESSON 1 - Give a brief background of pre-colonial Africa - Define two types of pre-colonial African societies. - Examine the features of pre-colonial centralised states. - LESSON 2 - Discuss the features of pre-colonial non centralised states in Africa. - Give a comparison between centralised and non-centralised states in Africa - Draw a sketch map of Africa showing centralised and non-centralised states pre-colonial states.
	<p>THE WHITE SOUTH AFRIKANER NATIONALISM</p> <p>(S.5)</p>	<ul style="list-style-type: none"> - LESSON 1 - Explain the background of south Afrikaner nationalism - Describe the ways how Africans reacted towards apartheid in South Africa. - LESSON 2 - Discuss the obstacles to South Africa's independence between 1931 - 1996. - Examine the impact of apartheid to the people of South Africa.

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
		<ul style="list-style-type: none"> - LESSON 3 - Explain the factors for the rise of south Afrikaner nationalism
	<p>THE CRIMEAN WAR 1854 – 1856 (S.5)</p>	<ul style="list-style-type: none"> - LESSON 1 - Explain the background of the outbreak of the Crimean war of 1854-1856. - Discuss the causes of the Crimean war of 1854 – 1856. - LESSON 2 - Identify the major events of the Crimean war of 1854-1856. - LESSON 3 - Asses the effects of the Crimean war of 1854 – 1856.
	<p>COLONIAL ADMINISTR ATION (S.6)</p>	<ul style="list-style-type: none"> - LESSON 1 - Identify the colonial administrative policies in Africa. - Explain the reasons why the British used indirect rule policy. - LESSON 2 - Discuss the main features of British indirect rule. - Explain the weakness and failures of indirect rule - LESSON 3 - Describe the features of French assimilation policy in Africa. - Explain why the French adopted this policy. - LESSON 4 - Discuss the reasons for the failure of assimilation policy. - Explain the similarities and differences of the british and French colonial administrative policies.
GEOGRAPHY	Weather and Climate	<ul style="list-style-type: none"> - Describe weather conditions of the local area.

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
	(S.6)	<ul style="list-style-type: none"> - Describe the elements of weather measured and recorded at a weather station. - Distinguish weather and climate. . - Distinguish solar radiation and Terrestrial radiation. - Explain the factors influencing the amount of solar radiation received in an area.
ECONOMICS	PRICE THEORY (S.5)	<ul style="list-style-type: none"> - Describe the methods of price determination in the market. - Illustrate price determination and functions of price in the market. - Identify the types of demand. - Describe the demand function. - Derive the demand curve from the demand schedule. - Discuss the factors that affect the level of demand in an economy. - Distinguish between change in demand and change in quantity demanded. - Understand that there exists abnormal demand curves. - Construct market demand and identify its determinants. - Derive a normal supply curve. - Explain the supply schedule. - Describe the slope of a normal supply curve. - Discuss the factors that affect supply the level of supply in an economy. - Distinguish between market supply and aggregate supply. - Account for existence of exceptional supply curves. - Illustrate the backward bending supply curve of labour. - Distinguish between change in supply and change in quantity supplied.

SUBJECT	TOPIC	LEARNING OUTCOMES/OBJECTIVES
	MONEY AND BANKING (S.6)	<ul style="list-style-type: none"> – Assess the advantages and disadvantages of barter exchange. – Explain the characteristics of money. – Describe the evolution of money. – Differentiate the types of money. – Describe the composition of money. – Explain the supply of money. – Identify the determinants of money supply in an open economy. – Relate money supply, price level and output in the quantity theory of money. – Distinguish between central bank and Commercial bank. – Explain the role of the central bank in the economy. – Identify the objectives of monetary policy. – Explain the tools of monetary policy. – Assess the effectiveness of monetary policy in Uganda. – Evaluate the performance of the monetary policy sector in Uganda. – Identify the functions of commercial banks in a country. – Explain the role of commercial banks in economic development. – Identify the role played by foreign commercial banks in economic development of a country. – Describe how commercial banks reconcile profitability, liquidity and security. – Discuss the challenges faced by commercial banks in Uganda. – Explain the process of credit creation. – Define non- banking financial intermediaries. – Discuss the role of specialized financial institutions in the economic development of a country.

APPENDIX 3a

SAMPLE SCRIPTS FOR RADIO LESSONS

ENGLISH RADIO PRESENTATION SCRIPT- P5

Information: (2mins)

Hello learner, we are in a season where CODIV 19 is a problem in Uganda and the whole world.

Remember we are in a lock down to help us to keep safe as directed by our president H.E. Yoweri Kaguta Museveni.

I hope you are washing your hands with soap for at least 20 seconds. Are you aware this is the time you can take to sing the first stanza of our national anthem?

(X is the lead teacher, Y is the support teacher)

Time	Content
3mins	<p>X: Dear learner, thank you for tuning in to this lesson.</p> <p>Y: You are welcome.</p> <p>X: I am teacher Mary going to take you through today's topic which is Present perfect tense.</p> <p>Before this lesson begins, I request you to be attentive. Sit down and we begin our lesson.</p>
5mins	<p>X: Today, we are going to learn about present perfect tense. <i>(I repeat)</i> Present perfect tense</p> <p>You have just done something a few seconds ago. For example, switching on a radio, sitting down, opening a book, closing the door and many others.</p> <p>Now mention what you have done.</p> <p>Y:</p> <p>"I have switched on a radio."</p> <p>" I have sat down".</p> <p>"I have eaten a banana."</p>

	<p>“I have thrown the ball”.</p> <p>X: Thank you very much.</p> <p>The tense you have used is known as Present perfect tense.</p>
5mins	<p>X: The present perfect tense is used to talk about actions which have just happened.</p> <p>Those are actions which took place a few minutes before the present time.</p>
5mins	<p>X: The present perfect tense is formed by the following helping verbs; has and have</p> <p>Y: Listen to my example</p> <p>I have switched on the radio.</p> <p>X: Wonderful</p> <p>What is the helping verb in your example?</p> <p>Y: The helping verb in my example is “have.”</p> <p>X: Say it again.</p> <p>Y: have</p> <p>X: I have switched on the radio.</p> <p>In this sentence “<i>I have switched on the radio</i>”.</p> <p>“have” is the helping verb</p> <p><i>Now class, what is the past participle form of the verb?</i></p> <p><i>The past participle of regular verbs ends in-ed.</i></p> <p><i>So class,</i></p> <p><i>Which is the main verb</i> that is in the past participle form?</p> <p>Y: “switched” is the main verb in the past participle form.</p> <p>X: Muwonge has thrown the ball.</p> <p>What is the helping verb in this this sentence?</p> <p>Y: “has” is the helping verb.</p> <p>X: Muwonge has thrown the ball.</p> <p>What is the main verb in the past participle form in this sentence?</p> <p>Y:“thrown” is the main verb in the past participle form in this sentence.</p>

	<p>X: good.</p> <p>The mechanics have eaten bananas.</p> <p>What is the helping verb in this this sentence?</p> <p>Y: “have” is the helping verb.</p> <p>Y: Is “eaten” the main verb in the past participle form in this sentence?</p> <p>The mechanics have eaten bananas.</p> <p>X: Thank you</p>
20mins	<p>X:Now listen attentively as I read this poem (I will recite the poem twice as you listen)</p> <p style="text-align: center;">My Lovely Bike</p> <p>You have taken me to many places, In this COVID19 national lockdown, When other transporters have been stopped, Riding has made you my special friend.</p> <p>My neighbour has fetched water, He has gone shopping , He has picked his food, With you my lovely friend.</p> <p style="text-align: center;">Talemwa</p> <p>X:Now answer the questions about the poem.</p> <p>1.What is the poem about?</p> <p>Y:The poem is about a lovely bike.</p> <p>2.What has caused the national lock down?</p> <p>Y: COVID 19 has caused the national lock down.</p> <p>3. How has the bike helped the neighbour?</p>

	<p>Y: The bike has helped the neighbour to fetch water, shopping, and picking his food.</p> <p>4. Who is speaking in the poem?</p> <p>Y: The rider is speaking in the poem.</p> <p>X:(Talemwa is the one who wrote the poem but the rider is the one speaking in the poem)</p> <p>Thank you listeners.</p>
5mins	<p>We have been learning about the present perfect tense. We have learnt that the present perfect tense is used to talk about actions which have just happened.</p> <p>Until we listen to the next lesson please teach your friends about the use of the present perfect tense. Teach your parents too.</p> <p>Bye for now.</p> <p>Remember to avoid shaking hands and hugging others. Stay safe from COVID 19.</p>

APPENDIX 3b

SAMPLE SCRIPT 2 FOR THE RADIO LESSON

SENIOR THREE –FOUR ENGLISH LANGUAGE LESSON

Music in the background which signals the beginning of the English Language lessons.

The M.o.H message: Stay home and stay safe. Remember to wash your hands with clean water and soap for at least 20 seconds.

Tr. Peter: Good morning senior four class. Welcome to our English Language lesson. I am teacher Peter..... taking you through the English language lesson today. With me in the studio is your fellow senior four learner called Mary.

Welcome to the studio Mary. Can you please greet your fellow senior four learners?

Mary: Good morning everybody. I hope you are at home and staying safe.

Tr. Peter: Today we are going to learn how to use nouns when writing sentences. We have learnt about nouns right from primary school. Mary, can you remind us of what nouns are?

Mary: Nouns are names of things that are both visible and invisible.

Tr. Peter: Thank you Mary. There are four types of nouns. These are; proper nouns, common nouns, collective nouns and abstract nouns. Mary can you give us two examples of proper nouns?

Mary: Yes teacher Peter. Examples of proper nouns include: names of people and names of places.

Tr. Peter: You are right Mary. We can also include on the list names of mountains, rivers, days of the week and months of the year. Which examples of common nouns can you give our class?

Mary: Hmm. girl and boy.

Tr. Peter: Thank you Mary. Others are tree, buildings, sand and water. We also have collective nouns which include: a brood, a gang or a class.

Mary: Why are they called collective nouns?

Tr. Peter: This is because they are the same nouns put together as a group. For example: a brood of chicks, a gang of thieves and a school of whales. Then lastly we have abstract nouns. What are abstract nouns Mary?

Mary: Are they nouns which we cannot see or touch or even feel For example: beautiful, behaviour, information?

Tr. Peter: Yes Mary. So students those are the four types of nouns. Nouns can be used as subjects and also as objects in sentences. Now listen and write down the following sentences in your note book:

1. **John has a good memory.**
2. **The people trusted him.**
3. **The concert ended after midnight.**

In the first sentence, **John** is the **subject** of the sentence, in the second sentence **the people** is the **subject** while the **concert** is the subject in the third sentence. The subjects come before the verbs.

Mary: Is it a rule of the thumb that the subject comes at the beginning of every sentence?

Tr. Peter: No Mary. That is not always the case. Now learners, listen and write the following sentences:

1. **On Monday morning, Sam left for Kotido.**
2. **When the classes were over, the students went to rest.**

The subject in the two sentences are **Sam** and **the students** respectively. In both cases as you can see the subject comes after what we call an introductory phrase. What is important here is that we use a comma in written form or a pause in speech, to separate the introductory clause from the subject.

Mary: Is it possible to have more than one subject in a sentence?

Tr. Peter: Yes Mary it is possible. Compound and complex sentences have more than one clause.

Mary: What are Compound sentences?

Tr. Peter: A compound sentence is one which has two independent clauses joined by a conjunction.

Mary: And what about a complex sentence?

Tr. Peter: A complex sentence is one that has more ideas. It has a main clause and a subordinate clause. For such sentences, each clause has its own subject. Let's take an example of the three sentences which I am going to read out to you. You may write them in your note book for you to be able to understand better:

1. Although Doris came late, the teacher looked calm.
2. Kenneth will tell his mother the truth, before Lillian is punished.
3. Juma came yesterday, but Jane will come next week.

Each of the sentences has two clauses and each of the clauses has its own subject and verb. Mary can you tell us which are the subjects and the verbs in the three sentences?

Mary: In sentence 1, **Doris** and **the teacher** are the subjects while the verbs are **came** and **looked**. In sentence 2, **Kenneth** and **Lillian** are the subjects while the verbs are **tell** and **punished**. Lastly in sentence 3, the subjects are **Juma** and Jane while the verbs are **came** and **come**.

Tr. Peter: Thank you Mary. Now let us look at the use of nouns as objects in sentences. Listen to these sentences:

1. The veterinary doctor treated *the cow*
2. The students took *the books*.
3. The school's Board of Governors funded the building of *this classroom*.

The nouns, **cow**, **books** and **this classroom** are called **direct objects** of the verb in those sentences. Now write in your note book three sentences of your own with a direct object.

Tr. Peter: Some verbs in English have two objects. Listen to these sentences:

1. Sarah gave *Martin oranges*.
2. The tailor made *Mardina a new dress*.
3. The students cooked *the parents a tasty meal*.

In sentence 1, the verb **gave** has two objects: the thing that was given (**oranges**) and the person to whom it was given (**Martin**). In sentence 2 the verb **made** has two objects: what was made (**a new dress**) and the person for whom the dress was made (**Mardina**). In sentence 3, the verb **cooked** also has two objects: **the parents** and **tasty meal**.

Mary: So Tr. Peter for the sentences which you have just read to us, the direct objects are oranges, a new dress and a tasty meal.

Tr. Peter: That is correct Mary. And the nouns Martin, Mardina and parents are the indirect objects.

Mary: Teacher Peter can we then say that whatever we learn in an English lesson is to help us to be able to write correct sentences?

Tr. Peter: That is true Mary. The rules of grammar just as we have learnt them in our lesson today, help us to use English correctly both in the spoken and written forms. That is why it is important to always attend the English lessons at school.

Dear Senior Four learners this marks the end of our lesson today. Don't forget to regularly wash your hands with soap and clean water for at least 20 seconds. Until next time, remember to stay at home and stay safe.