



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

SECONDARY SCHOOL ABRIDGED CURRICULUM FOR UGANDA

PHYSICAL EDUCATION
ENTREPRENEURSHIP
I.C.T
ART & DESIGN
PERFORMING ARTS
TECHNOLOGY AND DESIGN
NUTRITION & FOOD TECHNOLOGY

SENIOR 2



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



PRIMARY SCHOOL ABRIDGED CURRICULUM FOR UGANDA

PHYSICAL EDUCATION
ENTREPRENEURSHIP
I.C.T
ART & DESIGN
PERFORMING ARTS
TECHNOLOGY AND DESIGN
NUTRITION & FOOD TECHNOLOGY

SENIOR 2



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

National Curriculum Development Centre

P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

ISBN: 978-9970-898-49-7

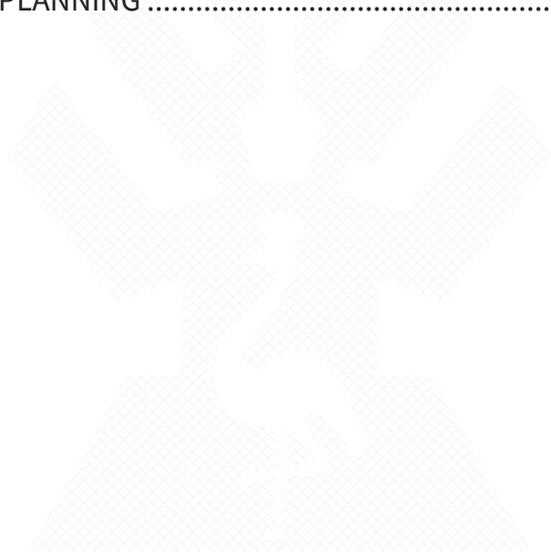
All rights reserve: No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright holder.

Content

| | |
|--|-----------|
| Foreword..... | vi |
| Acknowledgement..... | vii |
| PHYSICAL EDUCATION | 1 |
| Introduction..... | 2 |
| INTRODUCTION TO PE..... | 3 |
| TOPIC 2.2: SAFETY AND FIRST AID | 4 |
| TOPIC 2.3: BODY CONDITIONING | 6 |
| TOPIC 2.4: MOVEMENT CONCEPTS | 7 |
| TOPIC 2.5: BASIC SKILLS IN EDUCATIONALGYMNASTICS | 8 |
| TOPIC 2.6: BASIC SKILLS IN ROUNDERS | 10 |
| TOPIC 2.1: FACTORS IN PERFORMANCE OF PHYSICAL ACTIVITIES | 11 |
| TOPIC 2.2: PHYSICAL FITNESS. 4 PERIODS | 12 |
| TOPIC 2.3: BASIC RUNNING SKILLS..... | 13 |
| TOPIC 2.4: BASIC JUMPING | 15 |
| TOPIC 2.5: BASIC THROWING SKILLS..... | 16 |
| Theme: Games | 18 |
| TOPIC 2.6: BASIC SKILLS IN HANDBALL | 18 |
| TOPIC 2.1: AGREEABLE AND DISAGREEABLE BEHAVIOUR | 20 |
| TOPIC 2.2: EXERCISE, REST AND HYGIENE..... | 22 |
| TOPIC 2.3: BASIC SKILLS OF VOLLEYBALL | 23 |
| TOPIC 2.4: SKILLS DEVELOPMENT AND DIET..... | 24 |
| TOPIC 2.5: LEISURE AND RECREATION | 25 |
| TOPIC 2.6: BASIC SKILLS IN SOCCER | 26 |
| ENTREPRENEURSHIP EDUCATION | 29 |
| TOPIC 1: INTRODUCTION TO ENTREPRENEURSHIP EDUCATION..... | 36 |
| TOPIC: BUSINESSES IN UGANDA..... | 38 |
| TOPIC: BUSINESS IDEAS AND OPPORTUNITIES | 41 |
| TOPIC: BUSINESS START-UP PROCESS | 43 |
| TOPIC 6: LEGAL FORMS OF BUSINESS OWNERSHIP | 45 |
| TOPIC 7: PRODUCTION IN BUSINESS..... | 47 |
| TOPIC 8: Marketing in Small and Medium Enterprises | 49 |
| TOPIC 9: Money and Financial institutions..... | 53 |
| TOPIC 8: INTRODUCTION TO GOVERNMENT REVENUE AND TAXATION..... | 59 |
| COMPUTER STUDIES | 63 |
| TERM ONE | 67 |

| | |
|---|------------|
| TERM TWO..... | 69 |
| TERM THREE | 71 |
| ART & DESIGN | 77 |
| TOPIC 2.1: EXPLORING THE NATURAL AND MATERIAL ENVIRONMENT | 80 |
| TOPIC 2.2: THE GRAPHIC ART LANGUAGE..... | 82 |
| TOPIC 2.3: MULTI MEDIA: COLLAGE AND MOSAIC ART | 84 |
| TOPIC 2.4: INTRODUCTION TO FABRIC DECORATION AND PRINT MAKING | 86 |
| TOPIC 2.5: INTRODUCTION TO POTTERY AND SCULPTURE IN THE ROUND | 87 |
| TOPIC 2.6: CRAFTS FROM THE NATURAL ENVIRONMENT: BASKETRY | 89 |
| TOPIC 2 .7: INTRODUCTION TO PAINTING | 91 |
| TOPIC 2.8: ANCIENT ART: Pre-historic Rock art of Europe and Uganda..... | 92 |
| TOPIC 2.9: ANCIENT EGYPTIAN ART | 94 |
| TOPIC 2.10: ANCIENT GREEK ART (4 PERIODS) | 96 |
| TOPIC 2 .11: ANCIENT ROMAN ART | 98 |
| PERFORMING ARTS | 101 |
| TOPIC 1: USING AFRICAN STYLES IN PERFORMING ARTS. | 102 |
| TOPIC 2: EXPLORING AND EXPERIMENTING THE ELEMENTS OF MUSIC | 105 |
| TOPIC 3: EXPERIMENTING WITH BUSINESS IN PERFORMING ARTS | 107 |
| TOPIC 1: COMMERCIAL PERFORMING ARTS IN THE ECONOMY..... | 109 |
| TOPIC 2: EXPERIMENTING WITH THE ELEMENTS OF MUSIC..... | 111 |
| TOPIC 3: EXPLORING THE WORLD OF PERFORMING ARTS..... | 113 |
| TOPIC 1: COMMERCIAL PERFORMING ARTS IN SOCIETY | 116 |
| TOPIC 2: EXPERIENCING AND APPRECIATING STAFF NOTATION. | 118 |
| TOPIC 3: CREATING PERFORMING ARTS IN THE MATERIAL ENVIRONMENT. | 120 |
| TOPIC 1: INTRODUCTION TO DESIGN | 123 |
| TOPIC 2: THE DESIGN PROCESS..... | 125 |
| TOPIC 3: INTRODUCTION TO DRAWING..... | 127 |
| TOPIC 4: BASIC SHAPES..... | 128 |
| TOPIC 5: TANGENTS TO CIRCLES | 129 |
| TOPIC 6: ENLARGEMENT AND REDUCTION | 130 |
| TOPIC 7: TRANSFORMATION | 131 |
| TOPIC 8: PICTORIAL DRAWING | 132 |
| TOPIC 9: ORTHOGRAPHIC PROJECTIONS | 133 |
| TOPIC 10: HEALTH, SAFETY, SECURITY AND ENVIRONMENT | 134 |
| TOPIC 11: MECHANICAL SYSTEMS | 136 |
| TOPIC 12: TOOLS | 137 |

| | |
|--|------------|
| TOPIC 13: ENGINEERING MATERIALS..... | 139 |
| NUTRITION & FOOD TECHNOLOGY | 141 |
| TOPIC 1: SAFETY IN THE HOME | 143 |
| TOPIC 2: PROTEINS | 144 |
| TOPIC 3: CARBOHYDRATES | 145 |
| TOPIC 4: MINERAL ELEMENTS..... | 146 |
| TOPIC 5: PROCESSING AND PRESERVATION OF VEGETABLES | 147 |
| TOPIC 6: LIPIDS..... | 148 |
| TOPIC 7: VITAMINS..... | 150 |
| TOPIC 8: WATER | 152 |
| TOPIC 9: PROCESSING FOODS FROM VEGETABLE SEEDS..... | 153 |
| TOPIC 10: PROCESSING AND PRESERVATION OF FRUITS | 154 |
| TOPIC 11: COMMON FOODS | 159 |
| TOPIC 12: MEAL PLANNING | 160 |



W
A
S
H
I
N
G
M
A
C
H
I
N
E
S
E
S
E
C
T
I
O
N
S
A
R
E
A
V
A
I
L
A
B
L
E
I
N
T
H
E
B
O
O
K

Foreword

The COVID-19 pandemic caused a disruption in our education system and made learners miss schooling for almost 18 months of the 2020-2021 schooling period. This has created a need to re-think what and how learners will learn when schools re-open.

The Ministry of Education and Sports through National Curriculum Development Centre (NCDC), has developed this abridged curriculum for Primary and Secondary schools in the country. This curriculum presents a selection of priority learning competences and concepts, along with psychosocial support, which should be the focus of instruction in the 2022 school year in order to achieve learning recovery.

This curriculum is not a departure from the existing curricula for the different classes but rather, a modification of the same with a purpose of recovering the lost learning time with minimum learning loss. It has been packaged for all Primary and Secondary classes with exception of Primary One, Senior One and Senior Five that will use the standard curriculum.

I therefore, recommend this abridged curriculum and ask all stakeholders to support its implementation as a strategic intervention towards the mitigation of the effects of COVID-19 pandemic on our education system. The effective implementation of this curriculum by the implementers will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



HON. Janet K. Museveni

First Lady and Minister for Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its most sincere appreciation to all those who worked tirelessly towards the development of the abridged curriculum for Primary and Secondary levels of education.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose guidance and input helped to develop quality curriculum materials.

Great thanks go to the Specialists, panel members, the Quality Assurance and Editorial Committees that invested heavily in the conceptualisation, development and quality assurance processes that collectively delivered the materials that we have here. Their efforts, extra energy and professionalism has been unmatched.

This abridged curriculum was developed with support from The Government of the Republic of Uganda, Save the Children, UNESCO, Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Universities, National Teachers Colleges (NTCs) and Primary Teachers Colleges (PTCs).

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



Dr. Grace K. Baguma

**DIRECTOR,
NATIONAL CURRICULUM DEVELOPMENT CENTRE**



PHYSICAL EDUCATION

SENIOR TWO

Introduction

This syllabus is for physical education for the Senior two class of 2022. It comprises of an integration of the Senior One topics that were not learned and the Senior two topics. The topics have been aligned chronologically to ensure that the learning process is systematic. It should be noted that some of the learning outcomes have been eliminated and the teacher is expected to integrate such during the teaching of the learning outcomes that stayed. The learners should therefore be engaged in the following topics as illustrated in the tables below.



TERM 1

INTRODUCTION TO PE

Theme: Theory and Practice of PE 2 PERIODS

Competency: The learner explains the concept of PE and its benefits to an individual as well as the society.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|--|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> a) Understand the concept of PE. (u) b) Appreciate the benefit of engaging in PE to an individual and society. (v, a) | <ul style="list-style-type: none"> • In small groups learners brainstorm and explore the meaning of PE and come up with a definition and a list of components of PE • In small groups learners discuss the benefits of engaging in PE and make a presentation to the entire class. | <ul style="list-style-type: none"> • Task the learners to describe any five benefits of PE • Observe: • The generic skills of teamwork, collective responsibility, confidence and self esteem • Learners' ability to focus on the task given, providing relevant ideas to the unit for discussion. • In a conversation: • Probe learners with questions and situations to check their understanding of the task • Analyze the responses given by the learner and the relevancy of the questions raised during their discussion. • Product: • A write-up from the discussion should be presented as a summary of what has been shared. |

Theme: Theory and Practice of Physical education

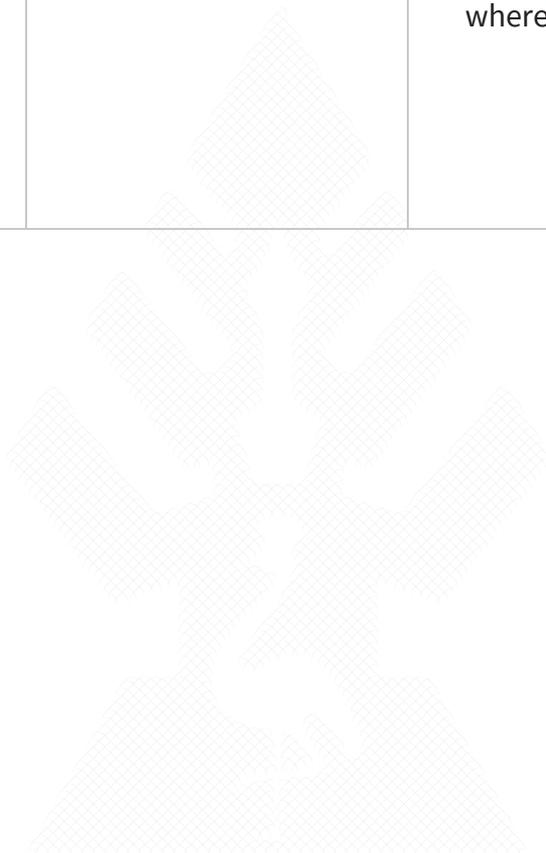
TOPIC 2.2: SAFETY AND FIRST AID

6 PERIODS

Competency: The learner gives first aid for basic injuries incurred at school and at home.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|--|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Understand the use of the various components in a First aid box. (u) • Use appropriate safety procedures to manage injuries. (s, u, g, s) • Perform first aid for basic injuries. (s, g, s). | <ul style="list-style-type: none"> • Learners brainstorm the meaning and importance of first aid. • Learners identify items that can be used to offer first aid. • Under teacher’s guidance, learners carry out the DRABC routine of first aid in the correct sequence, appropriately. • Learners in groups practice the steps to follow while giving first aid to the basic sports injuries such as (muscle pull, fainting, cuts, bruises, sprains). | <p>Task learners to illustrate the steps followed in giving first aid of a stated sports injury.</p> <p>Observe the learners’ performance and take note of:</p> <ul style="list-style-type: none"> • generic skills of teamwork, creativity, problem solving, and decision making • execution of first aid (appropriateness, accuracy, confidence and hospitality) • appropriate use of first aid materials • steps followed • Concentration while carrying out a given procedure. • In a conversation: • Ask learners to explain the choices made for the particular cases |

| | | |
|--|--|---|
| | | <p>handled.</p> <ul style="list-style-type: none">• Product:• Should be a record of appropriate first aid offered by the learner. A video can be made where applicable. |
|--|--|---|



Theme: Theory and Practice of Physical Education

TOPIC 2.3: BODY CONDITIONING

2 PERIODS

Competency: The learner performs warm-up and cool-down exercises as key safety precautions for performance of physical activities.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|--|---|
| <p>The learner should be able to:</p> <p>a) Perform a range of safe warm-up and cool-down exercises that can be used before and after a physical activity. (s, u)</p> <p>b) Explain the value of warming up and cooling down before and after performing a physical activity respectively. (u, a, v)</p> | <ul style="list-style-type: none"> • As a class, learners are introduced to the concepts of warm-up, stretching and cool-down. • Learners practice the exercises that can be used in the three phases of a warm-up. • Learners are engaged in a variety of exercises used for cool-down. • As a class, learners are engaged in a discussion to describe the importance of proper warm-up and cool-down, with emphasis on principle ways of preventing injuries during physical activities. | <p>Task learners to plan and choose a list of activities that can be used for warm-up before playing any sport of their choice. Task the learner to demonstrate Exercises that can be used to warm-up.</p> <p>Observe the learners' execution taking note of the dynamic Nature of warm-up exercises.</p> <p>Product should be a record of the learner's performance on paper or video clip where applicable.</p> |

Theme: Aesthetics

TOPIC 2.4: MOVEMENT CONCEPTS 4 PERIODS

Competency: The learner performs gymnastic movement activities to improve body coordination, body awareness and space awareness during physical performance.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|--|---|
| <p>a) The learner should be able to:</p> <p>b) Understand the concept of Educational Gymnastic activities and their relevance to maintaining fitness and health. (u)</p> <p>c) Perform basic movement activities and body shapes with awareness of safety precautions and practices.(s,)</p> | <ul style="list-style-type: none"> • In small groups, learners are introduced to the meaning of educational gymnastics and engaged in a discussion to describe the concept and its relevance to maintaining fitness and health. • In small groups, learners are guided to practice the following space awareness and movement themes with special consideration of safety including spotting; <ul style="list-style-type: none"> • Locomotion: walking, jogging and running • Weight bearing • Transference of weight • Use of personal space • Body shapes • Floor and air patterns • Support levels and figures. | <p>Task the learners to demonstrate a particular gymnastic movement activity. Observe the learners' performance taking note of: familiarity with the different basic movement themes the start position, shape displayed during movement and end position transition between different movement exercises Coordination and smoothness of the performance.</p> <p>In a conversation, probe learners in questions and situations to check the learners' awareness of safety precautions and significant rules of gymnastics. Product should be a record of the learners' performance on paper or video clip where possible.</p> |

SENIOR **2**: TERM **1**
Theme: Aesthetics
TOPIC 2.5: BASIC SKILLS IN EDUCATIONAL GYMNASTICS

4PERIODS

Competency: The learner performs various gymnastic skills individually or with partners in a safe environment.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|--|---|
| <ul style="list-style-type: none"> • The learner should be able to: • Engage in and understand various gymnastic activities such as rolling and balance activities, demonstrating an awareness of safety precautions and activities that are safe for practice. | <p>With a partner or in small groups, learners observe and practice the following gymnastic activities while displaying good interpersonal skills, valuing own and other people's body in social and physical interactions:</p> <p>Balances</p> <ul style="list-style-type: none"> - crouch balance - head stand, hand stand - shoulder balance - v-balance, swan balance - crab-balance - angle balance - candle sticks - centipede and chains - shoulder stand - thigh hold balance - elbow balance - Fore arm stand. <p>Rolling</p> | <ul style="list-style-type: none"> • Demonstrate a skill from the category of either rolling or balancing in gymnastics. • Observe the learners noting there: <ul style="list-style-type: none"> - performance of the chosen activities - use of safety measures - Transition between the various rolling and balance activities |

| | | |
|---|---|---|
| <p>(s)</p> <ul style="list-style-type: none"> • Develop a simple gymnastics routine for their personal fitness training. (s) | <ul style="list-style-type: none"> - forward roll - backward roll - side rolls - tank rolls - Judo roll. <p>Skipping</p> <ul style="list-style-type: none"> • Individuals, pairs and small groups; double leg, single leg, alternate leg skip • At individual level, every learner composes a fitness schedule for themselves based on what they have learnt. | <p>chosen.</p> <ul style="list-style-type: none"> • In a conversation probe learners with questions and situations to check their awareness of safety precautions. • Product: • Coordinated performance of the various rolling and balance activities with awareness of safety precautions. |
|---|---|---|

SENIOR 2: TERM 1

Theme: Games

TOPIC 2.6: BASIC SKILLS IN ROUNDERS

6

PERIODS

Competency: The learner makes improvised equipment for Rounders and performs basic techniques of the game of Rounders with consideration of rules as well as safety.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|--|--|
| <p>The learner should be able to:</p> <p>a) Make improvised equipment for Rounders using local materials. (s, v, g s)</p> <p>b) Execute basic skills used in Rounders with application of the safety precautions . (s, v)</p> <p>c) Apply the basic skills of Rounders in mini-game situations. (s, a)</p> | <ul style="list-style-type: none"> • In small groups, learners are guided to collect local materials and make improvised equipment for Rounders (balls, bats, guards, gloves) which can be used for practice. • In small groups, learners observe and practice the following basic skills in Rounders: <ul style="list-style-type: none"> - target throwing - underarm throwing and catching - Overarm throwing and catching. - bowling - batting • In groups, learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. They should display aspects of teamwork, companionship, leadership, decision making and judgement. | <ul style="list-style-type: none"> • Demonstrate any basic skill of Rounders for example bowling. • Observe the learners' performance noting the execution of the skill i.e. grip, stance, and release and follow through. • Product should be a demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable. |

SENIOR 2: TERM 2

Theme: Theory and practice of Physical Education

TOPIC 2.1: FACTORS IN PERFORMANCE OF PHYSICAL ACTIVITIES 2 PERIODS

Competency: The learner analyses factors related to performance in physical activities.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|---|
| <p>The learner should be able to:</p> <p>a) Assess opportunities and risks to make informed decisions about their own career. (u)</p> <p>b) Know the factors that affect mental, social and emotional performance. (u, g, s)</p> | <ul style="list-style-type: none"> • Individually, learners diagnose their strengths and weaknesses in physical education and sports performance and in pairs they share and suggest improvements, building on their strengths. • In groups of not more than ten, learners engage in a discussion to relate their interests, talents and skills to possible future career choices. • In small groups, learners are engaged in a discussion to describe the effects of active involvement in physical activities on their mental, social and emotional performance, and then make a presentation of their findings. • In groups, learners are tasked to carry out some research during their free time in school to analyze the effect of participation in physical activities on mental, social and emotional performances of S3 and S4 students and write a report on their results. | <ul style="list-style-type: none"> • Ask learners to design posters that display the need to develop skills, talents and interests throughout an individual's life. • Observe the learners and note the generic skills of teamwork, creativity critical thinking within this context of skills, talents and interests. • Engage learners in discussions on the choice of reasons included in the poster to ascertain their understanding of the concepts in the task. • Product should be a poster designed by the students with illustrations and reasons. |

Theme: Theory and practice of Physical Education
TOPIC 2.2: PHYSICAL FITNESS. 4 PERIODS

Competency: The learner explains the concept of physical fitness and illustrates exercises that can be used to develop health-related and skill-related physical fitness for lifelong well-being.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|--|
| <p>The learner should be able to:</p> <p>a) Understand the concept of physical fitness. (u)</p> <p>b) Perform exercises to develop health related fitness taking care of safety. (s)</p> | <ul style="list-style-type: none"> As a class, learners are guided in a discussion to define physical fitness and explain the components of physical fitness including their relevance in one's daily life. Learners are taken through and given time to practice health related fitness exercises for muscular strength and flexibility, cardio-respiratory and endurance such as walking, jogging, and running. | <ul style="list-style-type: none"> Task the learner to demonstrate physical activities that can be used to develop one's flexibility. Observe their performance and note the accuracy and appropriateness of the exercise chosen. Probe learners to ascertain their understanding of the exercises required in the task. Product should be a demo of flexibility exercises which can be recorded. Task the learners to develop a basic fitness training schedule to cater for at least three fitness components. |

Theme: Athletics

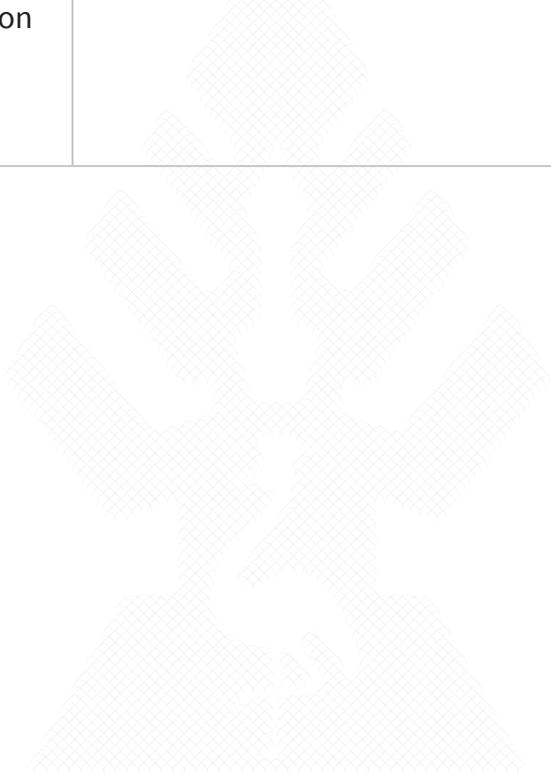
TOPIC 2.3: BASIC RUNNING SKILLS

4 PERIODS

Competency: The learner works with others through running activities, performs basic running techniques and offer safe support to others especially at their different levels of development.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|--|---|
| <p>The learner should be able to:</p> <p>a) Make improvised athletics equipment from local materials which can be used during their practice. (s, v, a)</p> <p>b) Understand the safety precautions before, during and after running activities in order to prevent injuries and damaging equipment. (u, s)</p> <p>c) Perform the various exercises with others so as to develop the running skill. (s)</p> <p>d) Apply the various starts used in running activities during athletic</p> | <ul style="list-style-type: none"> • The teacher asks learners to collect locally available materials and guides them to create improvised equipment for running activities. • Learners observe and practice the following running drills: <ul style="list-style-type: none"> • Starts: standing and crouch starts • Reaction games • Arm and leg action • Sprint games • Endurance games. • In groups, learners apply the running skills acquired to sprint and run middle distances. • Learners listen, observe and then practice activities involving vigorous arm swing, high knee picking, rotation of legs at hip, pawing action, body lean, sprinting. • Learners are engaged in 60m sprints with emphasis on appropriate techniques. • Learners are guided to execute activities involving running with baton, arm stretching, keeping | <p>Task learners to illustrate the non-visual baton exchange in relays.</p> <p>Observe the skills demonstrated taking note of the arm position, movement direction of the baton of the holder and position of the receiver.</p> <p>Product is a well-executed</p> |

| | | |
|---|--|---|
| <p>performance.(s)</p> <p>e) Perform short sprints using the appropriate techniques.(s)</p> <p>f) Perform baton exchange using the visual and non-visual baton exchange.(s)</p> | <p>eyes on incoming runner and the baton in hand, stretching to pass and receive baton.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to practice the non-visual baton exchange techniques; Upsweep; Down sweep as used in relays. | <p>non-visual baton exchange which can be recorded.</p> |
|---|--|---|



Theme: Athletics

TOPIC 2.4: BASIC JUMPING

4PERIODS

Competency: The learner works with others and illustrates basic jumping techniques with consideration of safety.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|--|
| <p>The learner should be able to:</p> <p>a) Make improvised jumping equipment from local materials.(s, g,s, v, a)</p> <p>b) Perform the skills involved in selected jumping activities with awareness of safety.(u)</p> <p>c) Perform the various jumping basic skills.(s)</p> | <ul style="list-style-type: none"> • Learners are guided to brainstorm and list the different categories of jumping events. • Learners are guided by the teacher to use local materials and make improvised equipment that can be used for activity. • Learners observe and practice various jumping fitness activities with a major objective of skill learning through fun such as single take-off, landing, strength in the legs and limp jumps. • In small groups, learners observe and practice the basic long jump techniques of sail, and hang while observing safety. • Learners observe and practice the basic high jumping techniques of straddle, scissors while observing safety. • Learners observe and practice the triple jumping techniques while observing the correct sequence. | <p>Task learners to demonstrate the basic jumping techniques of sail and hang, in long jump following the basic rules that govern them.</p> <p>Observe:</p> <ul style="list-style-type: none"> • the approach, take off, flight and landing of each learner for the two techniques • learners applying safety measures during the jumping activities • Learners as they apply the rules that govern the various jumping techniques. <p>In a conversation:</p> <ul style="list-style-type: none"> • Discuss the impact of learners’ input in relation to the final output as they jump. <p>Product</p> <ul style="list-style-type: none"> • Proper arm and leg action during jumps Application of rules and regulations to • Be followed when conducting jumping activities. |

Theme: Athletics
TOPIC 2.5: BASIC THROWING SKILLS

4 PERIODS

Competency: The learner works with others and illustrates basic throwing techniques with consideration of safety.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|--|
| <p>The learner should be able to:</p> <p>a) Make improvised jumping and throwing equipment from local materials.(s , g, s, v, a)</p> <p>b) Perform the techniques used in shot put, javelin, and discus.(s)</p> <p>c) Demonstrate knowledge of basic rules and regulations in the throws. (k, u)</p> | <ul style="list-style-type: none"> • Learners are guided to brainstorm and list the different categories of throwing events. • The learners are guided by the teacher to use local materials and make improvised equipment that can be used for throwing activity. • In groups, learners brainstorm on the safety measures involved in all throws; shot put, discus, javelin and hammer. • Through explanation and demonstration guide learners to practice activities involving: <ul style="list-style-type: none"> - holding the tip of a stick (about 1-foot-long) between the fore finger and the thumb and throwing it over the shoulder to whirl in the air, - cross step run, - hopping and planting foot to throw objects, - acceleration runs, - strength in the arms, - And hip twist (torque). • Demonstrate for the learners and give them time to practice the following skills of throwing: <ul style="list-style-type: none"> - 3 step approach in javelin throw | <p>Task learners select a category from jumping or throwing vents and design improvised equipment that can be used to perform that activity. Observe the learners' performance taking note of:</p> <ul style="list-style-type: none"> • The generic skill of team work, creativity, innovation, and numeracy. • The focus on the task. <p>Ask learners to explain their action and choices made.</p> <p>Product should be an improvised</p> |

| | | |
|--|---|--|
| | <ul style="list-style-type: none">- Standing shot in shot put- Standing throw in discuss.• In small groups, learners are guided to brainstorm the basic rules, regulations followed in the four categories of throws. | material made by a learner displayed and a record of the learners' performance should be kept. |
|--|---|--|



W
A
S
H
I
N
G
T
O
N
G
S
T
R
A
L
I
A
N
S
I
N
T
E
R
N
A
T
I
O
N
A
L
S
C
H
O
L
A
R
S
C
O
N
F
E
R
E
N
C
E

SENIOR 2: TERM 3

Theme: Games

TOPIC 2.6: BASIC SKILLS IN HANDBALL

6 PERIODS

Competency: The learner makes improvised equipment for handball, performs basic skills in handball and applies the acquired skills in a game situation.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|--|--|
| <p>The learner should be able to:</p> <p>a) Make improvised equipment for handball using local materials.(s, g, s, v, a)</p> <p>b) Execute basic skills used in handball with application of the safety precautions.(s)</p> <p>c) Apply the basic skills of handball in mini- game situations.(s ,a)</p> | <ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make improvised equipment for Handball (Balls, goal posts) which can be used for practice. In manageable groups, learners observe and practice basic handball skills such as: <p>Catching, throwing/passing</p> <ul style="list-style-type: none"> chest pass, underarm pass, bounce pass, overhead pass Movement without and with the ball. dribbling: single handed dribble, 3 step – stop jump stop Stopping and feinting. <p>Shooting and goal keeping</p> <ul style="list-style-type: none"> three step shot double handed overhead shot single handed over arm shot | <ul style="list-style-type: none"> Task learners to demonstrate any basic skill of Handball for example shooting. Observe the learners’ performance noting the execution of the skill i.e. grip, stance, and release and follow through. Product should be a demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable. |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> - penalty shot - Jump shot. <p>Goal keeping</p> <ul style="list-style-type: none"> - catching, deflecting, blocking - Low and high balls. <p>Blocking</p> <ul style="list-style-type: none"> - Single and double block. • In small groups, using their prior interface with handball, learners are guided to brainstorm the basic rules of handball and related safety measures to be considered for a game. • In groups, learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. | |
|--|---|--|

Theme: Theory and Practice of Physical Education
TOPIC 2.1: AGREEABLE AND DISAGREEABLE BEHAVIOUR 4 PERIODS

Competency: The learner portrays agreeable behavior and scrutinizes disagreeable behavior in society and the field of physical performance and sports.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|---|--|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> a) Differentiate between agreeable and disagreeable behavior in the society. (k, u, v) b) Differentiate between agreeable and disagreeable behavior during performance of physical activities. (k, u, v) c) Understand the features of self-defense and perform skills that build self-defense. (s) d) Understand how to handle different crisis situations. (u, a, s) | <ul style="list-style-type: none"> • Guide learners to brainstorm the meaning of agreeable and disagreeable behaviors. • Learners are engaged in a discussion to describe general agreeable and disagreeable behavior at school and in the community and provide a report for their school website, noticeboard or newsletter. • In their discussion groups, guide learners to discuss agreeable and disagreeable behaviors in sports, providing examples in each case. • In groups, learners share the different self-defense mechanism that they know. • Learners learn about key moves and strategies for self-defense. • Learners practice various self-defense moves. • In groups, learners are guided to describe different crisis | <ul style="list-style-type: none"> • Task learners to write up an explanation of the dangers of engaging in drug and substance abuse suggesting ways in which this habit can be prevented or overcome. • In a conversation, probe learners to ascertain their understanding and accuracy |

| | | |
|---|---|--|
| | <p>situations, demonstrate different actions to be taken in a crisis in a correct sequence (e.g. fire, floods, lightening), practice what to say and how to say it in crisis (e.g. emergency call) and locate places in their community where to call or get professional help during emergencies.</p> | <p>of explanations and solutions given.</p> <p>• Product is the write up clearly stating the dangers of drug and substance abuse and suggestions for prevention</p> |
| <p>a. Understand the concepts of drug and substance abuse and know about legislations of drug use.(u)</p> <p>b. Know the types of prohibited drugs and substances in sports and in Uganda.(k ,v)</p> <p>c. Understand the dangers of drug and substance abuse in relation to body health and sports performance. (u)</p> <p>d. Analyze the circumstances that may lead a young person to use drugs and know about sources of support for substance addiction. (u, g, s)</p> | <ul style="list-style-type: none"> • In small groups, learners discuss the meaning of the term drug and substance abuse. • Guide learners to discuss the types of drugs and their effects on the body for example blood doping, smoking and alcohol, stimulants, narcotic-analgesics, diuretics, anxiety reducing drugs, peptide hormones and analogues. • Learners are guided to discuss the dangers of enhancing performance using drugs. • In groups, learners explore cases of drug abuse in sports and discuss the consequences that the acts lead to. • Learners then discuss and identify sources of support for substance addiction cases. | |

Theme: Theory and Practice of Physical Education
TOPIC 2.2: EXERCISE, REST AND HYGIENE

2 PERIODS

Competency: The learner articulates the relevance of exercise, rest and hygiene to inspire individuals to leave a healthy lifestyle.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|--|--|
| <p>The learner should be able to:</p> <p>a) Understand why exercise and rest are important to personal well-being.(u, a)</p> <p>b) Appreciate the relevance of personal hygiene and cleanliness.(a, v, u)</p> | <ul style="list-style-type: none"> • Individually, learners brainstorm on the meaning of rest, exercise and give some examples for each then share their findings in pairs. • As a class, learners discuss how exercise and enough rest improve personal well- being and using word processor/chart, design a single page brochure with all details to be shared with the rest of the school. • Learners in groups brainstorm and give description of the parts of the body that need special hygiene after participation in PE and sports. | <ul style="list-style-type: none"> • Task learners to prepare a presentation for the school sports club members explaining the rationale of exercise, rest and hygiene. • Observe the learners and note the generic skills of teamwork, creativity and critical thinking. • Engage learners in discussion on the choice of reasons included in the presentation • To ascertain their understanding of the concepts in the task. • Product should be a presentation print out or chart by the students with illustrations and reasons. |

Theme: Games

TOPIC 2.3: BASIC SKILLS OF VOLLEYBALL

6

PERIODS

Competency: The learner makes improvised volleyball equipment and performs basic techniques of the game of volleyball with consideration of safety.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|--|---|
| <p>The learner should be able to:</p> <ol style="list-style-type: none"> Make improvised volleyball equipment from local materials.(s, g, s, v, a) Execute volleyball basic skills with application of the safety precautions.(s) Apply the basic volleyball skills in mini- game situations. (s, a) | <ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make Improvised volleyball equipment (balls, net, stands) which can be used for practice sessions. Learners observe and practice the following basic skills of volleyball under the teacher’s guidance regarding the rules: <ul style="list-style-type: none"> - serving, - service reception, - digging, - volleying, - Setting. <p>Basic court positions and movement: playing positions, rotation, court movements.</p> <ul style="list-style-type: none"> In groups of six, learners are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. | <ul style="list-style-type: none"> Task learners to demonstrate a skill used in Volleyball, for example any one type of service as used in Volleyball. Observe the learners’ performance noting the execution of the skill i.e. grip, stance, and release and follow through. Product should be a demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable. |

Theme: Theory and Practice of Physical Education
TOPIC 2.4: SKILLS DEVELOPMENT AND DIET

4PERIODS

Competency: The learner illustrates the types of skills and explains the dietary requirements for a physically active person.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|---|
| <p>The learner should be able to:</p> <p>a) Perform the different types of skills.(s)</p> <p>b) Understand the factors affecting skill performance.(u, k)</p> <p>c) Understand the importance of healthy eating in relation to one's performance in physical activities.(u, v)</p> | <ul style="list-style-type: none"> • Learners are guided to brainstorm the type of skills and are asked to draw a chart to illustrate each type of skill using simple diagrams. • In a practical situation, learners observe demonstrations and then practice the basic skills (e.g. walking) and complex skills (e.g. hop, step and jump). • In groups, learners are guided in a discussion on the factors that affect one's performance of a skill: physical, psychological, physiological, mental, and environmental. • In manageable groups, learners are guided in a discussion to describe the body's dietary needs in terms of energy, growth and repair of cells, analyze the disadvantages and advantages of over and under eating on one's life and requirements of a healthy meal. • Learners are guided in a discussion on the dietary needs for physically active individuals, justifying why athletes need special dietary recommendations and are tasked to explain the different energy needs of different categories of people. | <ul style="list-style-type: none"> • Task the learner to demonstrate a basic and complex skill. • Observe the learners' performance, taking note of the accuracy of the skill displayed. • In a conversation, probe the learner with questions to ascertain their understanding of the types of skill. • Product should be a record of the learners' performance. |

Theme: Theory and Practice of Physical Education

TOPIC 2.5: LEISURE AND RECREATION

2 PERIODS

Competency: The learner differentiates leisure and recreation and illustrates the ways one can spend their leisure time without being idle and disorderly.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|---|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> a) Know what leisure and recreation entails.(k) b) Understand the various forms of activities that can be considered to either be for leisure and recreation.(u) c) Understand the factors which determine what people do during their leisure time.(u) d) Set a personal leisure activity goal and strategies towards achieving it.(g, s, v, a) | <ul style="list-style-type: none"> • Learners work in small groups to recap on lessons learned about the meaning of ‘leisure time’, leisure and recreation. • Learners are supported to describe the activities they do during their leisure time and the factors that determine their choice of ‘activities’. • Learners are supported to set personal goals, taking records of them in their diaries so as to guide their work towards them. | <ul style="list-style-type: none"> • Task learners to develop and present an article explaining the relevance of active leisure and recreation. • Observe the learners and note the generic skills of teamwork, creativity and critical thinking. • Engage learners in discussion on the choice of reasons included in the article to ascertain their understanding of the concepts in the task. • Product should be an article developed by the students with illustrations and reasons. |

Theme: Games
TOPIC 2.6: BASIC SKILLS IN SOCCER

6

PERIODS

Competency: The learner makes improvised equipment for soccer, performs basic skills in soccer and applies the acquired skills in game situation.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|---|
| <p>The learner should be able to:</p> <p>a) Make improvised equipment for soccer using local materials. (s, g, s, v, a)</p> <p>b) Execute basic skills used in soccer with application of the safety precautions. (s)</p> <p>c) Apply the basic skills of soccer in mini- game situations. (s)</p> | <ul style="list-style-type: none"> • In small groups, learners are guided to collect local materials and make • Improvised equipment for soccer (balls, goal posts) which can be used for practice. • In small groups, learners observe and practice the following basic skills of soccer: • Kicking: Instep, inside of the foot, outside of the foot, back heel, sole. • Trapping/ball control: Sole of foot, inside of the foot, instep, thigh, and chest. • Passing: Loft, square pass. • Dribbling • In step and inside of the foot, outside of the foot. Basics of heading Shooting: • penalty shot, basic shot • Goal keeping • Catching • Throw-in • Standing throw-in, throw-in on the move. | <ul style="list-style-type: none"> • Task learners to demonstrate any basic skill of soccer for example, ball control. • Observe the learners' performance noting the execution of the skill i.e. stance, body position and follow through. • Product should be a demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable. |

- In small groups, using their prior interface with soccer, learners are guided to brainstorm the basic rules of soccer and safety measures to be considered for the game.
- In groups, learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher.





ENTREPRENEURSHIP EDUCATION

SENIOR TWO

INTRODUCTION

WHY THE SUBJECT? (AIMS AND OBJECTIVES)

Uganda's Vision 2040 and the National Development Plan emphasizes the importance of developing our ability to use the technologies available to us - both emerging and traditional - to build our society. This syllabus emphasizes that the learner should be able to understand and use these technologies, and also know how to extract value from them. This means that the learner must have strong skills and should develop competences to contribute to creating employment opportunities for self and for others.

Uganda has abundant resources which are either unutilized, under-utilized or misutilised. Entrepreneurship Education will help build the abilities of learners to identify these resources and put them to proper use to make a productive living. This helps to increase the standards of living of the people.

This will go a long way in preparing learners to be self-reliant and productive in the society to meet the demands of the competitive market. Entrepreneurship education will also help to utilize and apply the skills from other subjects in order to produce goods and services.

Entrepreneurship Education is designed to introduce the learner to the importance of scanning the environment for opportunities and resources, identifying viable business ventures, starting-up a business, managing a business and utilizing support services to run a business effectively and successfully.

SUBJECT SPECIFIC INSTRUCTIONAL STRATEGIES

- **Brain storming**
- **Group discussion**
- **Case study**
- **Guest speaker**
- **Shared experiences**
- **Group Research**

- **Field Trips**
- **Role Play**
- **Demonstrations**

SUBJECT SPECIFIC ASSESSMENT STRATEGIES

Observation – **watching learners working (good for assessing skills and values)**

Conversation – **asking questions and talking to learners (good for assessing knowledge and understanding)**

Product – **appraising the learner’s work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc.). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.**

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity e.g. evidence from “observation” can be checked against evidence from “conversation” and “product”. This is often referred to as “triangulation”

A MATRIX OF CRITICAL CHANGES AND JUSTIFICATION:

ENTREPRENEURSHIP JUSTIFICATION TABLE FOR S.2.

| TOPIC | CRITICAL CHANGES | JUSTIFICATION |
|--|--|--|
| <u>Topic 3: Business ideas and business opportunities</u> | Subtopic 3 : Market survey has been removed | This has been transferred to be taught under the Topic of Marketing in Small and Medium Enterprises for enabling logical flow of |

| | | |
|--|--|---|
| | | the sub topics under marketing. |
| <u>Topic 4: Business start-up process</u> | Subtopic 4.3 - Savings and Investment has been removed | Savings can be covered under sources of business finance while investment is implied as the final step / stage in the process of starting a business / commencing business operations. |
| | Sub topic 4.4 - Location of the business has been removed. | This can be covered under sub topic 4.1. Steps in starting a business. The factors for locating a business can be discussed first by the teacher before he or she goes to the steps followed to start a business. |
| <u>Topic 5: Introduction to Government Revenue:</u> | This Topic has been removed and merged with Taxation | This is aimed at ensuring logical flow of content, since one of the sources of government revenue is taxation. It will also minimize content overlap. |
| <u>Topic 6: Legal forms of</u> | Subtopic 6.3: | Cooperatives have |

| | | |
|--|--|---|
| <p><u>business ownership</u></p> | <p>Cooperatives in Uganda: This has been removed. Subtopic 6.4: The savings credit and Cooperative societies (SACCOS): This has been removed</p> | <p>already been covered under the legal forms of business ownership This subtopic will be covered under Topic 9: Money and financial institutions</p> |
| <p><u>Topic 7: Production in Business</u></p> | <p>Subtopic 7.1 – Human wants</p> <p>Sub topic 7.4: Raw materials for production and Subtopic 7.5: Machinery Equipment and tools used in production will be taught under the Topic of production in business.</p> <p>The production plan under the Subtopic 7.2. Factors of production</p> | <p>This subtopic has been merged with factors of production, it can be given as back ground information / Introduction for the subtopic of factors of production by the teacher. The teacher should make learners aware that it is the human wants or needs in our communities call for production of goods and services.</p> <p>These will be merged with the introduction of production and explained as inputs in the production process. This will be covered under business planning</p> |

| | | |
|---|---|--|
| | | in senior three term one. |
| <p><u>Topic 8: Marketing in Small and Medium Business Enterprise (SME's)</u></p> | <p>Subtopic 8.2: Market Research</p> <p>Subtopic 8.4: Advertising and Sales promotion</p> <p>These will be covered under ways of promoting different products.</p> | <p>These are one of the ways of Promoting different products in a business and so can be merged under one heading.</p> |
| <p><u>Topic 9: Money and financial Institutions</u></p> | <p>Subtopic 9.3 the central bank and Subtopic 9.4 Commercial banks.</p> <p>The central bank, functions of the central bank, commercial banks and their roles in business, these have been merged under one tittle</p> <p>Subtopic 9.5: Micro finance institutions. Sacco's will be taught under this subtopic.</p> <p>Subtopic 9.6:</p> | <p>They are all under banking</p> <p>They were transferred from the topic of legal forms of business ownership (cooperatives) and can also be taught under microfinance institutions.</p> <p>This is taught under the topic of Technology and business</p> |

| | | |
|---|-------------------------------------|--|
| | Electronic banking has been removed | |
| <u>Topic 10: Introduction to Government Revenue and Taxation</u> | These Topics have been merged | They are related to each other since one of the sources of government is Taxation. |

ABRIDGED CURRICULUM 2021 FOR SENIOR TWO ENTREPRENEURSHIP

TIME ALLOCATION

| TERMS IN A YEAR | TOPIC | NUMBER OF WEEKS PER TOPIC | NUMBER OF PERIODS PER TOPIC |
|------------------------|---|---------------------------|-----------------------------|
| TERM 1 | ● Introduction to Entrepreneurship Education | 02 | 04 |
| | ● Businesses in Uganda | 03 | 06 |
| | ● Business ideas and business opportunities | 03 | 06 |
| | ● Business startup process | 04 | 08 |
| TERM 2 | ● Legal forms of business ownership | 05 | 10 |
| | ● Production in business | 05 | 10 |
| | ● Marketing in a small business enterprise | 05 | 10 |
| TERM 3 | ● Money and financial institutions | 04 | 08 |
| | ● Introduction to government revenue and Taxation | 05 | 10 |
| OVER ALL TOTALS | | 36 | 72 PERIODS |

TERM 1

TOPIC 1: INTRODUCTION TO ENTREPRENEURSHIP EDUCATION

SUB TOPIC: TECHNOLOGY AND BUSINESS

COMPETENCE TO BE ACHIEVED: THE LEARNER USES TECHNOGY IN BUSINESS OPERATION

4 PERIODS

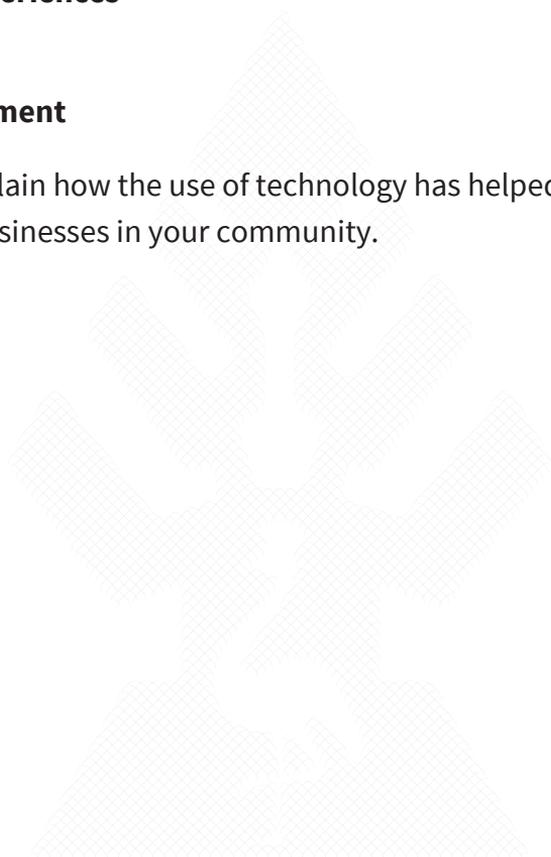
| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|--|---|--|
| The learner should be able to practice e – business and teach their community the same. | <p>Meaning and examples of e- business</p> <p>Doing e- business</p> <p>Benefits of e- business to the Entrepreneur</p> <p>Challenges of using e - business</p> | <p>In groups guide learners :</p> <p>Visit selected businesses in the school community and they find out:</p> <p>e- business services used by the entrepreneur</p> <p>How e- business benefits the entrepreneur</p> <p>The challenges faced by the entrepreneur while using online business / e- business</p> | <p>Observe how learners interact with the business people in the community.</p> <p>Guide learners to write a report in their note books giving their findings</p> <p>In a conversation with the learners evaluate how well learners describe e- business services in their community, benefits and challenges.</p> |

Suggested methodologies

- **Brain storming**
- **Group discussion**
- **Field trip**
- **Shared experiences**

Suggested Assessment

Ask learners to explain how the use of technology has helped the development of businesses in your community.



TECHNOLOGY AND BUSINESS IN THE COMMUNITY

TOPIC: BUSINESSES IN UGANDA

SUB – TOPIC: Types of businesses in Uganda.

COMPENTENCY: The learner participates in business operations in Uganda

DURATION: 3 PERIODS

| LEARNING OUTCOMES | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|--|---|--|
| The learner should be able to: Understand the various types of businesses in Uganda. | Different types of businesses in Uganda; <ul style="list-style-type: none"> • Agro- business • Manufacturing business • Trade business • Service business Key characteristics of each type of business. | In groups; Learners discuss particular types of businesses in the community. Identify and discuss the key characteristics of each type of business. | Observe and evaluate how well individual learners are able to choose one local business. Critically assess how the key characteristics of each business are answered. |
| Appreciate the importance of business to the community. | Importance of businesses in Uganda. | In groups learners: Identify a business in their community and discuss the contributions of this business to their community. | In conversation with groups of learners, explore to what extent to which they recognize the contributions of businesses to the community |

SUB-TOPIC: Success in business

DURATION: 3 PERIODS

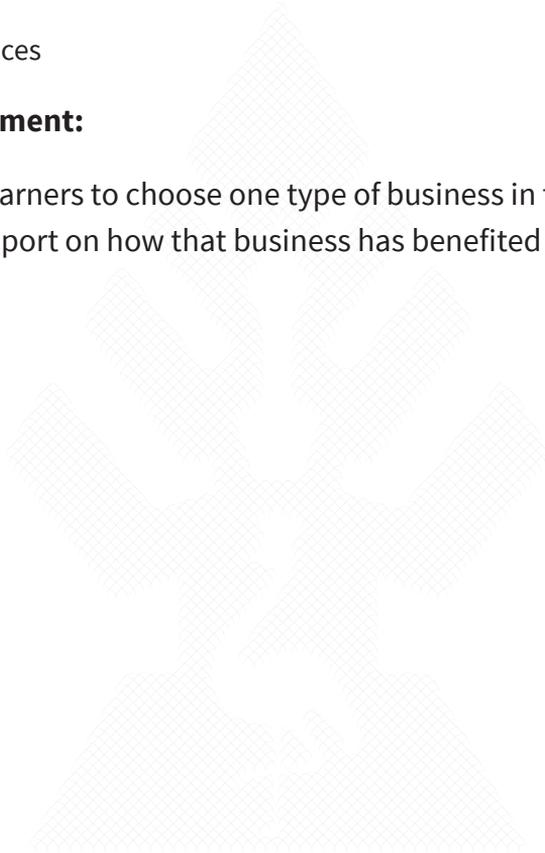
| LEARNING OUTCOMES | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|--|--|--|
| <p>The learner should be able to:</p> <p>Know what makes a business successful.</p> | <p>Indicators of a successful business.</p> <p>Factors leading to success in business.</p> | <p>In groups learners :</p> <ul style="list-style-type: none"> ● Identify successful business.in the community. ● Discuss factors that lead to success in business. | <p>Converse with the learners and find out :</p> <p>Reasons for the success or failure of selected businesses in their community.</p> <p>Measures that can be undertaken by the business owners to revive the failing businesses</p> |
| <p>Evaluate what makes businesses to fail.</p> | <p>Causes of business failure</p> <p>How to revive a failing business.</p> | <ul style="list-style-type: none"> ● Learners in groups Identify failing businesses in their community (share experiences, narrate stories and read case studies on failing businesses) ● Suggest ways of reviving a failing business. | <p>Ask learners to make a classroom presentation of their findings from the field study, make an assessment of the product.</p> |

Suggested methodologies

- Brain storming
- Group discussion
- Case study
- Shared experiences

Suggested Assessment:

In groups, guide learners to choose one type of business in their community and they write a report on how that business has benefited the community.



TOPIC: BUSINESS IDEAS AND OPPORTUNITIES

COMPETENCY: The learner selects a business opportunity from the environment

SUBTOPIC: Business ideas

DURATION: 3 PERIODS

| LEARNING OUTCOMES | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|---|---|---|
| <p>The learner should be able to:</p> <p>Demonstrate an understanding of how to generate business ideas from the environment.</p> | <p>Sources of business ideas</p> <p>Generating business ideas from the environment.</p> | <p>Learners in groups; Use the internet and library resources to research on different sources of business ideas. Generate any three possible business ideas based on the needs/ demands in the school.</p> | <p>Ask learners to identify 6 business ideas from a range of sources including Newspapers, magazines, Internet and surveys in their community</p> |
| <p>Select a good business idea</p> | <p>Factors that lead to a good business idea.</p> | <p>Learners in groups; Discuss the factors that lead to a good business idea.</p> | <p>Challenge learners to select what they believe to be a good business idea.</p> <p>In a conversation with the learners, explore the factors for their choices of a good business idea</p> |

SUBTOPIC: Business opportunities.

DURATION: 3 PERIODS

| LEARNING OUTCOMES | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|--|--|--|
| <p>The learner should be able to:</p> <p>Appreciate the characteristics of a good business opportunity.</p> | <p>Characteristics of a good business opportunity.</p> | <p>Learners in groups; Select a good business opportunity from the ideas generated from the previous sub topic.</p> <p>Read a case study on people who have successfully turned business ideas into business opportunities.</p> | <p>Observe a discussion between learners on the characteristics of a good business opportunity.</p> <p>Converse with the learners on the types of business opportunities in their community and evaluate their findings.</p> <p>Observe learners read a case study on people who have successfully turned business ideas into business opportunities</p> |

Suggested methodologies

- **Brain storming**
- **Group discussion**
- **Case study**
- **Share experiences**

Suggested Assessment:

Ask learners to identify one need in your school community let them describe the business they can do to provide for that need.

TERM 2

TOPIC: BUSINESS START-UP PROCESS

COMPENTENCY: The learner follows the steps in starting a business.

SUBTOPIC Steps in starting a business.

DURATION: 5 PERIODS

| LEARNING OUTCOMES | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|--|---|---|--|
| The learner should be able to: Know the factors that enable an individual to start-up a business. | Factors that enhance business start-up. | Learners in groups: Brainstorm on the factors required to start a selected business. | Task learners to write a report on a prominent Entrepreneur and how he or she started the business |
| Follows the correct steps in starting a business. | Steps followed in starting a business. | Learners in groups; Listen to a presentation from a prominent entrepreneur in the school community explaining how he/she started their businesses. | Assess the product and give comments for Improvement of the final report. |

SUBTOPIC 3: Sources of business finance.

| LEARNING OUTCOMES | CONTENT | SUGGESTED LEARNING ACTIVITIES | |
|--|--|---|---|
| <p>The learner should be able to:</p> <p>Know the different sources of business finance.</p> | <p>Different sources of business finance.</p> | <p>In groups learners:</p> <p>Use the internet and library resources to research on different sources of business finance required to start a selected business.</p> | <p>Observe learners research on different sources</p> <p>of business finance required to start a selected business</p> |
| <p>Assess the benefits and challenges of each source of business finance.</p> | <p>Benefits and challenges of sources of business finance.</p> | <p>In groups learners;</p> <p>Research sources of business finance used by entrepreneurs to start their businesses.</p> <p>Discuss their benefits and challenges.</p> | <p>In a conversation with the learners find out their level of understanding on the benefits and Challenges of each source of business finance.</p> |

Suggested methodologies

- **Brain storming**
- **Group discussion**
- **Case study**
- **Narrate stories**
- **Research**

Suggested Assessment:

Guide learners to give shared experience of a person in your community high lighting the source of funds he/she used to start the business, the benefits and challenges of that source. Present that story to the class.

TOPIC 6: LEGAL FORMS OF BUSINESS OWNERSHIP

Competency: The learner compares the forms of business ownership and selects and selects a suitable one.

SUB-TOPIC 5.1: FORMS OF BUSINESS OWNERSHIP

DURATION: 5 Periods

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|---|--|--|
| <p>The Learner should be able to :</p> <p>Describes the legal forms of business ownership.</p> <p>Describe the characteristics of each business unit.</p> <p>Explain advantages and disadvantages of each form of business ownership.</p> | <p>Forms of business ownership.</p> <p>Characteristics of each business unit.</p> <p>Advantages and disadvantages of each form of business ownership.</p> | <p>In groups learners :</p> <p>Visit selected businesses in the community and they find out the different forms of business ownership</p> <p>Make a report on the forms of business ownership, characteristics, advantages and disadvantages</p> | <p>Observe how learners interact with the business people in the community.</p> <p>Evaluate how well learners describe the different forms of business ownership in the community.</p> <p>In a conversation with the learners assess their findings in the written report on the legal forms of business ownership</p> |

SUB-TOPIC: Formalizing a business.
DURATION: 5 Periods

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|--|--|---|--|
| Identifies the requirements to register a business. Follows the correct steps / process of registering a business Understands the benefits of registering a business | Requirements for registering a business. Steps in registering a business. Benefits of registering a business | Learners listen and summaries the presentation of the guest speaker on the requirements for registering a business, steps of registering a business and benefits of a formalized business | Observe how learners ask questions to the guest speaker. Ask learners to write a report on requirements for business registration, steps followed to register a business and the benefits of registering a business |

Suggested methodologies

- **Brain storming**
- **Group discussion**
- **Guest speaker**
- **Share experiences**
- **Group research**

Suggested Assessment:

Task learners to explain the indicators of a formalized business and the procedures / process followed to deregister a business.

TOPIC 7: PRODUCTION IN BUSINESS

COMPENTENCY: The learner produces quality products for sale

SUB-TOPIC: Human wants and factors of production

DURATION: 5 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEG |
|---|--|--|---|
| The learner is able to: Define human wants and production. Explain the types of production Explain the different stages of production Explains the advantages and disadvantages of specialization and diversification | Human wants and Production. Types of production Stages of production. Specialization, division of labour and diversification. | Learners brainstorm on the meaning of human wants and production. In groups learners discuss the types and stages of production. In groups learners prepare a production plan for a given product. Learners brain storm on the advantages and disadvantages of specialization in production | Observe learners to design a given production plan for a given product. Converse with the learners to ascertain their level of understanding on the advantages and disadvantages of specialization in production |

Suggested methodologies

- **Brain storming**
- **Group discussion**
- **Case study**
- **Share experiences**
- **Narrate stories**

Suggested Assessment:

- 1) In groups, Discuss factors considered when :**
 - a) Selecting raw materials for a product in business**
 - b) Selecting appropriate machinery, equipment and tools for production**

TOPIC 8: Marketing in Small and Medium Enterprises

COMPETENCY: The learner markets and sells products

SUB-TOPIC: Introduction to marketing

DURATION: 4 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|--|--|---|
| <p>The learner is able to:</p> <p>defines marketing</p> <p>explain the importance of marketing</p> <p>designs a simple marketing tool</p> | <p>Meaning of marketing</p> <p>Importance of marketing in business.</p> <p>Preparing a simple marketing plan</p> <p>Sample of a marketing plan</p> | <p>In groups learners:</p> <p>Brain storm on the meaning and importance marketing.</p> <p>Learners use a sample marketing plan to prepare their own marketing plan for a selected product.</p> | <p>Converse with the learners to assess their level of understanding on the meaning and importance of marketing</p> <p>Observe learners to design a given marketing plan for a given product.</p> |

SUB-TOPIC: Market Research

DURATION: 4 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|---|---------------------------------|---------------------------------|
| Define market research. | Meaning of market research | learners consider a product and | A market survey tool |
| Explain the importance of conducting market research. | Importance of market research. | design a market survey tool | Writes a market research report |
| Designs a market survey tool for a selected product. | The market survey tool for a selected product | Market the product | |
| Carries out market research. | | | |

SUB-TOPIC: Ways of promoting different products.

DURATION: 3 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|--|---|---|
| <p>Explain the importance of advertising business products and carrying out sales promotion</p> <p>Use correct methods for advertising and sales promotion</p> <p>Explain the methods used for advertising and Sales promotion in business.</p> | <p>Importance of advertising and sales promotion</p> <p>Methods of advertising and sales promotion</p> | <p>Learners study a range of advertisements and sales promotion methods and research on how they promote sales.</p> <p>learners make a list of advertising methods and sales promotion</p> <p>learners evaluate the effectiveness of each method of advertising and sales promotion</p> <p>learners brainstorm on importance of advertising and sales .</p> | <p>Task learners to identify methods of advertising and sales promotion in their community, explain their advantages and disadvantages and make a presentation to the class</p> |

SUB-TOPIC: Consumer Protection

DURATION: 4 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|--|---|---|---|
| <p>Appreciate the agents of consumer protection</p> <p>Explain the importance of consumer protection.</p> <p>Explain the methods of protecting consumers</p> | <p>Agents of consumer protection</p> <p>Importance of consumer protection</p> <p>Methods of consumer protection</p> | <p>In groups learners study a range of case studies that illustrate how consumers are protected.</p> <p>learners identify from the case studies importance and methods of consumer protection</p> | <p>In a conversation with the learners, find out the extent to which the learners have understood consumer protection, importance of consumer protection and methods of consumer protection.</p> <p>Task learners to make a report on their findings</p> <p>Ask learners to write a report on consumer protection and present in class.</p> |

Suggested methodologies

- **Brain storming**
- **Group discussion**
- **Case study**
- **Share experiences**
- **Narrate stories**
-

Suggested Assessment:

Task learners to identify the various distribution channels for selected products in your community, identify the types of products that suit each distribution channel and explain reasons for selecting a particular distribution channel. Let them make a report present it to the class.

TERM 3

TOPIC 9: Money and Financial institutions

COMPENTENCY: The learner appreciates the importance of money and financial institutions in conducting business.

SUB-TOPIC: Money

DURATION: 1 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|--|---|---|---|
| <p>The learner is able to:</p> <p>Define money</p> <p>Explain the functions of money</p> | <p>Define money</p> <p>Functions of money</p> | <p>In groups :</p> <p>Learners brainstorm on the meaning money. learners discuss the functions of money</p> | <p>Converse with the learners to assess their level of understanding on the meaning and functions of money.</p> |

SUB-TOPIC: The Central bank & Commercial Banks

DURATION: 2 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|---|--|--|
| <p>Explain meaning of a central bank and commercial bank</p> <p>Explain the functions of the central bank</p> <p>Explain the functions of the commercial bank</p> | <p>Define a Central bank</p> <p>Functions of the central Bank</p> <p>A Commercial Bank</p> <p>Functions of the Commercial</p> | <p>In groups : Learners list all the banks in the local community and surrounding areas, they discuss the purpose of the banks and agree on the differences and similarities of the different banks.</p> <p>Learners discuss the importance of banking to business and share with the class.</p> | <p>Ask learners to describe what they believe to be the key functions of the central bank and commercial banks and they make a report.</p> <p>Converse with the learners and assess their level of understanding on the functions of the central bank and role of commercial banks</p> |

SUB-TOPIC: Micro finance Institutions

DURATION: 1 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|--|---|--|---|
| <p>The learner should be able to:</p> <p>explain the meaning of microfinance institutions</p> <p>explain the types of microfinance institutions.</p> | <p>Meaning of microfinance institutions</p> <p>Types of microfinance institutions</p> | <p>Learners work in pairs to investigate different types of microfinance projects and businesses in Uganda.</p> <p>They should consider and write about how microfinance has given a small business or individual the opportunity that larger banks are not able to offer.</p> | <p>Ask learners to identify microfinance institutions in their locality and explain their role in business.</p> <p>In conversation, ask learners to explain find out how far they can explain the meaning types of microfinance institutions.</p> |

SUB-TOPIC: Financial Cooperatives (SACCO's)

DURATION: 2 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|--|---|---|--|
| <p>Explain the meaning of financial cooperative societies</p> <p>Describe how Saccos operate</p> <p>Explain the benefits of Saccos</p> | <p>Meaning of Saccos</p> <p>Operation of Saccos</p> <p>Benefits of Saccos</p> | <p>Learners should investigate a case study about SACCOs that illustrates how SACCOs operate.</p> <p>Learners discuss the meaning and purpose of financial Cooperatives / Saccos.</p> <p>Learners list with examples the benefits of SACCOs and each group presents to the class.</p> | <p>Ask learners to visit a nearby SACCO and write a report on:</p> <ul style="list-style-type: none"> - membership - savings - credit - benefits to members <p>Read these reports to assess how well learners understand these features of a SACCO</p> |

SUB-TOPIC: Types of Accounts

DURATION: 2 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|--|---|--|
| Describe the different types of accounts | Types of Accounts | Learners list all the types of bank accounts and share with the class. | Task learners to list the steps followed when opening up an account. |
| Explain the procedures of opening up an account in the bank | Procedures of opening up an account in the bank. | <p>Learners then choose one type of bank account and identify the features of the account and create these to demonstrate with the class (a cheque, cash deposit and cash withdrawal slip)</p> <p>Learners discuss who would be able to open an account and why. They explain the processes of opening an account</p> | <p>Ask learners to demonstrate how to use a cheque, cash deposit and cash withdrawal slip. They should do this in a role play.</p> <p>Observe how well learners understand the process of opening an account in the bank.</p> <p>In conversation, ask learners to explain why they think opening a bank account provides opportunities and security.</p> |

Suggested methodologies

- **Brain storming**
- **Group discussion**
- **Case study**
- **Share experiences**
- **Narrate stories**

Suggested Assessment:

In groups visit selected commercial banks in your community, find out the functions played by these banks to the community and Challenges they face and make a report.

TOPIC 8: INTRODUCTION TO GOVERNMENT REVENUE AND TAXATION

COMPETENCY: The learner appreciates the uses of government revenue and complies with tax requirements.

SUB-TOPIC: Government Revenue

DURATION: 5 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|--|--|--|--|
| <p>The learner should be able to:</p> <p>Understand government revenue.</p> <p>Explain why the government needs revenue.</p> <p>Explain the sources of government revenue.</p> | <p>Meaning of government revenue.</p> <p>Why the government needs revenue</p> <p>Sources of government Revenue</p> | <p>In groups : Learners brainstorm the rationale for government revenue.</p> <p>Learners discuss where the government get its revenue from.</p> <p>Learners look at the different sources of government revenue.</p> | <p>Ask learners to conduct a field study around the school community in order to identify facilities which the government has provided.</p> <p>In conversation with learners, ask them to explain which of these facilities have had a particularly positive impact on learning and school improvement in general.</p> |

SUB-TOPIC: Taxation

DURATION: 5 PERIODS

| LEARNING OUTCOME | CONTENT | SUGGESTED LEARNING ACTIVITIES | ASSESSMENT STRATEGY |
|---|--|---|---|
| <p>The learner should be able to :</p> <p>Define taxation</p> <p>Describe the different types of taxes</p> <p>Explain the rights and obligations of a tax payer</p> | <p>Meaning of taxation</p> <p>Types of taxation</p> <p>Rights and obligations of a tax payer</p> | <p>In groups: learners brainstorm the meaning and types of taxes.</p> <p>Learners search for examples at a local and national level and discuss the effects of these taxes on the community and government.</p> <p>Groups research and discuss the rights and obligations of a taxpayer and make a presentation to the class about their findings.</p> <p>Learners should ask</p> | <p>Ask learners to speak to members of their community about the different types of taxes they pay and they make a report.</p> <p>Have a conversation with the learners assess how well they understood the different types of taxes in the community.</p> <p>Task learners to prepare interview questions for taxpayers in local businesses to see if they understand their obligations as tax payers. Let</p> |

| | | | |
|--|--|---|---|
| | | <p>each other questions about rights and obligations, discussing which obligations are the most challenging to satisfy.</p> | <p>groups share their findings to the class</p> <p>Observe the key features of what they share with the rest of the class to ascertain how well learners have understood the rights and obligations of a tax payer.</p> |
|--|--|---|---|

Suggested methodologies

- Brain storming
- Group discussion
- Guest speaker
- Share experiences
- Group research

Assessment strategy

Challenge learners to write a letter to the local government outlining some funds that they believe are required to improve their community needs.



COMPUTER STUDIES

SENIOR TWO

Introduction

The abridged version of the syllabus covers critical content that was not covered in S.1 and also critical content of S.2. There has also been sieving, re-arrangement and merging of related content. Hence the following;

- Word Processing¹ and some part of Spreadsheets 1 in term one.
- Some part of Spreadsheets 1 and Electronic Presentations for term two.
- Some part of electronic presentations Electronic Presentation, Information Access and Sharing, plus Health and Safety for term three.

Time Allocation

The subject has still been allocated the same number of periods per week as per the normal school teaching timetable. Time has been allocated basing on the relative weight of content given in each topic, and the available time per term.

Term one and term two have got more teaching time on the normal school teaching load.

Teaching Sequence

The teaching sequence should be allowed to follow in the order the topics have been arranged in this adjusted teaching syllabus as tabulated below.

| TOPIC | | - CRITICAL CHANGE | - JUSTIFICATION |
|-------|--------------|---|---|
| 1 | Processing 1 | <ul style="list-style-type: none"> • Included in S2 with one learning outcome. • File and Folder management and printing skills dropped | <ul style="list-style-type: none"> • Was not handled in S1, it was in the 3rd term of S1 - • File and Folder management and printing skills can be acquired along the provided application skills. |

| | | | |
|---|--------------------------------|---|--|
| | | <ul style="list-style-type: none"> Number of periods reduced from 24 to 16 | <ul style="list-style-type: none"> One learning outcome has been left for S.2 learners in 2022. |
| 2 | Spreadsheets 1 | <ul style="list-style-type: none"> Number of periods reduced from 24 to 20 | <ul style="list-style-type: none"> Periods reduced to 20 because some content of printing was removed, it will be handled in other applications. |
| 3 | Computer presentation | <ul style="list-style-type: none"> Number of periods reduced from 24 to 18. One learning Outcome was removed (Deliver a presentation to an audience) | <ul style="list-style-type: none"> One learning outcome was removed Deliver a presentation to an audience as a learning out is not so much critical at this stage as a learner can acquire this competence through practice at a later stage or during activities that require electronic presentation. |
| 4 | Information access and sharing | <ul style="list-style-type: none"> Number of periods reduced from 18 to 28 One learning Outcome was removed(Use various ICT tools to share information) | <ul style="list-style-type: none"> One learning outcome was removed Use various ICT tools to share information as a learning outcome was removed. The learner can acquire competence through interacting with gadgets during normal life situations e.g transferring a music file from one phone to another using Bluetooth technology |
| 5 | Health and safety | Nothing changed | There was no need |

DISTRIBUTED SUMMARY OF TEACHING LOAD PER TERM

| SENIOR TWO | THEME | TOPIC | NO. OF PERIODS |
|------------|-----------------------------|--------------------------------|-------------------|
| TERM 1 | Data Management and Sharing | Word Processing1 | 16 Periods |
| | | Spreadsheets 1 | 08 Periods |
| TERM 2 | Data Management and Sharing | Spreadsheets 1 | 12 Periods |
| | | Electronic Presentation | 12 Periods |
| TERM 3 | Data Management and Sharing | Electronic Presentation | 06 Periods |
| | | Information Access and Sharing | 12 Periods |
| | ICT safety and Environment | Health and Safety | 6 Periods |
| | | TOTAL | 72 PERIODS |

TERM ONE

24 PERIODS

| Topic/Sub Topic | Learning outcomes | Key Concepts | Teaching learning activities | Assessment Strategies |
|-----------------------------------|--|---|---|--|
| Word Processing 1 (16 periods) | a) Use a word processing software to create, format, edit and save a document. (k, u, s) | Use a word processor to create, edit, format and save documents | <ul style="list-style-type: none"> • Guide learners to open a word processor and create a simple document. • Format a Word document (page orientation, margins, size, fonts, paragraphing, etc.). • Insert objects in a word document (tables, images, shapes, | <ul style="list-style-type: none"> • Observe learners as they launch word processing software • Observe learners making a peer review of each other's work |

| Topic/Sub Topic | Learning outcomes | Key Concepts | Teaching learning activities | Assessment Strategies |
|-------------------------------|---|---------------------------------------|--|--|
| | | | header and footer). <ul style="list-style-type: none"> • Save a document on various locations | |
| Spreadsheets 1 (8 periods) | b) Use spreadsheet functions to manipulate data and print (k, s, v) | Using spreadsheets to manipulate data | <ul style="list-style-type: none"> • Enter data in a spreadsheet • Format and edit spreadsheet • Use simple spreadsheet formula and functions to manipulate data. | <ul style="list-style-type: none"> • Observe and communicate to learners as they open spreadsheet application and interact with its features. • Check for the correctness of the formulas used based in the computations and procedures. |

TERM TWO

24 PERIODS

| Topic / Sub Topic | Learning outcomes | Key Concepts | Teaching learning activities | Assessment Strategies |
|---|--|---|---|--|
| Spreadsheets 1 (12 periods) | a) Use charts to represent data. (s,v) | Using spreadsheets to represent data | <ul style="list-style-type: none"> • Generate simple labelled charts e.g. pie, line bar etc • Save spreadsheet | <ul style="list-style-type: none"> • Observe and communicate to learners as they open spreadsheet application and interact with its features. • Check for the correctness of the formulas used based in the computations and procedures. |
| Electronic presentation (12 periods) | b) Use the presentation application functions and tools to | Preparing an electronic presentation for various audiences. | <ul style="list-style-type: none"> • Plan for a presentation • Load and open presentation software • Enter information in a presentation | <ul style="list-style-type: none"> • Observe learners as they plan for their presentation. • Listen to learners' discussions as |

| Topic / Sub Topic | Learning outcomes | Key Concepts | Teaching learning activities | Assessment Strategies |
|----------------------|--|-----------------|---|--|
| | prepare professional presentations. (u, s, v, k) | | application. <ul style="list-style-type: none"> • Prepare a presentation formatted with themes, animations, backgrounds, images, transitions, hyperlinks.(professional) • Save and print a presentation on various storage media | they work on their presentations. Ask probing questions to deepen their learning. <ul style="list-style-type: none"> • Evaluate quality of presentations produced, the steps along the way and contributions to evaluation of their own and others' work |

TERM THREE

24 PERIODS

| Topic/Sub Topic | Learning outcomes | Key Concepts | Teaching learning activities | Assessment Strategies |
|--|--|---|--|---|
| Electronic presentation (6 periods) | Use the presentation application functions and tools to prepare professional presentations. (u, s, v, k) | Enhancing, saving, delivering and saving a presentation | <ul style="list-style-type: none"> • Prepare a presentation formatted with themes, animations, backgrounds, images transitions, hyperlinks. • Discuss their presentation with the audience, evaluating strengths and inviting suggestions for improvement • Print a presentation or part of a presentation to specified | <p>Observe learners as they plan for their presentations</p> <ul style="list-style-type: none"> • Listen to learners' discussions as they work on their presentations. Ask probing questions to deepen their learning. • Evaluate quality of presentations produced |

| Topic/Sub Topic | Learning outcomes | Key Concepts | Teaching learning activities | Assessment Strategies |
|--|---|--|---|--|
| | | | print settings. | |
| Information access and sharing (12 periods) | <ul style="list-style-type: none"> • Use online and on offline platforms to search for information (k, s) • Understand safety practices while using the internet (netiquette). (k, u,v) | <ul style="list-style-type: none"> • Use online and offline platforms • Safety practices while sharing information | <ul style="list-style-type: none"> • Individually use online or offline platforms like Encarta, Encyclopaedia to search for information. • Research about possible risks and safety practices associated with Internet use. | <ul style="list-style-type: none"> • Observe pairs as they carry out the steps involved in the activity, intervening to steer learning towards achievement of the learning outcomes. • Listen to learners as they discuss the tasks and promote deeper learning by encouraging them to think critically about the process. |
| Health and safety (6 periods) | <ul style="list-style-type: none"> • Analyze common health | <ul style="list-style-type: none"> • Health problems | <ul style="list-style-type: none"> • Brainstorm' about what they think are the health | <ul style="list-style-type: none"> • Listen to and observe learners as |

| Topic/Sub Topic | Learning outcomes | Key Concepts | Teaching learning activities | Assessment Strategies |
|-----------------|---|---|--|---|
| | <p>problems associated with prolonged use of computers (eye strain, back pains, RSI). (k, u, s)</p> <ul style="list-style-type: none"> • Understand possible ways to avoid each of the health problems associated with use of ICTs. (k, u) c. • Communicate information on health and safety measures of using a computer | <p>associated with prolonged use of computers</p> <ul style="list-style-type: none"> • Health and safety practices | <p>risks associated with using a computer</p> <p>Watch a video showing common health problems associated with computers.</p> <ul style="list-style-type: none"> • Develop a graphic, matching a computer part/device to a body part it affects. • Research and report on mitigation measures to the health problems associated with computer use in an article. <p>Write articles on</p> | <p>they discuss various health problems caused by prolonged use of ICTs.</p> <ul style="list-style-type: none"> • Listen and observe learners when they discuss how problems caused by prolonged use of ICTs can be avoided • Evaluate learning through the verbal contributions and products (mind-map, record of brainstorm / video comparison, graphic of computer parts / devices |

| Topic/Sub Topic | Learning outcomes | Key Concepts | Teaching learning activities | Assessment Strategies |
|-----------------|-------------------|--------------|--|--|
| | (k,u,v,s) | | health and safety of using computers and share with the immediate community. | and health impact, reports on avoiding health problems) <ul style="list-style-type: none"> • Listen to learners presenting their articles taking note of the facts, pronunciation , the presentation skills in terms of gramma |

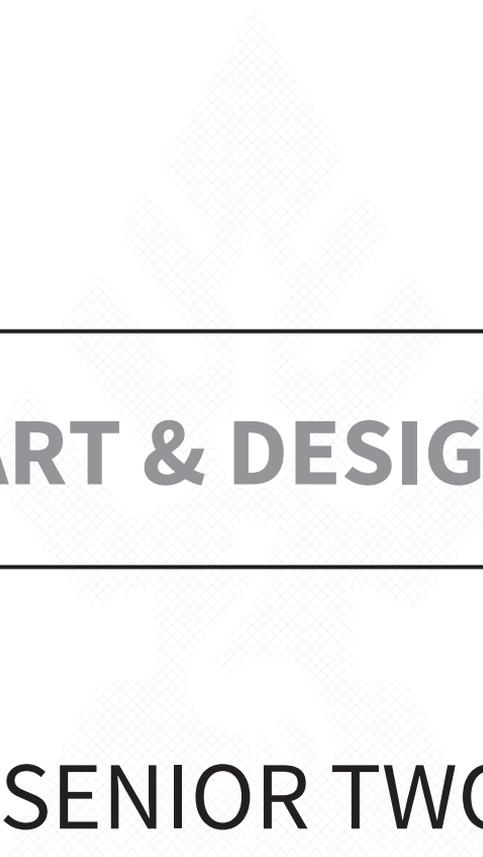
SENIOR 2 TEACHER'S MANUAL

The table below guides the teacher about the topics to be covered in S.2, what has been adjusted, and some justification for the critical adjustments made about the content to be covered. This should help out the teacher to plan lessons accordingly.

Note: Ensure that learners get enough practical time and access to the computer lab as this enhances their theory and practical aspects in one go.

| SN | TOPIC | WHAT HAS CHANGED | JUSTIFICATION |
|----|-----------------------|--|---|
| 1 | Processing 1 | <ul style="list-style-type: none"> • Included in S2 with one learning outcome. • File and Folder management and printing skills dropped • Number of periods reduced from 24 to 16 | <ul style="list-style-type: none"> • Was not handled in S1, it was in the 3rd term of S1 - • File and Folder management and printing skills can be acquired along the provided application skills. • One learning outcome has been left for S.2 learners in 2022. |
| 2 | Spreadsheets 1 | <ul style="list-style-type: none"> • Number of periods reduced from 24 to 20 | <ul style="list-style-type: none"> • Periods reduced to 20 because some content of printing was removed, it will be handled in other applications. |
| 3 | Computer presentation | <ul style="list-style-type: none"> • Number of periods reduced from 24 to 18. | <ul style="list-style-type: none"> • One learning outcome was removed • Deliver a presentation to an |

| | | | |
|---|--------------------------------|--|---|
| | | <ul style="list-style-type: none"> • One learning Outcome was removed (Deliver a presentation to an audience) | audience as a learning outcome is not so much critical at this stage as a learner can acquire this competence through practice at a later stage or during activities that require electronic presentation. |
| 4 | Information access and sharing | <ul style="list-style-type: none"> • Number of periods reduced from 18 to 28 • One learning Outcome was removed (Use various ICT tools to share information) | <ul style="list-style-type: none"> • One learning outcome was removed • Use various ICT tools to share information as a learning outcome was removed. The learner can acquire competence through interacting with gadgets during normal life situations e.g. transferring a music file from one phone to another using Bluetooth technology |
| 5 | Health and safety | Nothing changed | There was no need |



ART & DESIGN

SENIOR TWO

Introduction

Art and design curriculum for Senior Two has been re-organised to take care of critical concepts that were not studied in year one due to a long closure of schools. Some related learning outcomes/topics were merged while some standalone topics were dropped or transferred to the next term/class to enable the new content fit in the time available. The matrix below gives the details of the re-organisation of this curriculum

| Topic Adjusted | Justification |
|---|---|
| Senior Two | |
| TOPIC 2.1: EXPLORING THE NATURAL AND MATERIAL ENVIRONMENT One learning outcome from Exploring with the natural environment from s.1 was added to exploring the material environment in s.2. | Concepts about exploring the natural environment from s.1 would help the learner understand the concepts about the material environment in s.2. |
| TOPIC 2.3: MULTI MEDIA: COLLAGE AND MOSAIC ART Two learning outcomes about making collage were adopted from s.1. These were added to learning outcomes for mosaic | Collage and mosaic share similar methods and techniques but greatly differ in the use of materials |
| TOPIC 2.4: INTRODUCTION TO FABRIC DECORATION AND PRINT | Components about fabric |

| | |
|---|--|
| <p>MAKING</p> <p>One learning outcome about introduction to fabric decoration, from s.1 was added to printmaking in s.2.</p> | <p>decoration are vital for the study of print making in s.2.</p> |
| <p>TOPIC 2.5: INTRODUCTION TO POTTERY AND SCULPTURE IN THE ROUND</p> <p>Two learning outcomes about pottery making from senior one were added to sculpture in the round in S.2</p> | <p>The basic concepts about clay preparation and the forming methods studied in s.1 would guide the learner to understand the creation sculpture in the round.</p> |
| <p>TOPIC 2.6: PRODUCTION AND PRESENTATION OF ART</p> <p>This topic was discarded. in S.2 learners will study about crafts from the natural environment: basketry, adopted from S.1</p> | <p>Learners would not lose much at this level if they don't study about production and presentation of art. But they need basic skills in basketry</p> |

TERM 1

Theme: Art Theory

TOPIC 2.1: EXPLORING THE NATURAL AND MATERIAL ENVIRONMENT (8 PERIODS)

Competency:

The learner should be able to apply the elements and principles of art during their drawing and painting activities.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|--|--|
| <p>The learner should be able to:</p> <p>a) Experiment with elements of Texture, Tone and Value to create works of art using appropriate technology and conventions (k, s, u)</p> <p>b) Apply the elements of</p> | <ul style="list-style-type: none"> • In groups, learners identify and discuss the elements of line, shape, texture, tone, and value from presented works in class developing an understanding of the vocabulary relating to them. • Individually learners make a nine-value scale using pencil and paint. • Individually or in groups, learners draw and or, paint pictures of simple geometric or still life shapes in monochrome, primary colours, and use secondary colours in the background. • Individually, learners draw and paint pictures of leaves in complementary colours. • Identify and complete a series of observational, still life drawings, each | <ul style="list-style-type: none"> • Observing individual learner's engagement in, and contribution to, the discussion. • Examine the learners' drawings for evidence of their understanding of texture, tone and value as |

| | | |
|---|---|---|
| <p>space, line, shape and texture to create artworks (s, u)</p> <p>c) Use elements and principles to analyse artworks (s, k, u)</p> | <p>focusing on different artistic elements (different media could be used for each):</p> <ul style="list-style-type: none"> • line and shape • texture and tone • negative and positive space • Learners draw and paint objects in simple compositions to depict realistic image using value. • Creatively use the natural environment to make artworks. • Analyse and write about works of art made by master artists on their use of texture, tone and value. | <p>elements and principles of art.</p> <ul style="list-style-type: none"> • Assess each learners' success in applying the elements of shape, line and texture in their drawings. |
|---|---|---|

Theme: Graphic design

TOPIC 2.2: THE GRAPHIC ART LANGUAGE (6 PERIODS)

Competency:

The learner should be able to apply knowledge and skills acquired in basic graphic design to create graphical images that communicate ideas.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|--|
| <p>The learner should be able to:</p> <p>a) Understand the art of graphics as a means of communication (k, u)</p> <p>b) Use elements of design to create graphical images (k, s)</p> <p>c) Experiment with a variety of materials and tools to create</p> | <ul style="list-style-type: none"> • Examine the concepts, practices, and vocabulary associated with graphic design. • As a class, learners explore and discuss the concepts and the relationships between literacy and visual creativity. • In groups, learners use the Internet (where applicable) to find examples of hand-drawn lettering used in posters/signs. • Analyse the style and composition in these, looking at the balance of large and small fonts, spaces between text, the medium used to create a particular feel/mood. • Examine and develop images and type and use of space to | <ul style="list-style-type: none"> • Observe the learners' presentations for evidence of their individual ability to evaluate the work they are discussing. • Examine the learners' application of the basic design elements while producing the illustrations and poster, considering the use of planning skills, |

| | | |
|--|---|---|
| <p>graphical work (k, s)</p> <p>d) Evaluate the use of elements and principles in graphic design (k, u, v)</p> | <p>communicate a graphic idea/message.</p> <ul style="list-style-type: none"> • Learners create a series of simple images which illustrate an object or image. They should use a different technique for each, (such as pencil drawing, water colour, pen and ink) • Following on from the previous task, learners individually practice hand-drawn lettering and produce their own poster combining text and illustration. | <p>development of ideas, use of technique and the quality of the product.</p> |
|--|---|---|

Theme: Decorative arts

TOPIC 2.3: MULTI MEDIA: COLLAGE AND MOSAIC ART (10 PERIODS)

Competency:

The learner should be able to explore and experiment with a variety of natural and man-made materials to create Mosaic art.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|--|--|
| <p>The learner should be able to:</p> <p>a) Understand the techniques and processes of producing collage and mosaic art (k, u)</p> <p>b) Develop and present artistic ideas through collage (k, s).</p> <p>c) Experiment and explore a variety of materials/media, tools, techniques and processes to produce Mosaic art (k, s, u)</p> | <ul style="list-style-type: none"> • In pairs/groups, learners research, collect and record information relating to collage and mosaic techniques, the origins and history of mosaic art using examples of Early Christian and Byzantine art. • Individually learners explore techniques and methods for making collage and mosaic and create visual interest (e.g. gradation of colour, using irregular shapes, different textures). • Individually learners develop basic skills and techniques for collage and mosaic making by creating | <ul style="list-style-type: none"> • Assess each learner's technical skills, creative working process and expression of ideas and design. <p>Examine the quality of products based on composition, workmanship and finishing.</p> |

| | | |
|--|---|--|
| | <p>simple designs using the material environment</p> <ul style="list-style-type: none">• Make the collage and mosaic image from the prepared design, using ideas from Early Christian art and Byzantine examples and the techniques developed independently. <p>Individually learners practice the skill of cutting, pasting, and producing neat and finished work.</p> | |
|--|---|--|



W
A
S
H
I
N
G
T
O
G
O
I
N
T
O
T
H
E
F
U
T
U
R
E
W
E
A
R
E
T
H
E
B
E
S
T
P
R
E
P
A
R
E
D
T
O
D
A
Y

TERM 2

Theme: Textile decoration and Print making

TOPIC 2.4: INTRODUCTION TO FABRIC DECORATION AND PRINT MAKING (10 PERIODS)

Competency: The learner should be able to apply the theory and skill of printing to produce an artwork.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|---|--|
| <p>The learner should be able to:</p> <p>a) Understand the concept, process and technique of printmaking (k, u, s)</p> <p>b) Create images /patterns for Print Making and Fabric decoration.</p> <p>c) Use materials and tools required to make a print (k, s, u)</p> | <ul style="list-style-type: none"> As a class, learners research and discuss about the concept of fabric decoration and printmaking, its historical perspective and purpose in the community. Learners individually explore the idea of printing on fabrics using found objects (such as leaves, bottle tops, tree barks, and other textured surface) In pairs or individually, learners develop sketches of simple images and print them on a surface using available materials such as potatoes, yams, and any other solid object. <p>Apply the theory and skill from other chapters to complement the activity of fabric decoration and printmaking</p> | <ul style="list-style-type: none"> Observe individual's contribution to the group discussion. Observe the learners making and practicing of the printing techniques. <p>Assess the quality of products – composition, ink registration, consistency in the flow of pattern</p> |

Theme: Three-dimensional Arts

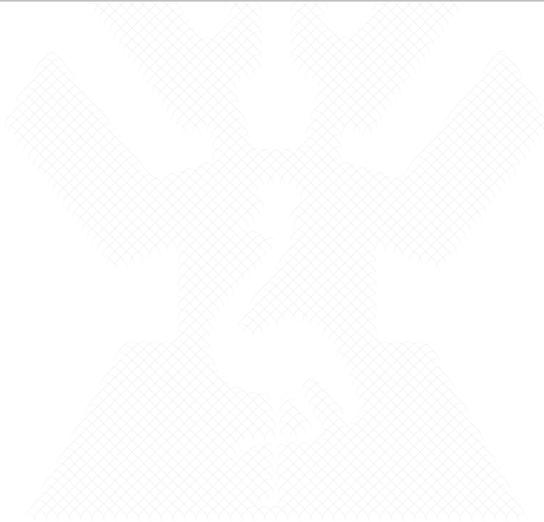
TOPIC 2.5: INTRODUCTION TO POTTERY AND SCULPTURE IN THE ROUND (8 PERIODS)

Competency:

The learner should be able to apply theory and skill to explore and experiment with clay to produce sculpture in the round

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|--|--|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> a) Understanding clay and its preparation. (k, u, s) b) Use clay creatively to make pottery products. (u, s) c) Explore traditional and contemporary techniques to forming a sculpture (k, u, s, v) <p>Use basic elements to analyse pottery sculpture (k, u)</p> | <ul style="list-style-type: none"> • In pairs or small groups, learners research about traditional and contemporary pottery and sculpture in preparation for a class discussion. • As a class, learners discuss and analyse the works of sculptors in this category: East African (Gregory Maloba, Francis Xavier Nnaggenda, George Kyeyune, Naita and Bruno Serunkuuma) and non-African (Michelangelo, Rodin, Brancusi, Giacometti, Louise Bourgeois) • In groups, learners discuss the different forming techniques for sculpture | <ul style="list-style-type: none"> • Observe the responses of learners during group discussions for evidence of ability to research and analyse pottery and sculpture. • Examine learners understanding of the subject and their use of appropriate technical language. <p>Assess each</p> |

| | | |
|--|---|--|
| | <p>(additive, subtractive, manipulation, assemblage, and substitution)</p> <ul style="list-style-type: none"> • Learners create their own artworks to suit a specific purpose using pinch, slab and coil methods. • Learners individually prepare clay for sculpture • Develop sketches and develop simple sculptures from material environment. | <p>learner's technical skills, creative working process and expression of ideas during sessions and by examining the finished product.</p> |
|--|---|--|



Theme: Integrated crafts projects

TOPIC 2.6: CRAFTS FROM THE NATURAL ENVIRONMENT: BASKETRY (8 PERIODS)

Competency:

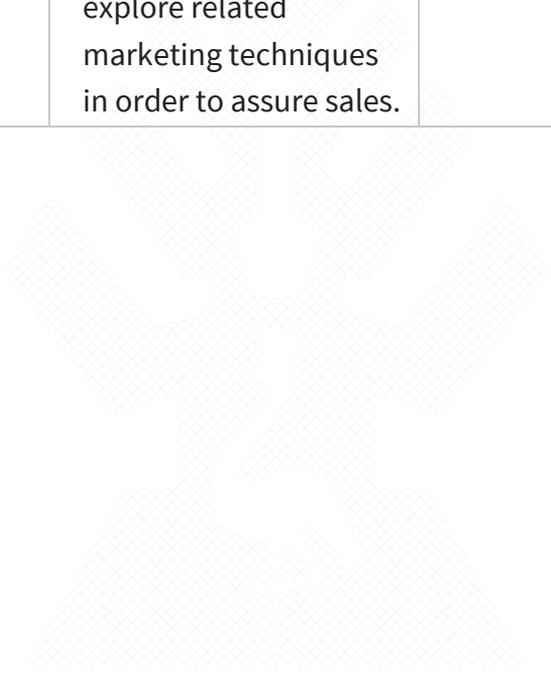
The learner should be able to make functional crafts within the social-economic and African cultural context.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|--|---|
| <p>The learner should be able to:</p> <p>a) Use the natural environment selectively to make basketry as a utilitarian African artwork (k, s, u)</p> <p>b) Understand the ways in which the natural environment influences the arts and community. (u, k)</p> <p>c) Demonstrate an understanding of how the</p> | <ul style="list-style-type: none"> • In groups or pairs, learners research about the traditional and contemporary African basketry and describe their style, purpose and materials used. • In groups, learners consider reasons for making utilitarian items decorative and the way in which the natural environment has influenced this art form. • In groups, learners collect and prepare materials for making coil baskets. • Individually, learners | <ul style="list-style-type: none"> • Examine the research assignment for accuracy and evidence of understanding. • Assess the quality of product in reference to the use of shape, pattern and function as studied from various Ugandan cultural baskets. |

production and presentation of artworks can affect the environment, and apply environmentally responsible practices (k, u, s)

design and make a small decorative Coil basket based on traditional African cultural elements.

- Individually learners explore how baskets such as these are sold commercially, and explore related marketing techniques in order to assure sales.



TERM 3

Theme: Drawing and Painting

TOPIC 2 .7: INTRODUCTION TO PAINTING (6 PERIODS)

Competency:

The learner should be able to demonstrate an understanding of using colour to express artistic ideas.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|--|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> a) Understand the theory of colour (k, u) b) Understand and follow the process for painting (k, u, s) c) Experiment with materials and tools suitable for painting (k, s, u) | <ul style="list-style-type: none"> • As a class, learners discuss the great masters' paintings to understand style and technique, and materials used. • In groups, learners study the colour theory and prepare a colour wheel to understand primary, secondary and tertiary colours, shades and tints with colour interpretations • Individually learners develop sketches following a section of landscape as theme/ composition for painting. • Develop a painting of a section of a landscape using warm and cool colours • Paint a series of objects using one primary colour and two secondary colours, achieving the illusion of tone and form. | <ul style="list-style-type: none"> • Observe individual's contribution to the group discussion. • Observe the learners mixing of primary colours to form secondary and tertiary colours • Assess the learners' product of a colour wheel regarding brilliance/luminosity. • Assess learners' skills in painting from a landscape and a composition of objects. |

Theme: Art Theory

TOPIC 2.8: ANCIENT ART: Pre-historic Rock art of Europe and Uganda (4 PERIODS)

Competency:

The learner should be able to appreciate the historical art periods and movements and the development of aesthetic concepts from the ancient world.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|---|---|
| <p>The learner should be able to:</p> <p>a) Appreciate the development of art and styles of art used in the pre-historic era (k, u)</p> <p>Identify pre-historic art, examining it in the context of geographic regions and historic periods (k, u)</p> | <ul style="list-style-type: none"> Learners individually gather information about pre-historic rock art (the Paleolithic 60,000-10,000 BC) and the Neolithic period (9,000-3,000 BC), noting significant locations in Europe and Uganda. Learners experiment with techniques and attempt to recreate the images/artefacts found during their research. Use sketches to depict artifacts and cave art regarding style and composition. In small groups, discuss materials, techniques and conventions of pre-historic art and artefacts. | <ul style="list-style-type: none"> Examine the quality and accuracy of the research each learner presents on their timeline. Observe learners' verbal contributions and their responses to teacher's or peers' questions during group discussion. <p>Examine the written assignment for accuracy and evidence of understanding.</p> |

- Learners individually write about the development of styles and ideas of rock art, artefacts of the Paleolithic and Neolithic people, identifying the cultural and social contexts of these artworks.
- Research, examine and discuss the cave and rock images in Europe as compared to those found in Uganda. (How are they alike/how do they differ? Why?)



WORLD OF ARTS

Theme: Art Theory

TOPIC 2.9: ANCIENT EGYPTIAN ART (4 PERIODS)

Competency:

The learner should be able to examine the social, technological and cultural development in ancient Egypt.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|---|--|--|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> a) Examine aspects of Ancient Egyptian Art (k, u) b) Evaluate the elements and principles in the artwork of Ancient Egypt (k, u) c) Examine art forms from ancient Egypt and identify their social and cultural value (k, u) d) Examine the social, technological and cultural development in ancient Egypt (k, u) | <ul style="list-style-type: none"> • Using appropriate technology, learners research and make notes on the architecture, sculpture and painting of Ancient Egypt, with reference to rules, subject matter, style, materials and tools. • In groups, learners discuss and explain the Egyptian civilisation(s) and the social, technological and cultural development. (<i>The cult of the dead in Ancient Egypt and examine the architectural and religious significance of the pyramids.</i>) | <ul style="list-style-type: none"> • Observe students during their research, examine their notes and check for accuracy and understanding. • Observe the responses of individual learners during group discussions/ conversations for evidence of understanding and knowledge. <p>Examine product for evidence of understanding the principles in the artwork of Ancient Egypt and stylistic</p> |

Theme: Art Theory

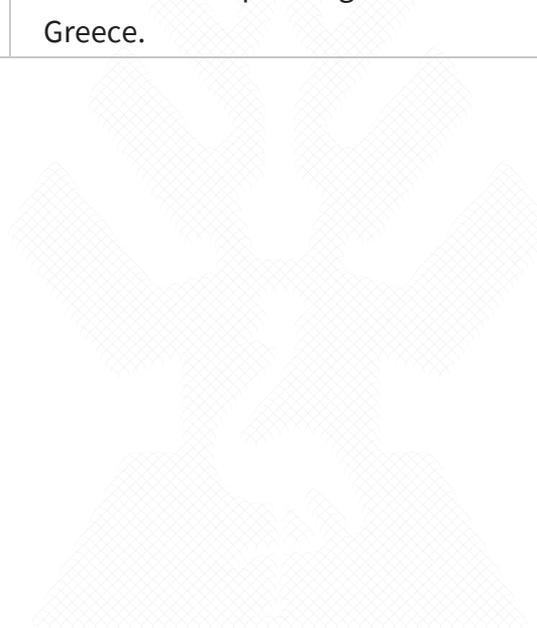
TOPIC 2.10: ANCIENT GREEK ART (4 PERIODS)

Competency:

The learner should be able to demonstrate an understanding of the ancient Greek Art.

| Learning Outcomes | Suggested Learning Activities | Assessment Strategy |
|---|---|---|
| <p>The learner should be able to:</p> <p>a) Examine the social, technological and cultural development of ancient Greece (k, u)</p> <p>b) Investigate art forms from ancient Greece and identify their social and cultural value (k, u)</p> | <ul style="list-style-type: none"> • In pairs or small groups, learners investigate aspects of ancient Greek culture. • Learners individually use various research methods (e.g. library, Internet) to collect images of ancient Greek painting and pottery and place them on a timeline showing the development of style through the centuries. • In pairs or individually, learners research about the three orders of ancient Greek architecture (Doric, Ionic and Corinthian) and make drawings of the column capitals. In addition, learners cite examples in Uganda where such columns were used. • Learners discuss the ancient Greek idea of open theatres and how they | <ul style="list-style-type: none"> • Examine the quality and accuracy of the research each learner presents. • Observe the responses of individual learners during group discussions/ conversations for evidence of understanding and knowledge of Greek art. |

| | | |
|--|---|--|
| | <p>are related to today's construction of stadiums.</p> <ul style="list-style-type: none">• In groups, research the different styles/ periods of ancient Greek sculpture (Archaic, Classical and Hellenistic), and discuss the concept of physical perfection and idealism often expressed.• Individually, learners reproduce a classical vase painting of ancient Greece. | |
|--|---|--|



ABRIDGED CURRICULUM SENIOR 2

Theme: Art Theory

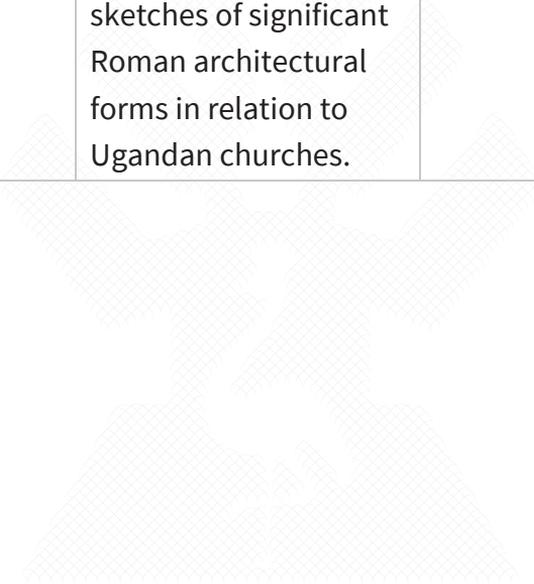
TOPIC 2 .11: ANCIENT ROMAN ART (4 PERIODS)

Competency:

The learner should be able to show an understanding of the developments of Ancient Roman Art from a social and cultural context.

| Learning Outcomes | Suggested Learning Activities | Sample Assessment Strategy |
|--|---|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> a) Understand the ancient civilisation of Rome (k) b) Examine the social, technological, and cultural development in ancient Rome (k, u) c) Examine art forms from ancient Rome and their social and cultural value (u, v) <p>Appreciate the contribution of ancient Roman art to today's art world.</p> | <ul style="list-style-type: none"> • In pairs or small groups, learners research and analyse art forms from ancient Roman civilisation. • In pairs, learners analyse and discuss ancient Roman painting regarding style (fresco), and subject matter. • In groups, learners analyse and discuss ancient Roman sculpture regarding purpose, materials, theme, and placement. • In groups, learners analyse and discuss | <ol style="list-style-type: none"> 1. Examine the quality of research produced and observe individual contributions to the group discussion. <p>Ask individual learners questions on their research to assess the level of their understanding of the given topic.</p> |

| | | |
|--|---|--|
| | <p>ancient Roman architecture focusing on the discovery of new materials, use of columns, arches, the vaulting system, bridges and aqueducts and the storied buildings. Individually learners analyse and make sketches of significant Roman architectural forms in relation to Ugandan churches.</p> | |
|--|---|--|



Uganda's rich cultural heritage is reflected in its diverse architectural styles, from traditional mud-brick houses to modern skyscrapers. The country's history is a testament to its resilience and adaptability, as it has successfully blended traditional values with modern influences. This unique blend has created a vibrant and dynamic society that is proud of its roots while embracing the future.



PERFORMING ARTS

SENIOR TWO

SENIOR TWO TERM 1

Theme: Exploring, creating and marketing performing arts in the community

TOPIC 1: USING AFRICAN STYLES IN PERFORMING ARTS.

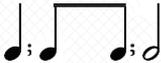
Competency: Learners should be able to create, appreciate and market works of performing arts from various genres, styles and cultures to effectively entertain the community and earn a living.

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|--|--|---|
| <p>The learner should be able to:</p> <ol style="list-style-type: none"> appreciate and simulate African styles into their own performing arts work (k, u, s, gs, v) identify and present performing arts work that reflects African contexts and influences (k, u, s, gs) trace African art styles in Ugandan works | <ul style="list-style-type: none"> Provide learners with a traditional African folk song and ask them to think critically about key themes, characters and any story sequence. From this introduction, they should use some of the ideas relating to one aspect and compose their own additional song. Provide learners with a film or live performance of a traditional African | <ul style="list-style-type: none"> Observe learners appreciating and performing a folk song. Ask them to explain how they have used what they have learnt to produce their own song. Observe learners presenting their own dance work depicting African ideas and ask them to explain the key features. Observing learners creating and performing a |

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|-------------------|---|--|
| <p>of art (k)</p> | <p>dance. They should identify key themes, motifs and patterns and then use some of their own ideas to create a new related dance.</p> <ul style="list-style-type: none"> • Provide learners with a script or live performance of a traditional African tale from folklore. Ask learners to identify features and compare these to those identified in the song and dance. From this, they should create and perform a skit relating to a key theme in the traditional tale. They should consider exposition, climax and resolution using the elements of role, focus, action, tension, time and space through dramatic play. • Guide learners to | <p>skit depicting ideas from African folklore and ask them to explain why they chose to depict the tale in this way.</p> <ul style="list-style-type: none"> • Ask learners to perform an interesting song, dance or skit with ideas generated from animals, plants, birds and objects in the environment. |

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|-------------------|--|----------------------------|
| | <p>create and perform a song, dance or a skit with ideas generated from animals, plants, birds or any other object in the environment. Ask them to emphasise the exposition, climax and resolution using the elements of role, focus, action, tension, time and space. Ask them to consider other aspects, such as costumes, music instruments, props formations and makeup.</p> | |

TOPIC 2: EXPLORING AND EXPERIMENTING THE ELEMENTS OF MUSIC

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|--|--|---|
| <p>The learner should be able to:</p> <p>a. use the music elements of dynamics, pitch, duration and tempo, and present works of performing arts (k, u, s, gs)</p> | <ul style="list-style-type: none"> Guide learners to use the treble stave and keys G and F major to compose and read two-bar melodies in simple quadruple time or four bars of simple duple time with  including notes without leaps. Help learners to make connections between duration and melody and consider how dynamics, pitch, duration and tempo influences the effect of the piece of music. Provide learners with a music score to | <ul style="list-style-type: none"> Observe learners composing two-bar melodies in simple quadruple time or four-bar melodies in simple duple time using keys G and F with  notes without leaps. Observe learners, individually or collaboratively, writing a two-bar melody in simple quadruple time or four-bar melodies in simple duple time using keys G and F with  notes without leaps. Observe which aspects of this |

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|-------------------|--|---|
| | <p>explore and ask them to identify and talk about dynamics, pitch, duration and tempo. Present a contrasting score and ask learners if they can agree on which piece of music is the most effective. Ask learners to identify any sections of the music that they recognise to be in the key of G or F major and challenge them to sing or play these passages.</p> <p>NB, Give regular exercises on rhythm and pitch to develop the learners' aural skill, and guidance on time signatures (simple duple; simple quadruple time)</p> | <p>composition they find more challenging than others.</p> <ul style="list-style-type: none"> Ask learners to individually or collaboratively read two-bar melodies in simple quadruple time or four-bar melodies in simple duple time using keys G and F with  <p>notes without leaps. Observe the accuracy of their performance.</p> <ul style="list-style-type: none"> Observe how learners respond critically to works of performing arts that explore what they have learnt about basic elements, genres and styles. |

TOPIC 3: EXPERIMENTING WITH BUSINESS IN PERFORMING ARTS

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|--|--|--|
| <p>The learner should be able to:</p> <p>a. understand the sales and marketing components required in performing arts (k, u)</p> <p>b. appreciate the ways in which the performing arts affect their own and others' identity (k, u, gs, v)</p> | <ul style="list-style-type: none"> • Ask learners to perform a known song or dance piece of their own choice. They should practise this and consider what would make their performance worthy of a public performance. • Guide learners to discuss ways that this art work could be marketed in their own community. Discuss what art works appeal to communities and learners' own preferences for exhibitions and performances. • Ask learners to collect examples of articles and programmes that describe art exhibitions/performances, if possible. Ask them to calculate the costs of an exhibition/a performance and examine any materials required, including | <ul style="list-style-type: none"> • Ask learners to name the components of sales and marketing in performing arts. • Observe to what extent learners make a successful sales brief or 'pitch' and marketing plan for a performing arts work. • Observe how well learners demonstrate an understanding of writing a |

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|-------------------|--|---|
| | exhibition/ performance space, which enables art forms to be presented to the public in a profitable manner. | short plan for a performing arts performance. |

SENIOR 2: TERM 2

Theme: Creating and appreciating the role of performing arts in the economy

TOPIC 1: COMMERCIAL PERFORMING ARTS IN THE ECONOMY.

Competency: Learners should be able to create, appreciate and market works of performing arts from various genres, styles and cultures to effectively educate and entertain the school and the wider community.

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|---|--|---|
| <p>The learner should be able to:</p> <p>a. understand the career and employment opportunities and practise appropriate moral and ethical conduct in the performing arts industry (k, u, gs)</p> | <ul style="list-style-type: none"> • Guide learners to discuss the expected morals and ethical conduct of a performer on and off stage. They should consider the need for effective team work and leadership and discuss how this enhances effective and high-quality art forms. <p>Ask learners to consider different cost implications for different styles of working in the performing arts sector. For example, is it better to hire a large performance space but</p> | <ul style="list-style-type: none"> • Ask learners to individually, or in groups, demonstrate knowledge and understanding of the expected moral and ethical conduct of a performer. • Observe learners discussing their knowledge of the various employment sectors that benefit from performing arts. • Observe learners |

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|--------------------------|---|--|
| | <p>have a small team of artists or is it more beneficial to use smaller spaces? Ask them to look for examples of these strategies by talking to local artists and/ or conducting some research on the internet.</p> <ul style="list-style-type: none"> In small groups, ask learners to find information from different sources to explain the employment and career opportunities in the performing arts industry and then report their findings to the whole class. Learners should consider the different roles and responsibilities, the use of different technologies in various situations and other practical aspects, such as materials and time for advertising, spaces to exhibit and marketing campaigns (e.g. using social media). | <p>brainstorm about performing artists who have a successful career, suggesting reasons for their achievement and possible reasons for the failures of others.</p> |

TOPIC 2: EXPERIMENTING WITH THE ELEMENTS OF MUIC

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|---|--|---|
| <p>The learner should be able to:</p> <p>a. experiment with the elements of music to create works of performing arts using the basic elements of pitch, tempo, dynamics and duration (k, u, s, gs)</p> | <ul style="list-style-type: none"> Using the treble stave, learners individually compose, write and read four- bar melodies in simple quadruple time in the keys of C, G and F <u>major</u> with  notes and leaps not beyond a 3rd. They should build on what they achieved in Senior 1 so that their music making is more complex and is beginning to use leaps in pitch. Ask learners to discuss how duration works within their piece and consider the effects of small changes to duration. Choose one lesson song from appendix A and guide learners to perform it as they apply the following Italian tempo descriptions: <ul style="list-style-type: none"> adagio – slowly | <ul style="list-style-type: none"> Ask learners, individually or collaboratively, to use the treble stave to compose four- bar melodies in simple quadruple time in the keys of C, G and F major with half, quarter and eighth notes and leaps not beyond a 3rd. Observe how accurately they employ these elements. Observe learners using the keys of C, G and F major to write and read four-bar melodies in simple quadruple time with half, quarter and eighth notes and leaps not beyond a 3rd. Ask them to explain their composition. Ask learners to critique a performance of a song |

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|-------------------|---|---|
| | <ul style="list-style-type: none"> • allegro – quick/lively • andante – at a walking pace • largo – slowly and stately • presto – very quickly. <p>Ask learners to discuss the effects of each tempo on the piece of music, describing how it makes them feel and which tempo seems to be the most effective for a given theme or story. For example, which tempo is best suited for younger children and how does this compare to the tempo that would suit an advert?</p> <ul style="list-style-type: none"> • Ask learners to experiment with different tempos to see what effect it has on the music. Ask them to select different tempos to match different situations for the music to be performed. | <p>of their own choice in which they can identify the following Italian tempo descriptions:</p> <ul style="list-style-type: none"> • adagio – slowly • allegro – quick/lively • andante – at a walking pace • largo – slowly and stately • presto – very quickly |

TOPIC 3: EXPLORING THE WORLD OF PERFORMING ARTS.

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|--|--|--|
| <p>The learner should be able to:</p> <p>a. use performing arts from various cultures, styles and genres to inform and create their own pieces of music, dance and drama (k, u, s, gs, v)</p> | <p>Ask learners to choose a contemporary song to perform. They should experiment by adding their own melodic ideas and/or improvise a second voice to harmonise it, and then improvise an accompaniment and a dance that reflects the music effectively.</p> <ul style="list-style-type: none"> • Guide learners to identify and describe the forms, genres, themes and styles of world music (e.g. Asian) in Ugandan contemporary music, dance and drama. Ask them to compare the styles and structures and begin to collate key features of the different aspects of world music. • Group learners and guide them to explore and develop various themes from drama pieces from | <ul style="list-style-type: none"> • Observe how successfully learners create a piece of music or skit influenced by world performing arts. • Observe learners, individually or collaboratively, appreciate the contribution of forms, genres, themes and styles of world music and dances to their own works of art. • Observe learners playing musical instruments and creating music with various world styles and techniques. |

**LEARNING
 OUTCOMES**
**SUGGESTED LEARNING
 ACTIVITIES**
**SAMPLE ASSESSMENT
 STRATEGY**

beyond Africa. They should identify and describe themes and genres and compose a skit to reflect some of the features they have discovered. They should then develop their skit to include the three main levels of conflict: exposition, climax and resolution. Ask them to consider using the different elements of role, focus, action, tension, time, space and other dramatic techniques to improve the impact of their skit.

- Ask learners to listen to world music performed on a range of instruments. They should select one piece or melody and learn to play this themselves on an instrument they can play well.
- Ask learners to work with other musicians to identify and describe features of world instrumental music and begin to develop their own short pieces on similar

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SAMPLE ASSESSMENT STRATEGY |
|--------------------------|--|-----------------------------------|
| | <p>themes. Ask them to consider how they have to change and adapt techniques in order to match world music styles of their choice.</p> | |



Copyright © 2014 Pearson Education, Inc. or its affiliate(s). All rights reserved.

SENIOR 2: TERM 3 24 PERIODS

Theme: Experiencing, appreciating and marketing performing arts

TOPIC 1: COMMERCIAL PERFORMING ARTS IN SOCIETY

Competency: Learners should be able to experiment, create and appreciate works of performing arts from various genres, styles and cultures to effectively communicate messages and market works of performing arts.

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGY |
|--|---|---|
| <p>The learner should be able to:</p> <p>a. understand the processes and role of marketing in the performing arts industry (k, u)</p> <p>b. analyse the elements and principles of the arts applied to the concepts of various commercial arts (k, u, s, sk)</p> <p>c. appreciate the</p> | <p>Provide learners with a range of materials that can be used to advertise a performing arts event. They should</p> <p>consider carefully the intended audience for the performance and the effectiveness of the advert. Ask them to explore different types of adverts (e.g. flyers, banners, radio and articles) and consider how effective these are in engaging audiences in different situations. Ask learners to consider the costs of using media and</p> | <ul style="list-style-type: none"> Look at what is produced by individual learners designing a poster to advertise an end of year, school performing arts concert. Ask learners to demonstrate their knowledge of the importance of advertising a |

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGY |
|---|--|--|
| <p>economic benefits of art and culture to national development (k, u, v)</p> | <p>advertising and the stages involved in presenting materials to the public. For example, they should explore how much money to spend on media campaigns in relation to ticket sales and the capacity of venues.</p> <ul style="list-style-type: none"> • Ask learners to consider a local arts event and plan the advertising for this. Ask them to consider all aspects of the performance so they are able to design a campaign effectively and efficiently. • Ask learners to review their campaign and produce a written report on the effectiveness to inform future similar campaigns. • Ask learners to discuss the wide variety of marketing strategies employed in Uganda and Africa to promote the performing arts in general and comment on the effectiveness of these strategies. | <p>performing arts event.</p> <ul style="list-style-type: none"> • Observe learners explaining how and why advertising a performance for the public is different from advertising a school event. |

TOPIC 2: EXPERIENCING AND APPRECIATING STAFF NOTATION.

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGY |
|---|--|---|
| <p>The learner should be able to:</p> <p>a. experiment with the music elements of pitch, tempo, dynamics, duration, timbre and texture to create music pieces using appropriate technology and conventions (k, u, s, gs)</p> <p>b. evaluate the effectiveness of the elements and principles of performing arts (u, gs, v)</p> | <p>Ask learners to create and perform music of various forms with an awareness of the basic elements of pitch, tempo, dynamics, duration, timbre and texture building on learning from the previous unit. They should evaluate the effectiveness of different combinations of different elements and begin to describe key elements that suit particular styles of music.</p> <ul style="list-style-type: none"> Ask learners to review and comment on other learners' work, referring to key elements, including different aspects of style. They should suggest ways of improving works of art and incorporate these suggestions into their | <ul style="list-style-type: none"> Observe how well individual learners engage in composing four-bar melodies in simple quadruple time using the keys of C, G and F major with  <p>notes and leaps not beyond a 3rd.</p> Ask individual learners, or groups, to write and read four-bar melodies in simple quadruple time using the keys of C, G and F major with  <p>notes and leaps not beyond a 3rd.</p> Prompt learners to |

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGY |
|-------------------|--|--|
| | <p>own work.</p> <ul style="list-style-type: none"> • Ask learners to listen to a selection of music around a theme of their choice. They should compare pitch, tempo, dynamics, duration, timbre and texture in the pieces. Then ask learners to choose their preferred piece and explain why they chose it. • Ask learners to consider what aspects of technology have had an impact on the performing arts in Uganda and in the rest of the world. Ask them to discuss whether this impact is positive or negative and to what extent technology can be further embraced to promote the performing arts locally and nationally. | <p>demonstrate their knowledge and understanding of the successful use of elements of music, to find ones that are appropriate for a planned piece of music of their own and others.</p> |

TOPIC 3: CREATING PERFORMING ARTS IN THE MATERIAL ENVIRONMENT

| LEARNING OUTCOMES | SUGGESTED LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGY |
|---|--|--|
| <p>a. experiment with, and identify, materials, tools, techniques and processes used to produce a range of performing arts work (k, u)</p> <p>b. appreciate the need to apply environmentally responsible practices when developing art forms (k, u, v)</p> | <ul style="list-style-type: none"> • Provide learners with appropriate devices to listen to music from any culture and identify the components used to produce it. • Ask learners to brainstorm the local and English equivalent names of traditional African music instruments and classify them. Learners should develop their understanding of the history of some instruments and make connections to their culture and heritage. • Discuss with learners the different ways instruments are played and how this has changed over time. Allow them to select an instrument and compose a short piece that highlights the way the instrument can be played, including how it can be tuned and handled correctly. | <p>Ask learners to identify the components used in the production of different pieces of music and explain how they know about these features.</p> <p>Observe learners naming and classifying different instruments. Ask them to explain how they are classified.</p> <p>Ask learners to play a music instrument with an emphasis on tuning and handling it correctly.</p> |



TECHNOLOGY & DESIGN

SENIOR TWO

GUIDELINES

Technology and Design, abridged curriculum for Senior Two, has been written following the new syllabus. The knowledge, skills and values required to produce a learner competent to solve emerging community problems in the 21st century world of work have been incorporated. To do this, many topics have been merged and others compressed to fit the senior One and Two content in one year.

Therefore, this abridged curriculum will be able to guide the teacher to cover the content of senior one and two in one year. You are required to use the teacher's guides and learner's books for both senior one and two to implement this curriculum. After this abridged curriculum the teacher will be required to go back to the normal curriculum.

CRITICAL CHANGES IN THE SYLLABUS

- i. No topic has been removed because most teachers were still introducing the concept of design. The teacher is therefore advised to revise the two topics under Design Application before proceeding to Design and Drawing.
- ii. Topic 7 and topic 15 (tools) in the syllabus book have been merged to be taught at the same time because the concepts are the same.
- iii. Topic 8 (materials) and topic 16(Engineering materials) in the syllabus book have also been merged because the concepts are synonymous and thus will be taught at the same time.
- iv. The topic on 'making process' was not included in the abridged curriculum because it is well covered in the senior three syllabus. However, the teacher is advised to integrate some concepts of 'making process' into the topics of 'materials' and 'tools'.

TECHNOLOGY & DESIGN: TERM 1

THEME: DESIGN APPLICATION

TOPIC 1: INTRODUCTION TO DESIGN

4 PERIODS

COMPETENCY: The learner understands basic design concepts and how they apply in daily life.

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|--|--|--|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • develop appreciation of function in the design world (k) • use basic elements and principles of design (k, u) • demonstrate awareness of environmental considerations related to sustainable material use, production methods and after-use disposal | <ul style="list-style-type: none"> • In groups, or collaboratively as a class, learners discuss the design aspect of the immediate environment. In pairs, they create a chart relating design features noted to their functions. • In groups, learners discuss and appreciate the role of design elements (lines, shapes, colour, and texture) in relation to design needs. Identify and describe the materials (wood, metal, plastics, and clay), their sources and the reasons for their use. Share conclusions with the class. • In pairs, learners research the | <ul style="list-style-type: none"> • Listen as the class, groups and pairs discuss the activities, and ask probing questions to promote critical thinking and avoid misconceptions. • Observe as learners interact in groups and pairs, intervening to ensure all participate and make progress in terms of knowledge, understanding and skills. |

| | | |
|------------------|---|--|
| <p>(k, u, s)</p> | <p>meaning of the elements and principles of design and produce a visual aid explaining the importance of each. The visual aid produced should demonstrate that learners have taken good account of both elements and principles in their work.</p> <ul style="list-style-type: none"> • As a class, learners discuss sustainability of materials, and the societal and cultural influences on design, including a focus on environmentally safe practices of design and after-use disposal. Individuals complete reports on key points. | <ul style="list-style-type: none"> • Evaluate learning through assessment of products: charts, feedback to the class, visual aids, and reports. |
|------------------|---|--|

THEME: DESIGN APPLICATION

TOPIC 2: THE DESIGN PROCESS

6 PERIODS

COMPETENCY: The learner understands the needs of the community in relation to design and the correct use of tools and materials.

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|---|---|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Understand the community’s needs regarding the design of a particular resource/facility (e.g. bus shelter, library, water station, market, recycling centre). (k, u) • Make appropriate design decisions (k, u, s) • Use exploration/ experimentation, reflection and revision when producing a | <ul style="list-style-type: none"> • In pairs or groups, learners define and report on a need by gathering relevant information/conducting research regarding the design needs in relation to a resource/facility for the community. • In pairs, learners consider the needs of the community and factors that affect design, and then write a design brief/specification for their chosen community resource facility. • In groups, learners: <ul style="list-style-type: none"> – Generate a variety of ideas based on design briefs – Use notes, thumbnail freehand sketches and scaled drawings to communicate design ideas | <ul style="list-style-type: none"> • Listen to learners as they carry out activities, prompting as necessary to ensure all make progress towards achievement of learning outcomes. • Observing learners involved in pair and group work, offering advice and guidance to avoid misconceptions and to ensure all gain necessary design skills. • Evaluate learning through quality of products: reports on community need; design briefs/ |

variety of models or mock-ups (k, u, s)

- Reflect on the suitability of ideas by considering the design factors
- Revise their plans on the basis of peer assessment feed back to the class on the process and lessons learned
- In pairs, learners investigate, select and report on the materials to use in making a model of their design. (Reports should focus on the suitability of materials for the model and the materials that would be suitable for the real thing).
- In pairs, learners make and evaluate models or mock-ups and produce a report evaluating their models against design specifications.
- In pairs, learners identify and report on ways they could improve their models.
- In pairs, learners use models or mock-ups to test ideas.

specifications; the design briefs; feedback to class; reports on materials; models/mock ups and reports on them.

THEME: DESIGN AND DRAWING

TOPIC 3: INTRODUCTION TO DRAWING

2 PERIODS

COMPETENCY: The learner understands the basic engineering design equipment and skills in using them.

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|---|---|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • use basic drawing equipment and properly lay out drawing paper (k, s) • Use lines to construct primary and secondary angles (k, s) | <ul style="list-style-type: none"> • In groups, learners brainstorm and research engineering drawing equipment and techniques for its use. • Individually, learners observe good practice in laying out drawing paper and drawing different lines, and then practise to develop their own skills. • In groups, learners discuss the different types of angles e.g. primary and secondary, acute, obtuse, reflex, complementary and supplementary angles and individuals practise drawing them. | <ul style="list-style-type: none"> • Observe learners' use of equipment while laying out the paper, drawing lines and angles. Intervene to ensure all individuals understand and develop their skills. • Listen to learners' discussions, asking questions to ensure learning outcomes are achieved. • Evaluate the quality of learning through the precision displayed in the lines drawn and angles constructed. |

THEME: DESIGN AND DRAWING

TOPIC 4: BASIC SHAPES

4 PERIODS

COMPETENCY: The learner understands the shapes used in design

| <u>LEARNING OUTCOME</u> | <u>SUGGESTED TEACHING/ LEARNING ACTIVITIES</u> | <u>SUGGESTED ASSESSMENT STRATEGIES</u> |
|---|--|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Appreciate common shapes and their features as used in design (k, u) • Construct different shapes used in design (k, s) • Make models/mock-ups of shapes used in design (k, s, u) | <ul style="list-style-type: none"> • In groups, learners brainstorm and research the common shapes used in design and their features. • In pairs, learners practise drawing the shapes used in design e.g. triangles, circles, quadrilaterals, polygons etc. • In groups or individually, learners make models of shapes using available materials. | <ul style="list-style-type: none"> • Observe learners as they construct the shapes used in design. • Listen to learners communicating and discussing the common shapes used in design with their peers. • Critique the precision exhibited in the drawings and models/mock-ups made. |

THEME: DESIGN AND DRAWING

TOPIC 5: TANGENTS TO CIRCLES

4 PERIODS

COMPETENCY: The learner identifies, constructs and applies tangents in design and drawing

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|---|--|--|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Identify tangents used in design (k) • Construct different tangents (k, s) • Make models / mock-ups to show how tangents are applied in design in the day-to-day life (k, s, u) | <ul style="list-style-type: none"> • In groups, learners brainstorm/research tangents used in design. • Individually, learners practise the construction of tangents used in design, e.g. common external and internal tangents. • In pairs, learners make models showing the application of tangents in design e.g. pulleys, conveyors | <ul style="list-style-type: none"> • Observe learners as they construct the tangents used in design and make models. • Listen as learners discuss and explain tangents in design and their applications to their groups. • Assess products: drawings of tangents and models/mock-ups of applications. |

THEME: DESIGN AND DRAWING

TOPIC 6: ENLARGEMENT AND REDUCTION

4 PERIODS

COMPETENCY: The learner understands the concept of scale plotting and making objects of the same shape in varying sizes.

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|---|---|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of scaling with respect to shapes, size and space (k, u) construct varying (scaling) sizes of the same shapes to ratio of area or sides (k, u, s) | <ul style="list-style-type: none"> Individually or in pairs, learners draw representations of a given shape to illustrate the concepts of enlargement and reduction In pairs, learners make models of shapes to represent enlargement and reduction | <ul style="list-style-type: none"> Observe as learners draw enlargements and reductions of shapes and make models, intervening to help learners develop skills. Listen as learners discuss and develop their techniques, asking questions to deepen learning. Evaluate learning through quality of finished drawings and models. |

TECHNOLOGY & DESIGN: TERM 2

THEME: DESIGN AND DRAWING

TOPIC 7: TRANSFORMATION

6 PERIODS

COMPETENCY: The learner transforms objects into different shapes.

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|---|---|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> construct varying shapes of the same area (k, u, s) | <ul style="list-style-type: none"> In pairs, learners practise drawing a polygon and then transform it into a triangle, rectangle or square that has the same area as the original polygon. In pairs, learners use any locally available materials to make cut-outs of varying shapes of the same area and produce a report, including calculations that show the (same) area of the shapes. In groups, learners discuss the significance of transformation to daily life activities (e.g. shape of land/plots). | <ul style="list-style-type: none"> Observe as learners draw and transform shapes, make shapes and offer guidance to improve skills and learning. Listen to learners' discussions and ask questions to deepen and reinforce learning. Evaluate quality of drawings and cut outs of shapes of the same area. |

THEME: DESIGN AND DRAWING
TOPIC 8: PICTORIAL DRAWING

6 PERIODS

COMPETENCY: The learner draws three-dimensional (3D) objects

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|--|--|--|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • use geometric principles to construct three-dimensional blocks (k, u, s) • appreciate the value of three – dimensional (3D) drawings in daily applications (k, u) | <ul style="list-style-type: none"> • In groups, learners research and explain and report on the principles used in pictorial drawing. • In pairs, learners apply the principles to draw full blocks, cut blocks and circular/ curved blocks in both isometric and oblique projection. • Individually or in small groups, learners make models of three-dimensional objects, using locally available materials. • In pairs, learners make sketches of simple objects (e.g. houses, boxes) to demonstrate the application of three dimensionality. | <ul style="list-style-type: none"> • Observe as learners make isometric/oblique drawings, models and sketches, offering guidance to ensure that learning outcomes are achieved. • Listen as learners discuss the principles used in pictorial drawing and as they apply them in practice, asking questions to deepen learning. • Evaluate and inspect drawings, models and sketches made by the learners. |

THEME: DESIGN AND DRAWING

TOPIC 9: ORTHOGRAPHIC PROJECTIONS

8 PERIODS

COMPETENCY: The learner interprets and transforms three-dimensional (3D) objects into two-dimensional (2D) views. (Orthographic Projection).

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|---|--|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • use standard principles to make orthographic drawings of solid objects (k, u, s) • understand the three-dimensional drawing in daily applications (k, u) | <ul style="list-style-type: none"> • In groups, learners research, discuss and explain/report on the principles used in orthographic projection • In pairs, learners apply the principles to project and draw different views of objects, including: <ul style="list-style-type: none"> ○ front view ○ plan view ○ end view • In pairs, learners use orthographic symbols to interpret orthographic drawings. | <ul style="list-style-type: none"> • Observe learners as they use the principles to project and draw the three views and interpret orthographic drawings, intervening to assist in skills development. • Listen to groups and pairs, asking probing questions to promote critical thinking and deepen learning. • Evaluate learners' progress from the quality of their reports, drawings and interpretations. |

THEME: TECHNOLOGY IN THE MAKING

TOPIC 10: HEALTH, SAFETY, SECURITY AND ENVIRONMENT

4 PERIODS

COMPETENCY: The learner applies health and safety rules and, respect for the environment while making a product in a workplace

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|--|--|--|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of health and safety practices associated with the use of materials, tools, and machines in design (k, u, s) demonstrate an understanding of how to give first aid in relation to accidents affecting different parts of the body (k, | <ul style="list-style-type: none"> Individually or in groups, learners practise the correct use of tools and machines in the making of a design (e.g. a tool rack). In pairs, learners sketch a human figure, annotating it to show areas that need protection while working. In pairs, learners name the gadgets and tools required in a workshop and the risks associated with each, detailing their conclusions in | <ul style="list-style-type: none"> Observe learners engaged in activities, intervening to ensure safe and responsible practice: wearing protective gear while working, proper handling of machines and tools to avoid accidents, maintenance of a safe working environment, and responsible disposal of materials. Listen to |

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|---|--|--|
| <p>u, s)</p> <ul style="list-style-type: none"> • demonstrate an understanding of • how the production of design works can affect the environment and apply environmentally responsible practices (k, u, s) • demonstrate the understanding of security of materials, tools and equipment. (k, u, s) | <p>a report. Learners practise the proper use of protective wear when using the gadgets/tools.</p> <ul style="list-style-type: none"> • In pairs, learners research and participate in a demonstration of how first aid is applied when an accident occurs. • In pairs, learners produce a chart describing the proper, safe use of materials in the environment and apply safety rules/regulations while working. • In all activities, learners demonstrate disposal of used materials in environmentally responsible ways (e.g. re-use) | <p>discussions and ask questions to ensure all understand and achieve learning outcomes.</p> <ul style="list-style-type: none"> • Evaluate learning through the quality of products: annotated diagrams; reports; first-demonstrations; charts. |

TECHNOLOGY & DESIGN: TERM 3

THEME: DESIGN AND DRAWING

TOPIC 11: MECHANICAL SYSTEMS

8 PERIODS

COMPETENCY: The learner identifies and models components/systems of simple machines.

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|---|---|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> identify the different components of simple machines (k, u, s) illustrate the different components of simple machines and describe their applications (k, u, s) model components of simple machines (k, u, s) | <ul style="list-style-type: none"> As a class, learners brainstorm, research and report on the definition of a simple machine. In groups, learners identify the different components of simple machines such as levers, pulleys, fasteners, gears, bicycles, producing a report listing the components of each machine. In pairs, learners draw the different components of the simple machines, annotating drawings to explain the function of each component. In pairs, learners make models of simple machines, measuring, marking and cutting the different components before joining the components to complete a working model. | <ul style="list-style-type: none"> Observe learners as they carry out the activities, intervening to ensure all are engaged and making progress towards achievement of learning outcomes. Listen to class, group and pair discussions, asking questions to encourage learners to think deeply and develop their skills. Evaluate learners' progress from the quality of their reports, component lists, drawings and models. |

THEME: DESIGN AND DRAWING

TOPIC 12: TOOLS

8 PERIODS

COMPETENCY: The learner identifies and uses the different cutting, shaping and holding (clamping) tools and devices.

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|---|---|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • apply different cutting tools appropriately (k, s) • use the holding (clamping) tools and devices to correctly secure materials (k, u, s) • correctly use shaping tools (k, s, u) | <ul style="list-style-type: none"> • In groups, learners discuss, research and identify the different cutting tools and their features and applications. • Individuals produce an illustrated report on the applications of the different cutting tools. • In groups, learners select and use cutting tools appropriately in practical situations. • In groups, learners discuss, research and brainstorm the different classifications and types of shaping tools (Shaping by: cutting, forming, moulding and casting.) • In pairs, learners discuss and illustrate the features and applications of the different shaping tools and practise shaping of various materials, | <ul style="list-style-type: none"> • Observe as learners perform the activities, intervening to help learners develop skills and safe practice. • Listen as learners discuss and develop their techniques, asking questions to deepen learning and to steer them towards desired outcomes. • Evaluate learning through quality of products: reports on tools |

| | | |
|--|--|--|
| | <p>using the different tools.</p> <ul style="list-style-type: none">• In pairs, learners research and report on safe and proper maintenance of cutting tools, and shaping tools. | <p>and their uses; practical products.</p> |
|--|--|--|



THEME: DESIGN AND DRAWING

TOPIC 13: ENGINEERING MATERIALS

8 PERIODS

COMPETENCY: The learner selects and appropriately uses engineering materials.

| LEARNING OUTCOME | SUGGESTED TEACHING/ LEARNING ACTIVITIES | SUGGESTED ASSESSMENT STRATEGIES |
|--|---|---|
| <p>The learner should be able to:</p> <ul style="list-style-type: none"> • classify engineering materials correctly and identify their properties (k, u) • use engineering materials appropriately (k, u, s) | <ul style="list-style-type: none"> • In groups, learners brainstorm and research the meaning of materials and engineering materials. • In pairs, learners produce a report classifying engineering materials and describing their properties. • Working in pairs, learners investigate and collect samples of engineering materials from the local area and classify them, reporting verbally or in writing on their conclusions. • In groups, learners sort materials according to their possible engineering applications, e.g. library book racks, dining benches, cooking stove, food/drink containers, electrical insulators, water pipes, cables, etc, presenting their conclusions to the class. | <ul style="list-style-type: none"> • Observe as learners engage in activities, intervening to help learners develop their knowledge, understanding and skills. • Listen as learners discuss their ideas and ask probing questions to promote critical thinking and deepen learning. • Evaluate learning through quality of products: reports on materials/properties; material classifications; material sorting exercise. |





NUTRITION & FOOD TECHNOLOGY

SENIOR TWO

For the senior twos, the key concepts of the senior one topics have been brought on board to enable learners acquire the critical skills. The first two topics of senior one were completely left out assuming they had been taught before the lockdown. Whereas some of the concepts have been completely dropped, some that are related have been merged. Topics: Safety in the home, Proteins, Carbohydrates, Mineral Salts and Vegetable processing have been carried from senior one. These should be taught before embarking on the actual senior two work.

CRITICAL CHANGES NUTRITION AND FOOD TECHNOLOGY FOR SENIOR TWO

| SN | CRITICAL CHANGE | Justification |
|----|--|--|
| 1 | Left out Introduction to Nutrition and Food Technology | Was covered before lockdown |
| 2 | Left out Kitchen Equipment and Planning | Was covered before lockdown |
| 3 | Under Safety in the Home, the leaning outcomes on Lighting and Ventilation were emerged | These can be covered simultaneously |
| 4 | In the topics; Proteins, Carbohydrates and Lipids, the sources and functions were left out | Learners have the concept and knowledge about these from the Primary Level |
| 5 | Senior one topics brought to senior two include: Safety in a home Proteins Carbohydrates Mineral salts Vegetable processing | These are crucial topics that were not covered in senior one. |

SENIOR TWO TERM 1

THEME: MEAL MANAGEMENT

TOPIC 1: SAFETY IN THE HOME 08 PERIODS

Competency: The learner promotes safety in the home by understanding the importance of adequate lighting, proper ventilation and the use of clean water.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|--|---|--|
| Safety in the home a) (4periods) b) Discover the causes of accidents c) Suggest measures of prevention of accidents. d) Find out the relevance of good lighting and ventilation. e) Discover the suitable choice of work surfaces f) Discover various water sources and purification | Group learners and assign them to research on the causes, prevention and first aid given for the different accidents. Allow them to present their findings in a plenary. Guide learners to organize a first aid box. Let them also research on suitable surfaces in a home and present in class. Demonstration of purification of water | Discuss with learners on the causes and prevention of accidents in the home. Analyze learners' first aid charts. (product) Observe learners as the discuss the importance of lighting and ventilation in the home |

THEME: NUTRIENTS
TOPIC 2: PROTEINS
10 PERIODS

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|--|--|--|
| a) understand how proteins need to be prepared and cooked so that they form part of a healthy diet b) manage the effects of an imbalanced intake of proteins in the body c) understand the characteristics of protein - | Come up with different ways of managing protein imbalance Carry out practical to demonstrate effects of heat and acids on protein foods | Discuss with learners on how proteins are used in preparing healthy meals Observe learners as the discuss managing protein imbalances in the body |

Competency: The learner uses proteins as part of a protein diet, and manage protein deficiency in the diet.

THEME: NUTRIENTS

TOPIC 3: CARBOHYDRATES

08 PERIODS

Competency: The learner applies the knowledge of carbohydrates in planning, healthy diets and manage the effects of carbohydrate imbalances in the body.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|--|--|--|
| a) manage the effects of an imbalanced intake of carbohydrates in the body b) understand the characteristics of carbohydrate foods c) Make, pack, cost and sell snacks | Task learners to research on managing obesity and marasmus and present in a plenary Demonstrate the effects of heat (moist and dry) on carbohydrate foods during the making of snacks | Observe learners as they carry out heat tests on carbohydrates Discuss with learners on the management of carbohydrate imbalances in the body Observe learners making snacks |

THEME: NUTRIENTS
TOPIC 4: MINERAL ELEMENTS
4 PERIODS

Competency: The learner applies the knowledge of mineral salts in planning healthy diets and manage the effects of their imbalance in the body.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|---|---|---|
| a) Understand the sources and functions of mineral elements in the body. b) Adjust the diet to cater for common mineral intake imbalances in the body. c) understand the factors that affect the absorption of mineral elements | Task learners in groups to research about the sources, functions and the factors that affect absorption of mineral salts and present Come up with different ways of managing mineral imbalance | Learners discuss - the function of mineral elements in the body - Managing imbalances of mineral elements in the body |

THEME: NUTRIENTS

**TOPIC 5: PROCESSING AND PRESERVATION OF
VEGETABLES 12 PERIODS**

Competency: The learner processes and preserves vegetables using a variety of methods to ensure a longer shelf life.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|--|--|--|
| <p>Identify the reasons for preserving vegetables and various ways in which they can be preserved.</p> <p>a) Explain how vegetables are affected by processing</p> <p>b) Sort and blanch vegetables, herbs, and spices (as applicable) in preparation for drying.</p> <p>c) Use a solar drier or low temperature oven to preserve vegetables/herbs and spices</p> <p>a) Use different methods for reducing vegetables, vegetables, herbs, and spices to powder.</p> <p>b) Package, label and sell processed vegetables.</p> <p>c) Recipe for chutney, pickles, and sauces.</p> | <p>Task learners to research on the reasons, ways and effects for preserving vegetables</p> <p>Process and preserve vegetables drying and use of chemicals</p> | <p>- Talk to learners about the ways in which vegetables, herbs and spices can be reduced to a powder. (conversation)</p> <p>- Analyze instructions for preparing and using dried vegetables.(product)</p> |

THEME: NUTRIENTS
TOPIC 6: LIPIDS
10 PERIODS

Competency: The learner applies the knowledge of lipids in planning healthy diets and manage the effects of their imbalances in the body.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|--|---|--|
| a) manage the effects of lipid imbalances in the body (us) analyses the culinary characteristics of Lipids | <p>If possible, the learner should research using the Internet the function of lipids in the body and present their findings to the class. If this is not possible, explain this to the learners and ask them to make a presentation.</p> <ul style="list-style-type: none"> • Discuss with learners the reasons why lipids are important in the diet and explain the way in which lipids are classified e.g. oils and fats. • Discuss with learners which foods contain lipids, and then guide the learners to discuss the way in which lipids enhance the diet. • Learners should work in groups to devise a simple questionnaire about fats and oils and use this to determine the levels of fat and oil consumption in the local | <p>Analyze the questionnaire (products) NB it is not the result of the questionnaire that is important. The assessment is of how far the questions show an understanding of the sources and functions of lipids.</p> <ul style="list-style-type: none"> • Observe learners when they discuss lipid imbalance. • Talk to learners about the role of lipids in the diet (conversation) and analyses the chart. (product) |

| | | |
|--|--|--|
| | <p>community.</p> <ul style="list-style-type: none">• Discuss with learners the current debate about saturated and unsaturated fats and the impact these have on health.• In groups, learners should discuss the other likely effects of an imbalance of lipids in the diet and how this can be managed.• Guide the learners to discuss the impact of melting, smoke point and flash point on lipids. They could make a chart that explains this | |
|--|--|--|

SENIOR TWO: TERM 2

THEME: NUTRIENTS

TOPIC 7: VITAMINS

10 PERIODS

Competency: The learner applies knowledge of vitamins as essential nutrients in meal planning, and in managing the effect of Vitamin imbalance in the body.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|---|---|---|
| a) understand the sources and functions of vitamins (u) b) manage the effects of vitamin imbalances in the body (k) c) understand the characteristics of water-soluble and fat-soluble vitamins (u) d) know how to conserve different vitamins during preparation and service (k, s) | <p>. Guide the learners to discuss the constituents of a healthy diet and the role of vitamins in this. Explain that vitamins are classified into two major groups; that is, water-soluble and fat-soluble, and what this means.</p> <ul style="list-style-type: none"> • Learners could make a table or poster which shows fat-soluble and water-soluble vitamins and their characteristics. • Guide the learners to discuss the role of each of the vitamins in the body. • Guide the learners, working in groups, to discuss the possible impact on the body of an imbalance of each of the vitamins. • Guide the learners in a discussion about which | <p>. Ask the learners to reflect on the functions of the different vitamins in the body. Analyze the meal plan. (conversation, product)</p> <ul style="list-style-type: none"> • Observe learners asking questions of one another about the effects of vitamin deficiencies in the body and how they can be managed. (observation) • Engage learners in |

| | | | |
|--|--|---|---|
| | | <p>foods contain which vitamins.</p> <ul style="list-style-type: none"> • Guide the learners using whole class discussion to describe the ways of managing vitamin deficiencies in the body. Learners could ask questions of one another about this. • Explain to learners the impact of processing and storage on vitamins. • Guide the learners, in small groups, to discuss the ways in which vitamins can be preserved during processing and storage. • Guide learners in small groups to discuss the ways of conserving vitamins during meal preparation | <p>discussion about conserving vitamins during food preparation. (conversation)</p> |
|--|--|---|---|

THEME: NUTRIENTS 6 PERIODS

TOPIC 8: WATER

Competency: The learner applies knowledge of water in meal preparation and manage the effects of its imbalance in the body.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|---|--|--|
| understand the sources and functions of water in the body (k, u) b) understand the effects of water deficiency in the body (u) c) manage the effects of water deficiency in the body (u, s) d) prepare a hot and a cold non-alcoholic drink (u, s) | <p>Whole class brainstorm about the sources of water (remind learners about work done in S1).</p> <ul style="list-style-type: none"> • Explain to learners how water is used by the body. • In small groups, learners should discuss how water is lost by the body, the signs of dehydration and how this can be avoided and managed. • Learners should work together in small groups to make a poster designed to encourage people to take sufficient fluids. Learners should prepare a drink that would be suitable for someone who is dehydrated | <p>Engage learners in a conversation on the importance to the body of ensuring sufficient intake of water.</p> <ul style="list-style-type: none"> • Use product exemplars to allow learners to prepare hot and cold beverages. (observation) • Analyze the posters in terms of the understanding they reflect of the key points. (product) |

THEME: VALUE ADDITION

TOPIC 9: **PROCESSING** FOODS FROM VEGETABLE SEEDS
16 PERIODS

Competency: The learner processes and preserves products from vegetable seeds.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|--|---|--|
| <p>a) select suitable seeds and the right equipment for processing vegetable seeds(u, s, v)</p> <p>b) understand the processing procedures applied, and safety measures taken in processing vegetable seeds(u)</p> <p>c) make food products from vegetable seeds (s, gs, v)</p> <p>d) package, label, market and sell processed vegetable seed products(u, s, gs, v)</p> <p>e) apply recipes to use the processed products to make dishes(u, s, gs, v)</p> | <ul style="list-style-type: none"> • . Explain to learners the different types of vegetable seeds and the ways in which vegetable seeds can be processed. • Guide the learners to discuss, the ways in which vegetable seeds can be processed safely. • Demonstrate the way in which one vegetable seed can be processed. • In small groups, learners work together to choose seeds and equipment to produce a product; for example, peanut butter, simsim balls, soya butter, soya sausages, roasted bean and cowpeas powder, instant bean powder, soya beverage. • Learners package and label the product above. Project – Learners process, cost and sell products made from vegetable seeds. | <ul style="list-style-type: none"> • . Observe and talk with learners as they process the seeds. (observation , conversatio n, product) • Analyze the products for sale. (product) |

SENIOR 2: TERM 3

THEME: VALUE ADDITION

TOPIC 10: PROCESSING **AND** PRESERVATION OF FRUITS **16 PERIODS**

Competency: The learner processes and preserves fruits by drying or using chemicals to ensure a longer shelf life.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|---|--|---|
| prevent food spoilage (u, s, v) prevent food poisoning (u, s, v) | Guide the learners to discuss the causes of food spoilage and how it can be prevented. <ul style="list-style-type: none"> Learners could make a poster to display in a health or community Centre about the safe preparation and storage of food. Guide learners in discussion about the impact of food spoilage, e.g. food poisoning. Learners could present an article on safe storage of food to prevent spoilage. In small groups, guide learners in discussion about the causes of food poisoning and ways of preventing it. | Analyze the poster about safe preparation and storage of food.(product) Listen to learners in guided discussion. (observation) |
| c) understand the principles and methods of food | <ul style="list-style-type: none"> . Brainstorm with learners why food might be preserved. | . Discuss with learners the principles of food processing and preservation. |

| | | |
|--|---|---|
| <p>preservation (u)</p> | <ul style="list-style-type: none"> • Explain to learners the different ways of preserving food. Demonstrate the various methods of processing and preserving fruits. • Learners should choose one method of processing and preserving fruit and write instructions for how this should be done | <p>(conversation)</p> <ul style="list-style-type: none"> • Analyze the processing and preserving instructions.(product) |
| <p>d)conserves nutrients during fruit preservation by drying (u, v)</p> <p>e) preserve fruits by drying (s, v)</p> | <ul style="list-style-type: none"> • Guide the learners to discuss the benefits and disadvantages of preserving fruits by drying. • Guide the learners in the importance of preserving vitamins during preservation and how this can be achieved. • Guide the learners to explore the different methods of drying fruit. • Guide the learners in the principals of design, construction, and use of a simple solar dryer. In groups, learners should make their own simple solar dryer, which they could then use to produce their own product. The product should be labelled and package appropriately. | <ul style="list-style-type: none"> • Observe learners conserving nutrients during processing of fruits, and listen to learners describing the different methods of drying fruits(observation, product) |

| | | |
|--|---|---|
| <p>g) extract juice and pulp for processing and preservation (k, s, v)</p> | <ul style="list-style-type: none"> • Guide the learners to identify the benefits and disadvantages of using chemicals to preserve fruit. Guide the learners to discuss good manufacturing practices; that is, for example, using only approved chemical preservatives, not using expired chemicals. • Learners should do one of the following: • Design a poster showing recommended chemicals for fruit processing. • Create a list of health standards in fruit preservation and develop sensitization messages. • Design advocacy messages on the use of chemicals in fruit processing. • Guide the learners to discuss the potential risk to health from poor practice. | <p>. Observe learners conserving nutrients during processing of fruits, and listen to learners describing the different methods of drying fruits(observation)</p> |
| <p>f) preserve fruit juice and pulp (u, s, v)</p> | <ul style="list-style-type: none"> • Remind learners of the importance of strict hygiene practice during the process of juice or pulp extraction. • Demonstrate to learners the methods for ensuring that equipment used in processing is clean and sterilized. • Explain to learners how | <ul style="list-style-type: none"> • Observe learners preparing materials for fruit juice and pulp preservation, and appraise the outcome. (product, observation) • Observe learners making, packaging and labeling fruit juice. (observation, product) |

| | | |
|---|---|---|
| | <p>juice or pulp can be extracted from fruit.</p> <ul style="list-style-type: none"> • Guide learners to discuss the ways in which fruit juice and pulp can be preserved. • Learners should apply at least two methods of fruit juice and pulp preservation to produce a product. Show the learners how to process and preserve the fruit juice and give them opportunities to carry out these processes. Guide the learners to package, label, advertise and sell the fruit products. | <ul style="list-style-type: none"> • Analyze poster which advertises the fruit products.(product) |
| <p>h) process and preserve fruit products (u, s, v)</p> | <ul style="list-style-type: none"> • Guide the learners to understand that fruit can be preserved in different ways: e.g. jam, jelly, marmalades and pickles. • In groups, learners should discuss what to look for in fruit that would make it suitable for preserving. Using a range of fruits, demonstrate the ways in which these can be prepared for the above processing methods. Learners should make one or more of the above fruit products themselves. Explain to learners how to test when the fruit product | <ul style="list-style-type: none"> • Observe learners preparing some of the products and ask them why the methods are effective. (Observation, product). • Analyze the flowchart to show how one fruit product is processed.(product) |

| | | |
|--|--|--|
| | <p>is ready and is of the correct consistency.</p> <p>Learners should draw a flow chart to show the steps for processing one fruit product.</p> <ul style="list-style-type: none">• Learners should choose their own packaging, label and price to sell the fruit product. Project: fruit processing – products will include: dried fruit, pickles, chutneys, jam, marmalade and squashes (fruit juices and drinks). Write a project report. | |
|--|--|--|

THEME: MEAL MANAGEMENT

TOPIC 11: COMMON FOODS
8 PERIODS

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|---|--|--|
| <p>a) understand the nutritional value of locally available foods and their uses in cookery (u)</p> <p>b) store foods appropriately (u, s, v)</p> | <ul style="list-style-type: none"> • In small groups, learners should write a list of food available in the community and categories them into their food groups. These may include eggs, milk and milk products, fruits and vegetables, fish, meat, cereals. • Using whole class discussion, guide the learners to examine the nutritive value of the foods and discuss the uses of the community foods in cookery. • Learners could make posters or tables showing different categories of foods and their uses, with photographs, if possible. • Guide the learners to research and make a report on the factors to consider when using the each of the foods above (this should include storage considerations). | <ul style="list-style-type: none"> • Observe learners as they categories and examine the foods and ask for their reasons (observation, conversation) • Analyze the chart illustrating nutritional value.(product) • Analyze the learners' reports.(product) • Discuss the points to consider in the selection/buying of food item from the market.(conversation) |

Competency: The learner uses available foods in the community to prepare a range of dishes suitable for various meals.

THEME: MEAL MANAGEMENT
18 PERIODS
TOPIC 12: MEAL PLANNING

Competency: The learner understands how to shop wisely and plan meals suitable for a family, and for individuals with specific dietary requirements.

| Learning Outcome The learner should: | Teaching/Learning Activity | Sample Assessment strategy |
|---|--|---|
| a) make wise choices when shopping for food (u, s, gs, v, a) b) make a budget when planning for a meal (u, s) c) develop menus of nutritious and attractive meals for different groups (u, s,v, gs) d) plan breakfast and lunch for a family (u, s, gs, v) | <ul style="list-style-type: none"> • Learners work in small groups to research and plan meals for a family, taking account of differing needs, and to make simple budgets. • Guide the learners to understand how they can ensure wise food selection by making shopping lists from their menus and considering factors such as fresh and packaged foods and the importance of consumer information, e.g. unit pricing, labelling, nutritional information, quality indicators. • Learners should present designed charts and posters showing the different meal plans for the various individuals; sample menu cards; sample budgets for family meals. • Learners should choose one of the above categories and plan and cook a meal. | <ul style="list-style-type: none"> • Converse with learners to discuss why foods are grouped together to make the specific types of meals.(conversation) • Analyze the charts and posters showing different meal plans to check understanding.(product) |





NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

National Curriculum Development Centre,
P.O. Box 7002, Kampala.
www.ncdc.go.ug