

ABRIDGED CURRICULUM

SENIOR 2



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

SECONDARY SCHOOL ABRIDGED CURRICULUM FOR UGANDA

ENGLISH

HISTORY & POLITICAL EDUCATION

GEOGRAPHY

CHRISTIAN RELIGIOUS EDUCATION

ISLAMIC RELIGIOUS EDUCATION

SENIOR 2



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE



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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

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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

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ENGLISH

SENIOR TWO

INTRODUCTION

1. **Remediation:** The learners will begin by completing the key concepts which they should have covered in senior 1. These have been merged in topics namely **At the Market, Children at Work, Travel, Environment and Pollution, Rural and Urban Life and Experience in Secondary School.**
2. After the teacher has covered the key concepts in Senior One, the learners will then use the rest of the year to learn what has been merged in the following topics which are found in the Senior Two syllabus: **Modern Communication Technology, Celebrations and Parents and Children.**
3. For the learners who were in Senior 2 last year and are moving to Senior Three, and those who were in Senior Three going to Senior Four, the areas of focus have been provided in this abridged syllabus document, to prepare the learners to progress to what is to be covered in Senior Three and Four subsequently.

SN	CRITICAL CHANGES	JUSTIFICATION
1	Left out the topic on ANTI-CORRUPTION	To be learnt in S3 CRE under the topic: WEALTH AND DEVELOPMENT
2	Left out topic on HUMAN RIGHTS, GENDER AND RESPONSIBILITIES	To be learnt in S3 History under the topic :HUMAN RIGHTS
3	Topics: TOURISM, MAPS AND GIVING DIRECTIONS AND LEISURE were merged with the topic :TRAVEL	Similar concepts in Grammar, vocabulary and register
4	Topic : APPEARANCE AND	Similar concepts on parenting

GROOMING was merged with the topic: PARENTS AND CHILDREN	tips, in grammar and vocabulary
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NOTE: The teachers should be free to use their professionalism and judgment to provide any other remediation to their learners, in addition to what has been given in this syllabus, as the need arises.

Topic 1: AT THE MARKET

Duration: 4 Weeks

Competencies:

Learners should be able to listen to recordings, hold conversations and write about a visit they made to the market. They should be able to use the language in advertisements

Learning outcomes	Key Concepts	Teaching/Learning Methodology
<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) Identify the value of markets to communities. ii) Join in conversations about visits to the market. iii) Understand 	<ul style="list-style-type: none"> ▪ Comprehension of stories/extracts about the topic ▪ Creating own compositions using learnt vocabulary and tenses ▪ Plural forms of nouns ▪ Correct use of 	<ul style="list-style-type: none"> ▪ Class discussions ▪ Pair work for conversations ▪ Individual reading for comprehension <p>Demonstration of how to use the different grammar areas of focus</p>

stories about the topic.	punctuation marks <ul style="list-style-type: none"> ▪ Use of persuasive language 	
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Assessment strategy

- Guidelines for the class discussions
- Written work

Topic 2 : Children at Work

Duration: 4 Weeks

Competencies: The learners should be able to discuss the types of work found in different areas and settings and their work experiences. They should engage in a debate on a motion related to child labour.

Learning outcomes	Key Concepts	Teaching/Learning Methodology
The learner should be able to: <ol style="list-style-type: none"> i) Identify kinds of work carried out by children in the community. ii) Apply vocabulary related to work and the work place. 	<ul style="list-style-type: none"> ▪ Use of vocabulary ▪ related to work and the workplace ▪ Use of language related to comparisons and contrast 	<ul style="list-style-type: none"> ▪ Class/group discussions ▪ Think-pair-share ▪ Individual reading for comprehension ▪ Demonstration of how to use the different grammar areas

<p>iii) Evaluate work in different settings.</p> <p>iv) Express opinions in discussions.</p> <p>v) Comprehend extracts/stories/magazine articles.</p> <p>vi) Apply 'wh' interrogatives to question the views of others in a debate.</p> <p>vii) Use adverbs of time correctly.</p>	<p>of work in different settings. (comparatives and superlatives)</p> <ul style="list-style-type: none"> ▪ Expression of opinions in discussions ▪ Comprehension of extracts/stories/magazine articles about work which children do in different places ▪ Use of 'wh' interrogatives to question the views of others in a debate ▪ -Use of different types of adverbs. ▪ 	<p>of focus</p> <ul style="list-style-type: none"> ▪ Debates ▪ ICT integration
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Assessment strategy

- Guidelines for the class discussions
- Written work

Topic 3: Environment and Pollution

Duration: 5 Weeks

Competencies: The learners should be able to carry out research and talk about the environment and pollution, and suggest ways of reducing pollution

Learning outcomes	Key Concepts	Teaching/Learning Methodology
<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) Understand different environments. ii) Comprehend recorded articles/short talks on the topic iii) Conduct research. iv) Employ adjectives and adverbs to describe the causes and effects of pollution. 	<ul style="list-style-type: none"> ▪ Comprehension of recorded/articles /short talks on environment. <ul style="list-style-type: none"> • Skills of carrying out research and writing reports • Use of adjectives and adverbs to describe the causes and effects of pollution • Use of modals 	<ul style="list-style-type: none"> ▪ Class/group discussions ▪ ICT integration (recorded audio talks/ articles) ▪ Individual reading for comprehension ▪ Demonstration of how to use the different grammar areas of focus ▪ Field trip

v) Utilise modals.	and conditional phrases like, 'have to'/'don't have to', 'must'/'must not'	
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Assessment strategy

- Guidelines for the class discussions
- Written work in the form of compositions, responses to comprehension passages and grammar exercises
- Observe learners as they listen to the recorded material
- Guidelines for the class discussions
- Written work in the form of compositions, responses to comprehension passages and grammar exercises

Topic 4: Urban and Rural Life

Duration: 4 weeks

Competencies: The learner should be able to listen to and read factual texts for information to support their arguments in discussions/ debates. They should be able to write creatively on the topic of urban and rural life

Learning outcomes	Key Concepts	Teaching/Learning Methodology
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The learner should be able to:

- i) State advantages and disadvantages of urban and rural life.
- ii) Appreciate written accounts of young people's experiences of success in different settings.
- iii) Utilise regular and irregular verbs.
- iv) Articulate consonant sounds that are often confused.
- v) Employ appropriate vocabulary and tenses.
- vi) Support his/her views in writing
- vii) Use sentence connectors and conjunctions

- State advantages and disadvantages of urban and rural life
 - Appreciate written accounts of young people's experiences of success in different settings
 - Use regular and irregular verbs
 - Pronounce consonant sounds that are often confused
 - Use appropriate vocabulary and tenses
 - Argumentative composition
- Class/group discussions
 - Individual reading for comprehension
 - Demonstration of how to use the different grammar areas of focus
 - ICT support through videos, pictures

	<p>s</p> <ul style="list-style-type: none"> • Use sentence connectors and conjunctions. • Express the future tense in different verb forms (i.e. future simple, future continuous, future perfect, future perfect continuous) 	
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Assessment strategy

- Provide guidelines for the class discussions
- Written work in the form of compositions, responses to comprehension passages and grammar exercises
- Observe groups demonstrating use of grammar areas of focus
- Engage learners in conversation
- Written work in the form of compositions, responses to comprehension passages and grammar exercises

TOPIC 5 : Travel

Duration: 4 Weeks

Competencies: The learner should be able to read and listen to information about travel and tourism. They should be able to carry out simulation exercises and role-plays related to travel.

Learning outcomes	Key Concepts	Teaching/Learning Methodology
<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) Employ appropriate vocabulary and language to describe travel experiences ii) Comprehend travel instructions orally and in writing. iii) Apply action verbs related to giving directions correctly. iv) Understand 	<ul style="list-style-type: none"> • Use appropriate vocabulary and language to describe travel experiences • Comprehend travel instructions given orally and in writing • Use action verbs related to giving directions 	<ul style="list-style-type: none"> ▪ Class/group discussions ▪ Individual reading for comprehension ▪ Demonstration of how to use the different grammar areas of focus - Pictures/videos depicting travel Role play

<p>specific details in broadcast information related to travel. Fill in application forms</p>	<ul style="list-style-type: none"> • Understand symbols and abbreviations in texts • Fill in application forms • Use past tense endings • Know the format of a formal letter thus; • conventions of formal writing eg; use of polite language 	
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Assessment strategy

Topic 6 : Experience of a secondary school

Duration: 4 weeks

Competencies: The learner should be able to talk about their personal experiences of primary education and the first year of secondary school to prepare a new student for the changes they will encounter

Learning outcomes	Key Concepts	Teaching/Learning Methodology
<p>Identify spoken and written information, instructions and rules about a new school.</p> <p>i) Use possessive and reflexive pronouns.</p> <p>ii) Use the simple past tense.</p> <p>iii) Guide a visitor around the school and give relevant information.</p> <p>Use the comparative and superlative forms</p>	<ul style="list-style-type: none"> • Identify spoken and written information, instructions and rules about a new school • Use possessive, reflexive and other pronouns • Use the simple past tense • Guide a visitor around the school and give relevant information <p>Additional</p>	<ul style="list-style-type: none"> ▪ Pair and group discussion ▪ Individual and group assignments ▪ Demonstrations of how to use the identified grammar areas of focus <p>Personal accounts of life in secondary school.</p>

	<p>structures (The teachers should handle them as they see fit according to the topics they are handling)</p> <ul style="list-style-type: none"> • ‘used to’+ present participle • The present and past perfect tenses • Reported speech • Conditional s • Compound words 	
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Assessment strategy

TOPIC 7 : Modern communication Technology

Duration: 5 Weeks

Competencies: The learners should be able to communicate using telephones and other electronic methods of communication and describe their own experiences of modern technology.

Learning outcomes	Key Concepts	Teaching/Learning Methodology
i) Know the methods of communication and their use. ii) Use the ‘wh’ questions. iii) Use negatives. iv) Describe their experience of using various forms of communication. v) Know the language forms used in SMS messages/ emails. vi) Use vocabulary related to communication technology. vii) Know the pros and cons of modern	<ul style="list-style-type: none"> • Use the ‘wh’ questions • Use negatives • Describe their experience of using various forms of communication • Know the language forms used in SMS messages/ emails • Use vocabulary 	<ul style="list-style-type: none"> ▪ Group and pair discussion ▪ Individual and group assignments ▪ Demonstrations of how to use the identified grammar areas of focus ▪ ICT support

<p>communication.</p> <p>viii) Use adjectives and modifiers.</p> <p>ix) Use auxiliary/helping verbs</p> <p>x) Apply the etiquette of using this technology</p> <p>Use negatives</p>	<p>related to communication technology</p> <ul style="list-style-type: none"> • Know the pros and cons of modern communication • Use adjectives and modifiers • Use auxiliary/helping verbs • Apply the etiquette of using this technology • Use negatives • Understand the language registers used in 	
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	different telephone communicat ions Use interrogative clauses	
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Assessment strategy

- Guidelines for the class discussions
- Written work in the form of compositions, responses to comprehension passages and grammar exercises

Topic 8: Celebrations

Duration: 4 Weeks

Competencies: The learners should be able to talk and write about the different types of celebrations and write plans, invitations and accounts

Learning outcomes	Key Concepts	Teaching/Learning Methodology
The learner should be able to: <ol style="list-style-type: none"> i) define and know different celebrations e.g.; weddings, 	<ul style="list-style-type: none"> • Define and know different celebrati 	<ul style="list-style-type: none"> ▪ Pair and group discussions ▪ demonstratio

<p>birthdays, graduations, etc.</p> <p>ii) plan celebrations and understand the plans of other people.</p> <p>iii) know the formal and informal language and register used in invitations.</p> <p>iv) use the active and passive voices.</p> <p>v) use appropriate intonations.</p> <p>vi) use of past simple and present perfect tenses.</p> <p>use of the future simple.</p>	<p>ons e.g.; wedding s, birthday s, graduati ons, etc.</p> <ul style="list-style-type: none"> • Plan celebrations and underst and the plans of other people • Know the formal and informal languag e and register used in invitatio ns • Use the active and passive voices 	<p>n of how to use the different grammar areas</p> <ul style="list-style-type: none"> ▪ Individual/gro up reading for comprehensio n ▪ Role play <p>Projects</p>
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	<ul style="list-style-type: none"> • Use appropriate intonations • Use of past simple and present perfect tenses 	
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Assessment strategy

- Written composition and Grammar work
Designed invitations in response to various questions

Topic 9 : Parents and Children

Duration: 4 Weeks

Competencies: The learner understand parent-child relationships and discuss how to relate with their parents. They learn the language and body language of apology.

Learning outcomes	Key Concepts	Teaching/Learning Methodology
<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) form opinions based on oral and written information. ii) use emotive words/words of preference. <p>use the imperative voice and shades of tones of adjectives.</p>	<ul style="list-style-type: none"> • Form opinions based on oral and written information (summary writing) • Use emotive words/words of preference <p>Use the imperative voice and shades of tones of adjective</p>	<ul style="list-style-type: none"> ▪ Pair and group discussion <p>Debates</p>

Assessment strategy

- Composition writing
 - Grammar work
- Summary writing



HISTORY & POLITICAL EDUCATION

SENIOR TWO

Senior Two abridged History and Political Education Curriculum

The abridged History and Political Education curriculum for senior two has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. Critical content has been picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education despite the changes there in. The syllabus is for Senior Two. It combines work of Senior One that was not taught and that of Senior two. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. Teachers are further also to use the ncdc website: www.ncdc.go.ug for more information about abridged curriculum. The critical changes are highlighted in the tables below:

S/N	TOPIC	ACTION TAKEN	JUSTIFICATION
1	Culture and key ethnic issues in East Africa	Left out	<ul style="list-style-type: none"> As learners study the history of migration, and movements of Ethnic groups the concept of culture and key ethnic issues would be covered through their political and the social, economic organisation of these groups. Therefore the learner will not lose much by not studying this chapter
2	Religions in East Africa	Content left out	<ul style="list-style-type: none"> It is deemed that the learner have knowledge of religion through their interactions with church

			<p>and other religious institutions of both modern and traditional settings.</p> <ul style="list-style-type: none"> • The issue of religion will be covered under the scramble and colonisation factor in East Africa.
3	East African long-distance trade	Left out	<ul style="list-style-type: none"> • The learner has gained the competency from the previous topic of slave trade since they are inter linked. • The learner has also studied about it as a major factor in the formation of states in East Africa.
4	The colonial economy	To be covered under the topic Scramble and partition of East Africa	<ul style="list-style-type: none"> • The learner will cover this content while studying the scramble and partition of East Africa. • This was about the effects of colonialism in East Africa which the learner has learnt about in the scramble and partition of East Africa.
5	World war I in	Dropped	<ul style="list-style-type: none"> • It's deemed that the

	East Africa 1914-1918.		competence and the content in this chapter will be covered under the World War II.
6	Post-independence socio-economic challenges in East Africa.	Dropped	<ul style="list-style-type: none"> It's assumed that this knowledge exists in the public domain and therefore, the learner can easily identify the social and economic challenges affecting East Africa.
7	Key personalities in the history of East Africa before independence	Content dropped	The learner has knowledge about key personalities from the previous topic of the struggle for the independence in East Africa.

HISTORY: TERM 1

THEME 1: UNDERSTANDING OUR PAST, COLONISATION AND STRUGGLE FOR INDEPENDENCE IN EAST AFRICA

TOPIC 1: FINDING OUT ABOUT OUR PAST (10 Periods)

COMPETENCY: The learner understands different methods of finding out about the past, and appreciate the importance of historical sites.

LEARNING
OUTCOMES

SUGGESTED LEARNING ACTIVITIES

SAMPLE ASSESSMENT
STRATEGIES

<p>The learner should be able to:</p> <p>a) State the meaning of History and political education</p> <p>b) Explain the importance of learning about our past.</p> <p>c) State how people find out about the past.</p> <p>d) Explain the historical sites in Uganda and the rest of East Africa.</p>	<ol style="list-style-type: none"> i. Guide learners on the meaning of history and political education and how they two terms inter relate. ii. Guide learners to understand the advantages and disadvantages of learning about our past. iii. Ask the learners to find out why we study history and political education, and make a presentation to class. iv. Guide learners on how to use ICT and library to research and find out the methods we use to study about our past. Take notes and present them to the teacher. v. Let learners watch a video or listen to a narration on historical research, and discuss the different sources of history. vi. Brainstorm with the learners to find out the challenges involved in the use of specific sources of history. vii. Guide learners to draw a table that shows the advantages and disadvantages of using different sources and methods of finding 	<p>Ask the learners to:</p> <ol style="list-style-type: none"> i. Explain the meaning of the term history and political education. ii. Discuss and brainstorm to assess their understanding of historical methods and sources of studying about our past. iii. Draw a sketch map of East Africa and mark there the main historical sites. iv. Write a reports, and assess their ability to evaluate why the sites are important to the nation's history.
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<p>e) Explain the benefits of historical sites in Uganda.</p>	<p>ngoutaboutthepast.</p> <p>iii. Ask the learners to discuss in groups and identify important historical sites in Uganda and those of East Africa.</p> <p>ix. Ask the learner to draw a sketch map of East Africa showing the locations and names of some important historical sites.</p> <p>x. Ask the learners to visit at least two of the nearest historical sites, find out their benefits, make a report and present to class.</p> <p>xi. Task the learners to prepare a write up and show what they can do to earn a living in their community and specifically using historical sites.</p>	
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TOPIC 2: THE ORIGIN OF MAN (16 Periods)

COMPETENCY:

The learner understands the theories about the origin of man using a series of accounts.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p>	<p>i. Guide the learners to discuss the different beliefs that existed in</p>	<p>Ask the learners to:</p> <p>i. Assess the understanding of</p>

<p>a) State the different traditional East African beliefs about the origin of man.</p> <p>b) Analyse either the Quran or bible creation stories about the origin of man.</p> <p>c) Discuss the scientific view about the origin of man.</p> <p>d) Analyse the concept of human evolution.</p> <p>e) Explain the theory about the origin of man.</p> <p>f) Discuss the multi-regional theory on</p>	<p>traditional Africa and write about them.</p> <p>ii. Task the learners to give accounts of some ethnic groups on the story about the origin of man.</p> <p>iii. Guide learners to read the book of Genesis chapter one or surat Al-Baqara verse 30-38 of the Quran and role-play any of the story of the creation of man.</p> <p>iv. Guide the learners to read the story of the Garden of Eden and analyse its significance in the creation of man.</p> <p>v. Guide the learners to use ICT and library research to make notes about the scientific view on the origin of man and compare their findings in class in the next lesson.</p> <p>vi. Show the learner show to research and give highlights on key aspects of human evolution theory and the</p>	<p>traditional African theory about the origin of man.</p> <p>ii. Critique the bible theory about the creation of man.</p> <p>iii. Compare the reality between the scientific theory and the multi-regional theory on creation of man.</p> <p>iv. Debate issues on Darwin's theory of man</p>
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<p>creation and the origin of man.</p>	<p>stages of human development.</p> <p>vii. Involve the learners in a discussion about the concept of human creation out of Africa.</p> <p>viii. Guide the learners in a discussion to understand the multi-regional theory about the origin of man.</p> <p>ix. Help the learners to use ICT and library research to make a table and match each theory of origin of man with its founder plus the timeline and compare the notes.</p>	
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TOPIC 3: MIGRATION AND SETTLEMENT INTO EAST AFRICA SINCE 1000AD (08 Periods)

COMPETENCY: The learner understands the origins of their own families, as a result of migration and settlement of people in East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to;</p> <p>a) Identify the origins of the local people</p>	<p>i. Use ICT and library research, to let learner's take notes about the early inhabitants of East</p>	<p>Ask the learners to:</p> <p>i. State the origin of the Bantu, Luo,</p>

<p>in different areas of East Africa.</p> <p>b) Explain the origins of the Bantu, Luo and Ngoni people who came to East Africa.</p> <p>c) State the reasons for the migration of these people into East Africa.</p> <p>d) Discuss the results of Bantu, Luo and Ngoni migrations into East Africa.</p>	<p>Africa before the 19th century migrations.</p> <p>ii. Help the learnersto carryout research to find out the origins of their families and other people in their local communities.</p> <p>iii. Guide the learners to use the internet and library research to locate the cradle areas of the Bantu, Luo and the Ngoni migrants.</p> <p>iv. Guides the learners to draw a sketch map showing the Bantu, Luo and Ngoni migrations into East Africa.</p> <p>v. Helps the learners to discuss the origins, culture and history of Bantu, Luo and Ngoni people.</p> <p>vi. Allow the learners to identify the reasons for the migrations of these people into East Africa.</p> <p>vii. Discuss with the learners the effects of these migrations into East Africa.</p>	<p>and Ngoni people.</p> <p>ii. Find out how their parents came to be where they are and why.</p>
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TOPIC 4: STATE FORMATION IN EAST AFRICA (14 Periods)

COMPETENCY: The learner appreciates the organisation of centralised and non-centralised states in East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) Explain the centralised and non-centralised societies in East Africa.</p> <p>b) Distinguish between the centralised and non-centralised states in East Africa.</p> <p>c) Identify the characteristics of the centralised and non-centralised societies in east Africa.</p> <p>d) Explain the factors that contributed to the growth and decline of pre-colonial societies. (U)</p>	<p>i. Allow the learners to brain storm on the centralised and non-centralised states in east Africa and give views on why they think so.</p> <p>ii. Guide learners to research and write notes on the characteristics of centralised and non-centralised states in East Africa.</p> <p>iii. Help learners to use ICT and Library research to understand the organisation of the following societies:</p> <p>a) Buganda</p> <p>b) Bunyoro</p> <p>c) Busoga</p>	<p>Ask the Learners to:</p> <p>i. Form groups, and summarise the key features of the centralised and non-centralised societies.</p> <p>ii. Discuss the key difference in order to show the historical research skills and chronological thinking skills of</p>

	<ul style="list-style-type: none"> d) Iteso e) Kikuyu f) Akamba g) Nyamwezi h) Tonga iv. Guide learners to make their reflective journals about the societies above. v. Allow the learners describe the characteristics of precolonial centralised and non-centralised societies in East Africa. vi. Guide the learners to discuss the factors that led to the growth and decline of the pre-colonial societies both centralised and non-centralised vii. Guide the learners to draw a sketch map showing the pre-colonial societies to consolidate the concept of pre-colonial societies. 	<ul style="list-style-type: none"> iii. history. Sketch the map of Uganda to indicate the different societies.
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HISTORY: TERM 2

TOPIC 1: INDIANOCEANTRADEANDSLAVERYINEASTAFRICA (09 Periods)

COMPETENCY: The Learner understands the pre-colonial trade contacts and connects them to the colonial trade systems in East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to;</p> <p>a) Name the trade contacts that existed in East Africa during the pre-colonial time.</p> <p>b) State the pre-colonial trade systems in East Africa that began before 1800.</p> <p>c) Name the organisation of Indian Ocean trade in East Africa</p> <p>d) Explain the relationship between slave trade and the Indian Ocean trade.</p> <p>e) Explain the organisation of</p>	<p>i. Use ICT and library research to help the learners identify and explain the various trade systems that existed in East Africa before the coming of the colonialists.</p> <p>ii. Guide the learners to understand the pre-colonial trade systems involving communal agricultural exchange.</p> <p>iii. Guide the learners to draw a sketch map showing the Indian Ocean trade routes.</p> <p>iv. Discuss with the learners about the people involved, goods traded and the organisation of Indian Ocean trade basing on</p>	<p>Ask the learners to:</p> <p>i. Draw the map of East Africa and locate the operational areas of long-distance trade and the Indian Ocean trade.</p> <p>ii. Respond to a quiz test to find out whether learners can demonstrate on the results of local and external trade in East Africa.</p>

<p>slave trade and slavery.</p> <p>f) Discuss slave trade and its impact in East Africa.</p> <p>g) Explain the impact of slave trade abolition in East Africa.</p>	<p>the sketch map drawn.</p> <p>v. Brainstorm with the learners the impact of the Indian Ocean trade in East Africa.</p> <p>vi. Guide learners to discuss slave trade and slavery in East Africa.</p> <p>vii. Allow the learners to identify and explain the advantages and disadvantages of slave trade and slavery in East Africa.</p> <p>iii. Guide the learners to find out why slave trade was abolished, the parties involved in abolition and why some people still wanted to participate in it.</p> <p>ix. Allow the learners identify the results for abolition of slave trade.</p> <p>x. Guide the learners on how to take good notes of key issues on the topic in their reflective journals.</p>	
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TOPIC 2: SCRAMBLE, PARTITION AND COLONIZATION OF EAST AFRICA. (10 Periods)

COMPETENCY: The learner understands the causes, methods and impact of the colonization of East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) Define the term scramble, partition and colonisation of East Africa.</p> <p>b) Explain the reasons why Europeans came to East Africa.</p> <p>c) Explain how Uganda and the rest of East Africa was colonised.</p> <p>d) Explain the impact of European influence in East Africa.</p> <p>e) State how the</p>	<p>i. Help the learners to use ICT and Library research to define the term scramble, partition and colonization.</p> <p>ii. Guide learners in a discussion about the various groups from Europe who came to East Africa, and their roles.</p> <p>iii. Missionaries</p> <p>iv. Chartered companies' agents</p> <p>v. Explorers</p> <p>vi. Imperialists</p> <p>vii. Guide learners to understand the reasons for the success of European colonisation of East Africa.</p> <p>viii. Help the learners to discuss/debate on the effects of the scramble and partition of East Africa.</p>	<p>Ask the learners to:</p> <p>i. Present their maps for grading.</p> <p>ii. Participate in the debate</p>

<p>rest of Africa was colonised by the different European powers.</p>	<ul style="list-style-type: none"> ix. Engage learners in a discussion about the methods used by European countries in the colonisation of East Africa and the problems they faced. x. Instruct the learners to draw the map of Eastern Africa and on it mark and name the European countries that controlled a particular African country. xi. Engage learners in a discussion about the challenges faced by Europeans in the colonisation process of East Africa. xii. Construct a matching table and show which European power colonised a specific African country. xiii. Task the individual learner to write a story about the life of a colonised Ugandan. xiv. Let learners write key issues to remember in their reflective journals 	
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TOPIC 3: RESPONSE TO THE ESTABLISHMENT OF COLONIAL RULE IN EAST AFRICA (10 PERIODS)

COMPETENCY:

The learner understands how East African communities reacted against colonial rule in both primary and secondary responses.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. Define the concept of collaboration and resistance. (u) b. Analyse the factors that made East Africans either to collaborate or resist colonial rule. (a,u) c. Explain the key agreements made in East Africa with colonialists. (k) d. analyse the impact of the 1900 Buganda agreement to East Africans. (a,s) 	<ul style="list-style-type: none"> i. Guide learners to use ICT and library research to understand the origin and background of collaboration and resistance to colonial rule. ii. Help the learners to discuss groups and analyse the factors that led to either collaboration or resistance against colonial rule. iii. Guide the learners to find out the circumstances that led to each type of response. iv. Guide the learners to use the Internet or library research to find out about the key agreements made in East Africa and write a report. v. Show the learners how 	<p>Ask the learners to:</p> <ul style="list-style-type: none"> i. Discuss their understanding of the terms collaboration and resistance. ii. Explain issues through brainstorming on the factors that conditioned the East Africans to either collaborate or resist colonialists

	<p>to research on communities that collaborated or resisted colonial rule and record their findings about the benefits and challenges for publications.</p> <p>vi. Involve the learners in a role play, so as to dramatize instances of resistance and collaboration in East Africa.</p> <p>vii. Guide the learners to understand the reasons for the signing of 1900 Buganda Agreement.</p> <p>viii. Help learners to use ICT or library research on the terms and the effects of the 1900 Buganda Agreement.</p>	
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TOPIC 4: COLONIAL ADMINISTRATIVE SYSTEMS IN EAST AFRICA (12 Periods)

COMPETENCY: The learner understands the nature and impact of colonial administrative systems on the people of East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. Name the colonial administrative systems in Uganda. (u) b. Explain the reasons why different types of colonial administration was used in East Africa. (u) c. Explain the effects of indirect and direct rule used in East Africa. (v, s, u) d. Discuss the 	<ul style="list-style-type: none"> i. Guide the learners to use ICT or library research to find out the colonial administration system used in East Africa. ii. Brainstorm with the learners to find out the reason why indirect rule was used in Uganda, and direct rule used in Tanzania. iii. Involve the learners in a brainstorming session on the effects of colonial administration in East Africa. iv. Guide the learners to use the Internet or library research to find out the factors that led to the use of direct rule in Tanganyika. v. Task the learners to compare the features of 	<p>Ask the learners to:</p> <ul style="list-style-type: none"> i. Assess the key features of a colonial system used in Uganda. ii. State the immediate and far-reaching effects of colonial administration in Uganda. iii. Analyse the result of direct rule in Tanganyika.

contribution of colonial administration systems used in East Africa. (s, u)

- indirect rule for the British and the direct rule for Germans.
- vi. Allow the learners to write a report and show how the current local administration of current Uganda has some relationship with indirect rule system of the British.
 - vii. In a role play, let learners dramatise how the indirect rule was applied in East Africa and make their own notes.
 - viii. Let learners write key issues in their reflective journal.
 - ix. Guide learners to establish a History and Political Education Club and begin to build a school-based history Centre.

HISTORY: TERM 3

TOPIC 1: WORLD WAR II IN EAST AFRICA 1939 – 1945 (07 Periods)

COMPETENCY: The learner understands the impact of World wars in East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. State the background for the outbreak of World War II. (u) b. Explain the reasons for East Africa’s involvement in World War II. c. Identify some of the East African personalities who were involved in World War II. (u) d. Discuss the role of East African states in the World War II. (u) e. Explain the impact of World War II towards the rise of independence in the East African states. (v, k, u). 	<ul style="list-style-type: none"> i. Allow the learners to watch a documentary, or read extracts, about the events that led to World War II, and identify the world powers that were involved in the war. ii. Guide the learners to research on how East Africa became involved in World War II, and summarise the role its leaders took. iii. Form groups and ask the learners to discuss and analyse the part played by East Africans in World War II. iv. Guide learners to evaluate the effects of World War II on East African social, political and economic spheres. v. Organise a field study and guide learners to interview the knowledgeable community elders about causes for the participation of East African people in World War II and its results. Learner takes notes and presents to class. vi. Let the learners write key issues in their reflective journals. 	<p>Ask the learners to:</p> <ul style="list-style-type: none"> i. Evaluate East Africa’s role in World War II, and its effects. ii. Present their reports to a class, and comment on other members’ presentations.

TOPIC 2: STRUGGLE FOR INDEPENDENCE IN EAST AFRICA (14 Periods)
COMPETENCY:

The learner understands the causes and results of independence struggles in East Africa

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to;</p> <p>a. Explain the reasons for the rise of nationalism in Kenya, Uganda and Tanzania. (u)</p> <p>b. Discuss the various approaches used by people of East Africa to demand for their independence from colonial rule. (u)</p> <p>c. Comment on</p>	<p>i. Guide the learners to use ICT or library research to find out the background of the rise of nationalism in Uganda, Kenya and Tanzania.</p> <p>ii. Help the learners to research on the various approaches used by East Africans to demand for their independence from the colonialists.</p> <p>iii. Guide the learners to carry out a role play and show how one of the steps towards independence attainment was carried out in East Africa.</p> <p>iv. Guide the learners to explain the contribution of Devonshire White Paper in the struggle for the independence of Kenya.</p> <p>v. Engage learners in a discussion to find out the contribution of political parties towards the attainment of the independence in Uganda.</p>	<p>Ask the learners to:</p> <p>i. Explain nationalism in principle and how it was expressed in East Africa.</p> <p>ii. Compare the struggle for independence of East African countries.</p> <p>iii. Explain specific challenges faced by East African states in the struggle for the independence.</p>

<p>the steps taken in the struggle for East African states independence. (u, v)</p> <p>d. Compare the Ugandan struggle for independence with that of the East African states. (k, u)</p>	<p>vi. Involve learners in an argument to find out the contribution of various personalities in the independence struggle for Tanganyika. Let learners write key issues in their reflective journals.</p> <p>vii. Guide the learners to write about the struggle for independence on any selected East African country and tease out key highlights which relate to Ugandan struggle.</p> <p>viii. Guide learners to write a summary in their reflective journal about Uganda's struggle for independence.</p>	
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TOPIC 3: CIVIL SOCIETY AND NON-GOVERNMENT ORGANISATIONS IN EAST AFRICA (12 Periods)

COMPETENCY: The learner understands the civil society organisations (CSOs) and non-governmental organisations (NGOs) and their roles and challenges they face in promoting community welfare.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to;</p> <ul style="list-style-type: none"> a. Explain the origin and the background for CSOs and NGOs formation in East Africa. (u) b. State the difference between CSO's, and NGO's. (k) c. Explain the 	<ul style="list-style-type: none"> i. Guide the learners to understand why CSOs and NGOs were formed in the post-independent East African states. ii. Guide the learners to use the Internet or library research to identify the similarities and differences between CSOs, community-based organisations (CBOs), NGO's and Labour Unions in East Africa. iii. Guide the learners to create a comparison table of these organisations giving examples of those operating in Uganda. iv. Host an expert in CSO work and present a paper about the benefits and the challenges of CSOs and NGOs. Allow learners 	<p>Ask the learners to:</p> <ul style="list-style-type: none"> i. Write reports, and summarise key points showing the difference between CSOs and NGOs using ICT or Manual approach. ii. Present their report

<p>role of a CSO, and NGOs in East Africa (u, k)</p> <p>d. Discuss the challenges facing CSOs and NGOs in East Africa. (u)</p> <p>e. Explain the role of CSO and NGOs in the development of the East African states. (a, v)</p>	<p>to ask questions.</p> <p>v. Allow the learners to carry out research on school clubs and write a report on what they do in comparison to CSOs and NGOs.</p> <p>vi. In groups, task learners to do research about the roles of FIDA and World Vision in Uganda and present their findings to class.</p> <p>vii. Guide learners to simulate that they are staff of HURINET or any CSO and show how you can solve a conflict rising out of gender conflict that government has ignored.</p>	<p>to the entire class.</p>
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TOPIC 4: CHANGING LAND TENURE SYSTEM IN EAST AFRICA (10 Periods)
COMPETENCY:

The learner understands and evaluates issues of land ownership and management in Uganda

a.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to;</p> <p>a. Name the various types of land ownership in Uganda. (v, k)</p> <p>b. State how land was traditionally owned in Uganda, Kenya and Tanzania. (v, u)</p> <p>c. Explain the main land</p>	<p>i. Guide learners to use ICT or library research and record types of land ownership that include; Mailo, freehold, customary and crown land.</p> <p>ii. In groups, guide the learners to discuss different laws and policies on land ownership in East Africa.</p> <p>iii. Let learners carry out a survey in the community and find out how land was traditionally owned in East Africa, and compare with the practice today.</p> <p>iv. Guide the learners to explain the key land reforms carried out in Uganda since independence.</p> <p>v. Engage learners in a discussion on how land was traditionally owned in Uganda.</p> <p>vi. Guide the learners to state how land is acquired, used and</p>	<p>Ask the learners to:</p> <p>i. Explain the different land ownership types for various communities in Uganda.</p> <p>ii. Discuss the challenges of land ownership in Uganda since 1900, the value of land for the different ethnic groups and the historical changes in land ownership.</p>

<p>reforms carried out in Uganda since independence.</p> <p>d. Explain the historical development of land ownership in Uganda. (u)</p> <p>e. Discuss the value of land as a cornerstone to development in Uganda. (u)</p>	<p>factors leading to its fragmentation.</p> <p>ii. Task learners to draw timelines that track the changes that have occurred in land ownership in Uganda since 1900 as related to different ethnic groups, in order to discuss the value of land in the development of Uganda.</p> <p>iii. Learners compile key information on land tenure system for sharing in the History and Political Education Club and indicate key issues in their reflective journal.</p>	
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GEOGRAPHY

SENIOR TWO

ABRIDGED GEOGRAPHY SYLLABUS FOR SENIOR TWO

Introduction

The abridged Geography Syllabus for Senior Two has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been sorted and put together to be taught in a period of one year. The syllabus combines work which was not taught in Senior One before the lock down and that for Senior Two. It is hoped that the content areas included in this syllabus will enable the learner to acquire the target knowledge, skills and values for the ordinary level of education. Use a variety of methodologies that can facilitate accelerated learning. For further support, use the home study materials on the NCDC website: www.ncdc.go.ug

The critical changes are highlighted in the table below:

MATRIX SHOWING CRITICAL CHANGES IN THE SENIOR TWO SYLLABUS

SN	CRITICAL CHANGES	JUSTIFICATION
1	Left out the topic of: What is Geography?	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school. Also integrated in all topics on the syllabus
2	Left out the topic of Showing the local area on a map	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school.
3	Left out the topic of: Maps and their uses	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school.
4	<i>Left out the topic of: Ways of studying geography:</i>	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended

	Field work, photographs, statistics, Charts and graphs	<p>school.</p> <ul style="list-style-type: none"> • The geographic skills of collecting and managing data, interpreting photographs, and analyzing statistics are integrated in all topics across the syllabus.
5	Merged the topic of Major climatic zones of the World with the topic of The Earth and Its Movements to become: The earth, its movements and Major climatic zones of the world	<ul style="list-style-type: none"> • To reduce content overload since the two topics are related and share some learning outcomes. • The relationship between the Earth and the sun provides the basis for dividing the world into climatic zones.
6	Left out the sub- topic of Erosion by ice; in the topic:- Formation of major landforms and drainage in east Africa	<ul style="list-style-type: none"> • Glacial erosion is not a major geomorphic process in East Africa. • It is highly localized and therefore few learners can relate with the effects of the process.
6	Left out the topic of Climate and natural vegetation of east Africa	<ul style="list-style-type: none"> • Related content to be covered in Topic 22, S.3: The Climate and Vegetation of Africa
7	Left out the topic of: Development of manufacturing industries in east Africa	<ul style="list-style-type: none"> • Related content to be covered Topic 26, S4: Industrial development in Africa
8	Population and urbanisation in east	<ul style="list-style-type: none"> • Related Content to be

	Africa	covered in Topics 28 and 29 in S.4: Population and Urbanisation in Africa, Population and Urbanisation in China
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YEAR PROGRAM PLANNER

SENIOR 2	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Weather and Climate	20
	Movements of the earth and Major climatic zones of the world	18
	Location, Size and Relief regions of East Africa	4
Term 2	Formation of major landforms and drainage in East Africa	26
	Climate change in East Africa and the world	8
	Mining in East Africa	12
Term 3	Sustainable use of fisheries resources in east Africa	12
	Wild life conservation and tourism in East Africa	10
	Transport and Communication in East Africa	16
Total		126

Theme: Introduction to Geography

TOPIC 1: WEATHER AND CLIMATE (20 PERIODS)

Competency: The learner understands the main elements of the weather, their causes and how to measure them.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLEASSESSMENT
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		STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the differences between weather and climate (u) understand the elements of weather and how they are measured (u) carry out a project to observe, measure and record the elements of weather, make suitable instruments and visit a weather station(s) 	<p>Weather and climate</p> <ul style="list-style-type: none"> Learners describe the weather that day Primary revision: Learners list all the elements used to describe the weather, including sunshine, wind, clouds, rainfall, temperature, humidity, pressure. These describe the weather. Ask “What is the difference between weather and climate?” Weather describes a particular moment or day. Climate describes what the weather is usually like. <p>Measurement of weather</p> <ul style="list-style-type: none"> Ask learners to name any instruments they know for recording the weather. List these on the chalk board and add any not named. Explain that places where all elements of the weather are measured are called Weather Stations. 	<ul style="list-style-type: none"> Observe learners as they discuss and explain their weather data and how it influences everyday activity. Note how well they cooperate and respect each other’s views. Observe learners’ use of appropriate terminology as they record data using instruments and report back. Observe group dialogue as they prepare their presentation and their explanation of the work produced. Observe learners as they

<p>d. know the names of the main instruments used for recording the different elements of the weather and how each one is used (k)</p> <p>e. know the terms used for plotting weather on maps (k)</p> <p>f. know the names and characteristics of the main kinds of clouds and rainfall. (k)</p> <p>g. appreciate that people's lifestyles are influenced by</p>	<ul style="list-style-type: none"> • Learners visit a working weather station to research the components of a weather station and how they work. They name, describe and practise using the tools and approaches they have seen and make their own equipment, where practical, such as Okta grids for measuring cloud cover and rain gauges. • Show diagrams, or ask learners to investigate, any weather instruments not seen at the weather station and explain their use. • Learners work in groups, using their collected weather data to create charts and graphs that help to explain daily variations. Groups make a presentation about weather and climate, and everyday life, in their own or a contrasting locality. • <i>Learners should ensure they understand the</i> 	<p>draw weather maps and graphs and note how logically they follow the right steps and how accurately they represent the data given.</p> <ul style="list-style-type: none"> ○ Converse with the learners and ask them to explain the benefits of representing weather on maps and graphs. ○ In the written reports learners should clearly relate people's lifestyles to the climate of each zone.
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<p>the type of weather and climate (a, v, gs)</p> <p>h. understand the positive and negative effects of weather on their own lives and those of their communities (u)</p> <p>i. draw and use climate graphs of local and other areas to describe climate (s)</p>	<p><i>following key terms: thermometer; rain gauge; measuring cylinder; sunshine recorder; wind vane; anemometer; barometer; humidity; hygrometer; relative and absolute humidity; Stevenson screen.</i></p> <p>Recording weather</p> <ul style="list-style-type: none"> • In groups, learners make any simple weather instruments they can e.g. rain gauge (straight sided tin), wind vane • Group learners and guide them to start a weather diary to record daily weather, either by instruments, if available, or by observation e.g. dry, wet, very wet; sunny, cloudy; hot, warm, cold; wind strong, mild, calm; wind direction (from); thunder/lightening etc. • Learners use simple statistics to record the weather. <p>Recording weather on maps and graphs</p>	
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	<ul style="list-style-type: none"> • Explain and show examples of recording weather on maps by lines, symbols or shading e.g. temperature (isotherms), rainfall (isohyets), pressure (isobars): “lines of equal Elicit ending. • Learners use examples of maps and weather data to do an exercise on based on iso lines. • Guide learners to practice how to record weather on graphs: line graphs for temperature; bar graphs for rainfall. • Give a set of figures for learners to draw graphs. • Learners keep written/digital weather diaries and a diary of day-to-day activities, presenting these together with an explanation of how weather can influence day-to-day human activity. • Learners work in 	
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ABRIDGED CURRICULUM SENIOR 2

	<p>groups to research and explain how the local climate influences their lives, contrasting this with lifestyles in a different climate zone. They give examples of how extreme weather events and the effects of climate change affect people’s lives here and elsewhere in the world.</p> <p>Clouds and rainfall</p> <ul style="list-style-type: none"> • Through questioning, guide learners to revise the causes of rain. (Air rises and cools and cool air can contain less water vapour so some turns into drops of water). • Show pictures of cloud types and/or learners go outside and see clouds as they appear in reality: depends on height, shape and thickness: <ul style="list-style-type: none"> • cirrus (very high, thin) • stratus: (lower, thick and flat) • cumulus: (low, thick and tall often growing upwards) 	
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	<ul style="list-style-type: none"> • cumulo-nimbus (low, thick, tall and causing rain) • Learners look for pictures of cloud types on the Internet. • Types of rain: Challenge learners to explain the different types of rain and what causes rain. Type depends on what causes air to rise: <ul style="list-style-type: none"> • relief rain: air rises due to passing over high hills • convectional: air rises because it gets hot in daytime • frontal: Two types of air/wind meet and hotter air moves up over cooler air • Ask where and when in local area each type is common. 	
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Theme: Introduction to Geography

TOPIC 2: MOVEMENTS OF THE EARTH AND MAJOR CLIMATIC ZONES OF THE WORLD (16 PERIODS)

Competency: The learner understands the relationship between the Earth and the sun, and the effects these have on climates and our lives.

LEARNING	SUGGESTED LEARNING ACTIVITIES	SAMPLE
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OUTCOMES		ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <p>understand the relationship between the Earth and the sun and how this affects temperatures and seasons (u)</p> <p>draw diagrams to show the relationship between the Earth and the sun's rays and the causes of temperature variations and use these to show why the Earth can be divided into tropical, temperate and polar regions (s)</p> <p>understand how the</p>	<ul style="list-style-type: none"> Give learners a set of 'True' and 'False' statements about the rotation of the Earth and its orbit around the sun and ask them to carry out research in groups to identify the correct answers. They use their chosen facts to illustrate a demonstration of the Earth in motion over a twenty-four hour and yearly cycle, using models and oral explanation. <p>Learners work in groups to:</p> <p>investigate, using a globe or football and light source, how the energy from the sun reaches different parts of the Earth when it is tilted on its axis and in orbit around the sun.</p> <p>explain this verbally and use relevant vocabulary.</p> <p>Individually, learners draw their own diagrams and label them, writing a short explanation of how temperature variation occurs over the Earth throughout the year and how this causes different climatic zones.</p> <p>In groups, learners write a set of questions for another group about the Earth's relationship to the sun and then take it in turns to ask each other.</p> <p>Learners play globe-tossing games</p>	<p>Observe learners as they demonstrate their models and give a verbal explanation of the processes at work.</p> <p>Observe learners' models and drawn diagrams, and their verbal and written explanations with appropriate vocabulary.</p> <p>In conversation, ask learners to explain how longitude and latitude are used to locate places on</p>

<p>rotation causes day and night (u)</p> <p>know how we can locate places on a globe by using a grid including the use of latitude and longitude. (u)</p> <p>use and measure latitude and longitude (s)</p> <p>calculate time using longitude (s)</p> <p>appreciate how the movement of the Earth in relation to the Sun affects the way people live: the effect of temperatures and seasons, lengths of day and night (a, v, gs)</p> <p>know the names of some of the</p>	<p>using a blow -up globe and respond to questions about latitude and longitude with increasing difficulty, developing their own questions to ask each other.</p> <p>Learners investigate webcams in different cities, East and West of where they are, to compare time zones and describe what is happening there; they use a map of world time zones to help them make the comparison.</p> <p>Rotation of the Earth</p> <p>Guide learners to explore that the Earth moves, not the sun – proved by scientists like Copernicus</p> <p>Using a globe or football, spin round to show the axis. The Earth spins on an axis.</p> <p>Ask learners: In which direction are we moving in relation to the sun: at sunset, at sunrise?</p> <p>Ask where we are in relation to the sun: in daytime; at night?</p> <p>Demonstrate this with a globe or football and light source.</p> <p>Revolution of the Earth</p> <p>Explain that the Earth revolves or moves round the sun once a year</p> <p>Demonstrate this with a globe or ball moved round the classroom with a source of light in the middle.</p> <p>Demonstrate and draw diagrams to show the meaning of the axis being tilted.</p>	<p>Earth.</p> <p>Learners explain how longitude is used to calculate time and produce written calculations of time difference.</p> <p>Learners identify a place in another climate zone, explain how daily life might differ and explain why.</p> <p>Assess the learners’ written work to find out how accurate their calculations are and how logical their explanation is.</p>
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<p>major climatic regions of the world (k) understand the main characteristics of the climates, factors affecting these characteristics and how each type of climate affects the vegetation of the area (u) plot the major climatic regions on a world map (s)</p> <p>recognise each type of region on photographs (s) appreciate that the influence of climate on the ways people live is becoming less as</p>	<p>Demonstrate through questions that poles do not move and equator moves round fastest.</p> <p>Move tilted globe or ball, with poles marked, round the 'sun'. Ask which parts of the Earth are tilted towards or away from the sun at different times. (April – August – north tilted towards, south away; October – February – south tilted towards, north away. March and September: sun overhead at equator)</p> <p>Ask: When will it be hotter or colder: when we are tilted away or towards the sun?</p> <p>Explain and demonstrate that this causes seasons: Hot or summer when tilted towards sun, and cold or winter when tilted away from sun.</p> <p>Explain spring: moving from winter to summer; and autumn (American: fall): moving from summer to winter.</p> <p>Ask why places near equator do not have hot and cold seasons.</p> <p>Move globe or ball to position when north is tilted towards the sun: for how long will a place near the North Pole be in the sun; for how long will a place near the South Pole be in the sun?</p> <p>Explain the different lengths of day and night in summer and winter.</p> <p><i>Learners research on the Internet for any sets of diagrams or pictures which explain the seasons.</i></p>	<p>In conversation, learners suggest one effect that each of the major climatic regions of the world might have on the way people live a. Assess their understanding of climatic regions and ability to give logical and coherent explanation of issues.</p> <p>Ask learners to produce a table which outlines the types of climate. Observe how well</p>
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technology helps people to overcome difficulties of their climate and as people move into urban areas.(a, v, gs)

Latitude and longitude

Ask how we use lines on a map to find places. Use grid.

Explain that we can draw lines on a globe like a grid on a map, but they are circles.

Demonstrate with globe and diagrams: lines going around the world through north and south poles are longitude; lines going around at right angles to these are largest half way from the poles (the equator) and get smaller towards the poles.

Guide learners to draw a diagram to show how latitudes and longitudes are measured by angles.

Guide learners to identify examples of longitude and latitude of places in Uganda using atlas maps.

Learners use atlas maps to practice latitude and longitude.

Explain through demonstration and questioning special lines using globe and light source as above:

Sun’s rays come from directly overhead near equator. Tropics of Cancer (north) and Capricorn (south) are the farthest away from the equator where the sun is overhead only one day a year.

When Earth is tilted away from sun in winter, places near the poles will not see the sun. When Earth is tilted towards the sun in summer, places

the table provides accurate information about these climates. Evaluate learners’ ability to summarise information without losing the major aspects of the situation.

near the poles will receive sun for 24 hours. The Arctic (north) and Antarctic (south) circles show areas where this happens at least one day per year.

Time

Ask and demonstrate: if Earth rotates round once in 24 hours: how many degrees does it go through: in 24 hours? In 1 hour? The Earth moves round on its axis completely i.e. 360° in 24 hours, so 15° in 1 hour.

Using diagrams, guide learners to understand how time is measured from a line of longitude which passes through Greenwich in London. When it is noon at Greenwich, we count how many degrees we are east or west of Greenwich e.g. Uganda is about 45° east of Greenwich. So how many hours does the sun reach us before Greenwich?

We can find the time in any place by knowing our own time and adding 1 hour for every 15° if the place is east of us and subtracting 1 hour for every 15° if the place is west of us.

Learners do some exercises to find time in different places.

Learners search the Internet to find maps of world time zones.

Major climatic regions and characteristics

Learners use a wall map or a chalk board map to find out the major climates of the world depending on

	<p>their distance from the equator: tropical: equatorial (near equator) savannah: (between equator and tropics) desert: (near the tropics) temperate (north and south of tropics) polar: (near the poles)</p> <p>Ask learners what they can deduce about the differences between each type of climate</p> <p>Through questioning, guide learners to understand the main factors affecting temperature and rainfall: Distance from the equator; distance from the sea and wind direction, respectively.</p> <p>Individually, learners study the map showing the major types of climate in the world and summarise the information on a table.</p> <p>In groups, learners study photographs of each type of climate and identify the type of climate with reasons.</p> <p><i>Learners research the type of climate on the Internet.</i></p>	
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Theme: Introduction to East Africa

TOPIC 3: LOCATION, SIZE AND RELIEF REGIONS OF EAST AFRICA (3 PERIODS)

Competency: The learner knows the countries that make up East Africa; their Comparative sizes in area and population; and the main relief regions they are divided into.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT
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		STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> use maps, statistics, graphs and diagrams to analyse population (s) appreciate that East African countries vary greatly in area and population (a, v, gs) know the East African countries, their approximate population and area (k) 	<p>The countries</p> <ul style="list-style-type: none"> Learners answer questions about the countries making up East Africa to determine what they know about their comparative size and population. They then work in groups to research and create their own table of information regarding this, comparing results and explaining their use of sources. Explain that answers may differ as there are two definitions; countries linked into a geographical region and countries which have joined the political Community of East Africa. This expands as more countries join. Ask which countries are in each. Explain that in this syllabus we are using the traditional idea 	<ul style="list-style-type: none"> Observe learners as they collect information and create their graphs and diagrams: ask them to describe what their maps show and how accurate they believe the information to be. Observe learners as they describe and locate key landscape features through fieldwork and research on their map and add correctly labeled

	<p>of East Africa as Uganda, Kenya and Tanzania.</p> <p>Physical or relief regions</p> <ul style="list-style-type: none"> • Use wall map, sketch map on BB or atlas relief map of East Africa to ask learners questions e.g. position and names of highland areas, plateaus, coastal plains etc. • Name main relief regions on sketch map • Learners study one or more local features through fieldwork, collecting samples, taking photographs and creating a labeled map display to show the physical environment and the influence of relief on weather and climate. Learners add the location of some past and present physical hazards and link to a short piece of text explaining what happened/might happen and how 	<p>images.</p> <ul style="list-style-type: none"> • Listen to learners' explanation s of their map and judgment of hazardous areas. <p>Models and diagrams produced by learners will reveal their level of understanding as they explain the steps involved in the process.</p>
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	severe the threat is. <ul style="list-style-type: none"> Learners work in groups to draw a map showing relief regions and collaborate to identify and explain regions where there is or has been a high hazard risk. 	
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Theme: Introduction to East Africa

TOPIC 4: FORMATION OF MAJOR LANDFORMS AND DRAINAGE IN EAST AFRICA (26 PERIODS)

Competency: The learner understands how each of the main types of landforms in East Africa was formed, the main types of rocks and the main features of the drainage.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to: <ol style="list-style-type: none"> know the main types of landforms and drainage features of East Africa(k) understand how igneous, sedimentary and metamorphic 	Structural features Faulting <ul style="list-style-type: none"> Ask: where do most earthquakes occur in East Africa? Show diagrams of faulting. Ask, if there is a fault or crack, what might happen to the land along the fault. Explain with diagrams: earthquakes; faults; rift valleys; block mountains. Show map of East Africa and ask where the rift 	<ul style="list-style-type: none"> Observe how well learners make links when explaining a landscape between the appearance , geology and the process

<p>rocks are formed and how each influences landforms (u)</p> <p>c. understand the process of weathering and how weathered rock particles form the basis of soil (u)</p> <p>d. understand how each of the main types of landform was formed: by rocks themselves or by the rocks being worn away or eroded away (u)</p> <p>e. understand the relationship between drainage and landforms. (u)</p>	<p>valleys and block mountains are: east and west rift valleys and block mountain (e.g.: The Rwenzoris)</p> <ul style="list-style-type: none"> Learners look for diagrams of faulting on Internet. <p>Vulcanicity</p> <ul style="list-style-type: none"> Ask what happens when a volcano occurs and where these occur in East Africa. Use diagrams and questions to explain volcanoes, including volcanic mountains, plugs, craters, calderas, with examples from East Africa. Learners list the advantages and problems of living in a volcanic area Learners look for diagrams and pictures of volcanoes in East Africa on Internet. <p>Warping</p> <ul style="list-style-type: none"> Explain that most of East Africa is a plateau. Ask if they live on a plateau. What is a plateau? – High and fairly flat although cut into by rivers. Using a diagram, show how the plateau can be warped or sink down slightly in 	<p>involved.</p> <ul style="list-style-type: none"> Observe how effectively learners express their views about living near a particular type of feature e.g. a volcano? Note how well they explain why volcanic areas or former volcanoes often have a high density of population. Observe how well learners use correct terminology and locate features accurately on maps.
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- f. locate the examples of landforms on maps of East Africa. (s)
- g. appreciate that the rocks, landforms and drainage affect the way people live.(v/a)
- h. understand the main concepts of plate tectonics and how this has led to the formation of the main physical features of East Africa (u)
- i. understand the characteristics of important kinds of physical features in East Africa, including mountain ranges, volcanoes,

places.

- Challenge learners to suggest the possible causes of warping.
- Learners suggest where, in East Africa, this has happened most (Lake Victoria basin)

Drainage

- Ask learners what lakes are. In what type of landforms are lakes likely to form? (rift valleys and warped basins e.g. Lake Victoria)
- Ask learners what a river is and how rivers form. Where in East Africa are rivers likely to start? (highlands and lakes)
- Show a wall map or a chalkboard map showing main lakes and rivers of East Africa.
- Learners copy the map into their books.

Erosional features

- In pairs, learners discuss and explain what happens to the soil when it rains heavily.
- Guide learners to understand that each of the types of landscape they have learnt about can be eroded or washed

<p>plateaus, basins and rift valleys (u)</p> <p>j. study through field work any of the above physical features in the local area (s)</p> <p>k. draw a map to show the main relief regions of East Africa (s)</p> <p>l. recognise physical features on photographs (s)</p> <p>m. understand how their own lives and the lives of their communities are affected by physical features, including natural hazards (u)</p>	<p>away.</p> <ul style="list-style-type: none"> • Ask learners what different forces can erode or wash away the land and rocks. • Through questioning, guide learners to explore how each of the following erosional forces affects landscape: rain, the sea or lake, ice on high mountains (glaciers) • Learners look up erosion and its effects on landscape on Internet <p>Erosion by running water</p> <ul style="list-style-type: none"> • Learners observe any steep slope outside the classroom. Ask: What happens to the soil when it rains? Observe a gentle area. What happens to some of the soil which is washed away? • If possible, learners visit a river or stream and observe it, or ask those who have seen rivers: how can the river wash away the land? What happens to some of the soil washed away? Observe deposition. • If possible, learners visit a river or a stream to investigate the stages of a 	
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- n. understand through case studies how the physical features affect the lives of people in selected areas of East Africa (u)
- o. draw diagrams to show the formation of important physical features (s)

river and main features of river valleys or use diagrams and photographs to guide them to understand these features: v-shaped valleys, waterfalls, rapids, gorges, meanders, flood plains, alluvial fans, deltas etc.

- Learners look up each of these features on the internet and find related photographs.

Erosion by lake or sea

- If possible, learners visit a lake, observe and ask:
 - how does the water move?
 - what causes it to move?
 - what effects does this have where the waves break?
 - where does the material on the lake shore come from?
- Using diagrams and photos, guide learners to understand coastal erosion: cliffs, caves, arches, stacks etc.
- Using diagrams and questions guide learners to understand coastal deposition: beaches, dunes, spits

	and bars etc. Learners draw the diagrams in their books.	
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ABRIDGED CURRICULUM
SENIOR 2

Theme: Introduction to East Africa
TOPIC 5: CLIMATE CHANGE IN EAST AFRICA AND THE WORLD (8 PERIODS)

Competency: The learner understands what climate change is, what causes it and effects in East Africa.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the concept of climate change and its indicators (u) b. draw diagrams to show the causes of climate change (s) c. understand the possible causes of climate change and how climate change may affect Uganda and the rest of East Africa (u) d. understand the difficulties faced in addressing climate change and its effects (u) e. understand	<ul style="list-style-type: none"> In groups, learners research the meaning of climate change using different sources and think critically about the definitions before reporting back with the one they have agreed upon. Challenge the groups to explain the difference between climate change, which has happened over millennia, and the rapid climate change that is currently happening and attributable to human activity. Learners investigate how some degree of global warming makes this planet habitable – at just the right temperature for us and other life to flourish. 	<ul style="list-style-type: none"> Listen to learners as they explain the distinction between climate change and human-induced climate change. Evaluate their ability to cooperate and create knowledge and how well they respect each other's opinions.

<p>possible ways in which local communities and government can reduce the effects of climate change (u)</p> <p>f. use two case studies to examine the possible effects of climate change in other areas of Africa and the world (u)</p> <p>g. form opinions about measures to reduce or mitigate climate change (a)</p> <p>h. participate in tree planting and other activities which might alleviate the effects of climate change in their own communities/school (v, a)</p> <p>i. appreciate the need for people and governments to take actions to reduce the effects of climate change</p>	<ul style="list-style-type: none"> • Learners investigate enhanced global warming and its basics and then think of the best questions to investigate this further. They research and question sources and create their own diagrams to show the global warming process and the enhanced global warming process ○ Learners work in groups, taking on the roles of government ministers with different views about the relative importance of people, the economy and the environment. Some learners prepare a case for building more roads and cars and burning more fossil fuels, others in the group want a greener economy. Others act as advisors offering some solutions to the effects of climate change. The groups use newspaper headlines from the region to help them to gather the views. • Learners identify some of the major causes of 	<ul style="list-style-type: none"> • In conversation look for learners' ability to analyse issues and processes and point out salient contrasts.
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(a, v, gs)

enhanced global warming and suggest ways and actions that might address it.

- Learners think about ways to first address reduction and careful use of energy, and then how energy might be produced in more sustainable and renewable ways.
- Learners research important global agreements and use their new knowledge to discuss why some countries might not want to sign up.
- In groups, learners use photographs, Internet and fieldwork to compare local climate change issues with those in another region of Africa and the world. They think about geographical similarities and differences.
- Learners read reports about the effects of climate change on people's lives and ecosystems. They

	<p>draw conclusion about how to most effectively mitigate these issues.</p> <ul style="list-style-type: none"> • Learners carry out fieldwork in and round the school and local community and identify some positive actions that can be taken, mapping them and creating an action plan that can be carried out. <p>What is climate change?</p> <ul style="list-style-type: none"> • Ask learners if they have ever heard that the climate is changing. • Ask learners to ask old people, especially farmers and people who fish, whether they have noticed any changes in the weather patterns or seasons in recent years. • Explain the available evidence that the climate and the seasons in East Africa are not the same as they used to be. <p>Causes of climate change</p> <ul style="list-style-type: none"> • Guide learners to investigate the available evidence that 	<ul style="list-style-type: none"> • Learners draw a diagram to show what causes climate change and explain this in their own words, using appropriate vocabulary • Look at the learners' diagrams in and assess their creativity, originality and understanding of climate change.
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	<p>climates are changing all over the world and how scientists relate this to the fact that we are sending too many greenhouse gases into the atmosphere.</p> <ul style="list-style-type: none"> • Learners suggest actions by people that cause greenhouse gases to go into the atmosphere and where these gases go. Through brainstorming they investigate why the release of green house gases has increased in the last 100 years. • Ask: What happens if you are in a room with closed glass windows on a sunny day? Why do people in cold areas sometimes grow crops in houses made of glass? These are called greenhouses. Using a diagram and questions guide learners to explore the effect of green house gases in the atmosphere. Compare the atmosphere to a greenhouse. Learners copy the diagram. <p>Effects of climate change and how these can be</p>	<ul style="list-style-type: none"> • In conversati on, ask learners to suggest measures that can be taken in their communiti es to reduce the causes and effects of climate change. • Assess the learners’ problem – solving skills as they suggest ways of mitigating climate change and its effects.
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	<p>prevented</p> <ul style="list-style-type: none"> • Through questioning, guide learners to investigate the main effects of climate change: some places become hotter; some become drier, dry seasons become longer, more rain storms, cyclones or hurricanes and floods. • Challenge learners to explain why climate change is likely to lead to food shortages in some areas. • In groups, learners discuss and suggest how climate change can be prevented or slowed down. • Explain that most countries in the world have signed international agreements (e.g. the Paris agreement) to reduce the amount of greenhouse gases or heat-causing gases they produce. • <i>Learners look up the Paris agreement or any other agreement on climate change on Internet and summarise</i> 	<p>Evaluate how effectively they can explain whether or not their actions can be replicated elsewhere.</p> <ul style="list-style-type: none"> • Ask learners to produce some diagrams of global warming. Observe how well their labels and descriptions explain the balance or greenhouse warming. • Observe learners as they carry out the tree planting
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	<p><i>main parts of agreement. They find out why these agreements may not effectively reduce climate change.</i></p> <p>What can East Africa do to help prevent climate change?</p> <ul style="list-style-type: none"> • In groups, learners discuss whether East Africa gives off many gases which cause climate change, and the main gases we give off. They explain their views. • Ask learners how East Africans can help to reduce greenhouse gases. <p>Reducing the effects of climate change.</p> <ul style="list-style-type: none"> ○ In groups, learners discuss the following actions and suggest the ones which may be most effective in reducing the effects of climate change: ○ Increasing the use of irrigation during droughts and dry seasons; growing crops more suited to drier 	<p>project and assess how well they share responsibilities and apply the skills learnt in Agriculture .</p> <ul style="list-style-type: none"> • In conversation, ask learners to justify every step they take and assess the relevance of their procedure. • In the written project report evaluate how effectively the learners can communicate their
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	<p>seasons; scientists breeding special crops which can grow with less water; planting more trees which absorb carbon dioxide.</p> <ul style="list-style-type: none"> ○ In groups, learners prepare and maintain a tree nursery bed. They plant the seedlings on school land or in the local community, nurture the trees and write a report about the activity. 	<p>experience s.</p>
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Theme: Mining and manufacturing in East Africa

TOPIC 6: MINING IN EAST AFRICA (12 PERIODS)

Competency: The learner knows where minerals are found in East Africa, and understands the methods used to extract them, the factors that favour mining and its contribution to the East African economy.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. understand what a mineral is and why some minerals are valuable (u) b. locate the main mining centres on 	<p>Minerals and mining</p> <ul style="list-style-type: none"> • Learners have five minutes to work in pairs to name things in the classroom or things they use made of minerals. • Pairs feedback to whole 	<ul style="list-style-type: none"> ○ Listen to learners during pairs work to evaluate learners' understanding of

<p>the map of East Africa (s)</p> <p>c. know the main minerals occurring in East Africa and their amounts (k)</p> <p>d. understand the use of mineral resources in the development of any two industries in Uganda (u)</p> <p>e. understand the methods of mining used for different minerals and their problems (u)</p> <p>f. draw flow diagrams to show the main stages and methods of mining (s)</p> <p>g. recognise types and consequences of mining on photographs (s)</p> <p>h. understand the effects of mining on the environment (u)</p> <p>i. appreciate the positive and negative contribution of mineral resources to development (v, a)</p> <p>j. appreciate that the benefits of mining</p>	<p>class.</p> <ul style="list-style-type: none"> • Learners explain what a mineral is and give examples of minerals in East Africa. • Pairs group objects and artifacts that they might find in their community into minerals and non-minerals. Pairs feed their ideas into a whole-class discussion. • Ask learners whether all minerals are valuable and the difference between a valuable mineral and other minerals. • Guide learners to understand that although all rocks are made of minerals, mining is only concerned with minerals which are valuable because they have uses. • Show a map of the main mining sites in East Africa, and the minerals mined. Or ask the learners to look up the map on Internet. • Using the map of the 	<p>minerals.</p> <ul style="list-style-type: none"> o Observe the tables completed by learners in order to explore how accurately they have described minerals. o Evaluate how well learners have understood from class feedback, explaining and expanding if necessary, to ensure all achieve the objective. • Observe diagrams produced by learners to explain the differences between open cast and
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<p>often go mainly to overseas companies or a local elite only (a, v, gs)</p> <p>k. understand the physical and economic problems facing mining (u)</p> <p>l. appreciate the need for strict laws to control mining physically and economically (a, v, gs)</p>	<p>main mining sites, learners work in pairs to make a list for each East African country in four columns: name of mineral, mining sites, uses of mineral, exported or used locally. (Note this should show only main minerals not every mineral and site)</p> <ul style="list-style-type: none"> • Pairs compare their list with another pair to explain what the map and the list they have made show. <p>Factors affecting mining</p> <ul style="list-style-type: none"> • Explain to the learners that not all valuable minerals are worth mining. • In groups, learners discuss and suggest factors which may affect whether a mineral is mined or not. • Conduct class feedback from groups and supplement where necessary. <p>Types of Mining</p> <p>Open cast</p> <ul style="list-style-type: none"> • Use a photograph 	<p>underground mining, with examples from East Africa.</p> <ul style="list-style-type: none"> • Observe as learners discuss the dangers of each kind of mining and the effect of each kind on the environment. • Learners explain with examples the contributions mining can make to the development of East African countries and the dangers of this development
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	<p>and draw a diagram of an open cast mine. Learners use the diagram to describe the mining.</p> <ul style="list-style-type: none"> • Learners convert the diagram of an open cast mine into a flow diagram showing the stages of mining. • Working in small groups and using the map showing the main mining sites, learners list examples of open cast mining in East Africa. • Learners suggest the advantages and possible dangers of open cast mining; including how this might damage the environment. • Groups compare their ideas with other groups, and then conduct whole-class discussion. <p>Underground mining</p> <ul style="list-style-type: none"> • Using the map showing the main mining sites, learners list minerals mined underground in 	<p>nt only benefitting a few people. Observe how well they are able to explain these dangers using examples and evidence.</p>
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	<p>East Africa.</p> <ul style="list-style-type: none"> • Use a photograph and draw a diagram of an underground mine (Kilembe copper?) and ask learners to describe the method of mining. • Learners convert the diagram of an underground mine into a flow diagram to show the stages of mining. • Learners suggest the advantages and possible dangers of underground mining; including how this might damage the environment. • Explain why Kilembe underground mine stopped for a long while and task the learners to find out whether it has been re-opened. <p>Extraction of oil</p> <ul style="list-style-type: none"> • Draw a series of diagrams to show the 	
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	<p>stages in the extraction of oil or ask the learners look this up on Interns.</p> <p>Learners convert the diagrams into a flow diagram to summarise the stages of mining.</p> <ul style="list-style-type: none"> • Learners suggest possible problems of oil extraction, how this might damage the environment and how the damage can be prevented. • Learners discuss the problems of ownership of land where the oil is found and compensation of the landowners. <p>Who benefits from mining?</p> <ul style="list-style-type: none"> • Explain the British system of ownership of minerals now used in Uganda. • Learners suggest why development of mining, including oil extraction, is very expensive. • Learners suggest why, 	
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	<p>in East Africa, mining is mainly done by overseas companies.</p> <ul style="list-style-type: none"> • Ask learners whether local people always benefit from mining and if not, why. • Guide learners to understand that in many countries the mines are owned by overseas companies and they pay taxes to the government. Explain that sometimes taxes are diverted to rich people through corruption. • Explain that this sometimes means that ordinary people in the country, including those owning the land where the minerals are found, may get little or no benefit, since all the money goes to overseas companies or to important members of the government and other rich people. <p>Learners suggest how corruption can be prevented so that all people can benefit</p>	
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	from mining.	
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Theme: Fishing, wildlife conservation and tourism in East Africa
TOPIC 7: SUSTAINABLE USE OF FISHERIES RESOURCES IN EAST AFRICA (12 PERIODS)

Competency: The learner knows the main fishing areas in East Africa, factors affecting the development of fishing, types of fishing and the contribution of fishing to the economy, the dangers facing fishing and ways to make it sustainable.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> a. know the major fishing areas in East Africa, inland and on the sea (k) b. understand the main methods of fishing and draw diagrams to illustrate 	<p>The fishing grounds of East Africa.</p> <ul style="list-style-type: none"> • Ask learners to name areas where people fish in East Africa. What kind of places are they? • Explain two types of fishing areas: <ul style="list-style-type: none"> • the sea and coast • lakes and rivers. • Use wall map, Chalk board sketch map or atlas map to show main fishing areas in East Africa. • Learners copy map as sketch map or create digital maps. <p>Methods of fishing</p>	<ul style="list-style-type: none"> ○ Observe as learners sketch and explain methods of fishing, using appropriate language and identifying some of the problems associated with different methods of fishing. • Monitor group discussions to gauge learners' understandi

<p>these (u, s)</p> <p>c. understand the factors that favour fishing in East Africa (u)</p> <p>d. understand the differences between traditional and modern fishing methods and factors affecting the choice of these methods (u)</p> <p>e. understand the characteristics, trends, benefits and problems of fishing in a local area (u)</p> <p>f. understand the dangers of over-fishing and</p>	<ul style="list-style-type: none"> • If possible, learners visit an area where fishing takes place. Find out the types of fish caught, methods used to catch fish, where and how the fish are sold and problems the fishing people face. • Guide learners in a discussion about the types of methods used to catch fish or they have observed. Volunteers sketch these on the chalk board and explain each method. Learners use artifacts, where possible, and research images of traditional fishing methods. • Individually, learners draw annotated diagrams of the equipment used in fishing, and research the methods used. (spears, nets, fishing lines, traps, baskets, bow and arrow) • Learners use photographs, video and other research to 	<p>ng. Add information if necessary, to develop their thoughts.</p> <ul style="list-style-type: none"> ○ Observe learners' discussions and prompt them if they need help getting started. Evaluate how well they can contribute to the discussion. • Ask learners to imagine that they are the Minister in charge of fisheries. Ask them to make up a policy for Uganda to get the best income from fishing that will also help preserve fish stocks.
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<p>how this can be prevented (u)</p> <p>g. understand the factors that cause damage to fishing grounds, including pollution and how this can be prevented (u)</p> <p>h. know some methods of preserving fish (k)</p> <p>i. understand the methods of farming fish and how they help in conserving fish stocks (u, v)</p> <p>j. understand the marketing of fish(u)</p> <p>k. understand the methods of</p>	<p>help them draw annotated diagrams of modern fishing methods and explain these (trawling, drift nets, dynamite blasting). Or learners could annotate digital images.</p> <ul style="list-style-type: none"> ○ Learners use Internet to find out information about <i>fishing in East Africa</i> ○ In groups, learners discuss the advantages and disadvantages of each method of fishing and whether traditional or modern methods are best for conserving fish. ○ Explain dangers of some modern fishing methods, (drift net and blasting) and why these are banned. ○ Learners suggest dangers of using nets with small holes and catching too many young fish and why people do it. 	<p>Observe the relevance of their policy.</p> <ul style="list-style-type: none"> • Observe learners as they discuss the methods and benefits of fish farming, making links between health, jobs and the environment.
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<p>conserving fishing grounds (u, v)</p> <p>l. use statistics, graphs and charts to analyse trends of fish stocks and fish catches (s, gs)</p> <p>m. appreciate the dangers facing fishing in East Africa, including over-fishing, poor methods and pollution; and the need for</p> <p>n. strict laws and enforcement to preserve fish stocks(v, a,</p>	<p>Preservation of fish</p> <ul style="list-style-type: none"> Learners brainstorm what they know about methods of preserving fish so they can be sent to long distance markets (smoking, salting, sun-drying, canning, refrigeration) <p>Factors favouring fishing</p> <ul style="list-style-type: none"> In group learners discuss factors which they think will encourage fishing. Groups present their views to the whole class. Explain and expand group views where necessary. <p>Benefits of the fishing industry</p> <ul style="list-style-type: none"> In groups, learners discuss and list the benefits the fishing communities and the country can get from fishing. <p>Problems of the fishing industry</p> <ul style="list-style-type: none"> Learners discuss the dangers to fishing in East Africa e.g.: <ul style="list-style-type: none"> over-fishing 	
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gs)

- catching young fish
- pollution of water by human waste and chemicals from farming (fertilizers etc.) and industries etc.

Improvement of fishing

- As a class, learners discuss and suggest how the above problems can be solved. Ask: Which of the suggested solutions are most effective and Why?
- Elicit responses and explain with examples where necessary.

Fish farming

- Explain that one way to increase fish production is to farm fish.
- Using picture(s) of fish farm, guide learners to explore how fish are farmed and the benefits of fish farming.

Theme: Fishing, wildlife conservation and tourism in East Africa

TOPIC 8: WILD LIFE CONSERVATION AND TOURISM IN EAST AFRICA (10 PERIODS)

Competency: The learner understands the need for conserving wildlife, and the importance of tourism industry.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> know the meaning of, wild life, National Park, game/wild life reserves, sanctuaries, historic and prehistoric sites (k) understand the factors that influence the development of tourism in Uganda and the rest of East Africa (u) understand that tourism is an important 	<p>Wildlife conservation</p> <ul style="list-style-type: none"> In pairs, with the word “wildlife” on the chalkboard, learners decide on a definition of the word. Then pairs tell class their definition. In pairs, learners discuss why wildlife in East Africa is rapidly being destroyed (population increase, clearing for farming, poaching) Pairs contribute their ideas to a whole- class discussion. Ask: What might be the consequences of failing to conserve wildlife? Learners recognise some threats to wildlife and suggest ways to conserve wild life in East 	<ul style="list-style-type: none"> Note learners’ definitions of wildlife and tourists. Lead them to an agreement and explain how they are connected, giving examples. Evaluate learners’ contributions for clarity and relevance. Note learners’ definitions

<p>form of trade, the benefits of tourism and its possible benefits to young people (u)</p> <p>d. understand who a tourist is, why they come and the facilities tourists need (u)</p> <p>e. know the main tourist attractions of East Africa and locations of the main tourist areas (k)</p> <p>f. use field work to study a tourist attraction or potential tourist attraction in the local area (s)</p> <p>g. guide visitors and tourists around attractions in</p>	<p>Africa.</p> <ul style="list-style-type: none"> • In pairs, with the word “tourist” on the chalk board, learners decide on a definition of the word. Then pairs tell the class their definition. • Guide learners in a discussion about the connection between wildlife and tourists. • Learners use photographs to identify important tourist attractions and draw a map to show the main national parks and other tourist areas in East Africa. <p>Why do tourists come?</p> <ul style="list-style-type: none"> • Working in small groups, learners discuss the following: <ul style="list-style-type: none"> • Are all people who come to East Africa tourists? • What other kinds of people come to East Africa? (Tourists come for pleasure only. Others come on business) • Ask learners where they would like to go if they 	<p>of tourist. Lead them to an agreement. Note how they make the connection between wildlife and tourists. Give examples if necessary, to consolidate their understanding.</p> <ul style="list-style-type: none"> • To assess and consolidate understanding, learners think of any areas of Uganda that they know well and write a short essay suggesting the tourist attractions it has or could have, and
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<p>the local area or any other area (s, gs)</p> <p>h. know where most tourists to East Africa come from and reasons for this (k)</p> <p>i. understand the meaning of domestic tourism(u)</p> <p>j. use simple graphs, charts and flow diagrams to represent statistics about tourism (s)</p> <p>k. understand why we should preserve wildlife and the challenges facing wildlife conservation in East Africa (u)</p> <p>l. understand why tourists are particularly interested in</p>	<p>had the money to become a tourist.</p> <ul style="list-style-type: none"> • Ask: Do tourists come to East Africa to see the kinds of things you want to see? Why not? • Explain that tourists mainly come from industrialized countries where they may live in big polluted cities, so they like to see natural areas and wild life. East African tourists might like to see big cities because they live in rural areas. • Learners use Internet to find tourist attractions in East Africa. • Learners make sketch or digital maps to show the location of key features that might attract tourists to East Africa and select one attraction to create a sketch map suitable for a tourist brochure. They discuss which features might be the most important and why. • Use photos of tourist 	<p>how they could attract tourists, or more tourists, to the area.</p> <ul style="list-style-type: none"> • Observe the writing they produce in order to evaluate how well they understand they key features of tourism. • Evaluate sketches or digital maps. • Evaluate learners' job descriptions. • Observe learners' plans and monitor role-play. Intervene if necessary, to ensure achievement of objective. • In
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<p>natural scenery and wild animals (u)</p> <p>m. appreciate that tourism can bring both benefits and problems (v, a)</p> <p>n. understand the challenges facing</p> <p>o. tourism in East Africa and the problems which can be brought by tourism (u)</p> <p>p. appreciate the need for conserving wildlife (v, a, gs)</p> <p>q. appreciate the need for ensuring political stability and security if we are to develop tourism (v, a, gs)</p>	<p>attractions and tourist activities. (National/Game parks, game/wildlife reserves, wild animals, beaches and sea etc.)</p> <ul style="list-style-type: none"> Learners suggest other kinds of areas which attract tourists (historic and pre-historic sites; religious places etc.) They identify jobs associated with tourism and write a job description for one. They identify and discuss pros and cons of tourism and draw a diagram to show how different groups of people benefit from tourism. <p>Tourism in the local area</p> <ul style="list-style-type: none"> Learners individually think of an area they know e.g. the area round the school or their home area and investigate through fieldwork: what things in the area are or might be good for tourists; What activities might tourists be encouraged to do; How the people 	<p>conversation, ask learners to use what they have learnt to suggest the best ways to attract more tourists to East Africa. Evaluate the depth of their knowledge and broaden it if necessary.</p>
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<p>r. appreciate that caring for and preserving resources in the local community are signs of love for one's country (v, a)</p> <p>s. understand that in attracting tourists we are always competing with other countries (u)</p>	<p>of the area could encourage tourists to come.</p> <ul style="list-style-type: none"> • Learners use their findings to plan a day's activity as though they were a tourist guide. • Learners work in pairs and role -play one being a tourist, and the other persuading them to go on the day activity they have designed. Then they swap roles. <p>Where do tourists come from?</p> <ul style="list-style-type: none"> • <i>Use internet to find statistics of tourist arrivals and origins of tourists in East Africa</i> • Explore statistics of tourist arrivals and origins of tourists for one or all East African countries. Learners draw graphs and analyse them to show tourist arrivals and origins. They could map the statistics if relevant software is available. • Explain that most tourists to East Africa 	
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	<p>come from industrialized countries, especially Europe which is traditionally linked to East Africa and is close. Also, North America and increasingly China, Japan and South Korea as those countries become more industrialized and richer.</p> <p>Why is East Africa popular for tourists?</p> <ul style="list-style-type: none"> • Use a wall map of East Africa and ask learners to list main areas tourists go to. Ask why East Africa is popular for tourists. • Explain that East Africa has some of the best game/national parks and wild life/game reserves, coastlines, mountain scenery and rivers and lakes in Africa • Ask: what else attracts tourists? Well developed facilities: hotels, lodges, roads, tourist transport 	
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	<p>companies and sports grounds.</p> <p>What are the challenges facing tourism?</p> <ul style="list-style-type: none"> • In groups, learners discuss why sometimes tourists do not come to some parts of East Africa and the dangers which may spoil tourism. • Ask why tourists no longer go to some parts of the Kenya coast e.g. north of Masindi (political instability e.g. Al Shabab: rourmers of political trouble e.g. during elections or between different ethnic groups/tribes) 	
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Theme: Population, Urbanisation and Trade in East Africa; and Trade between East Africa and other parts of the World

TOPIC 9: TRANSPORT AND COMMUNICATION IN EAST AFRICA (16 PERIODS)

Competency: The learner appreciates the major types of transport and communication in East Africa, factors influencing their development and the role of transport and communication in development.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should	Types of transport	• Give learners a

<p>be able to:</p> <ol style="list-style-type: none"> know the difference between transport and communication (k) use photographs to identify the different types/modes of transport (s) use maps to show the major transport routes in East Africa(s) understand the factors which influence the distribution of the major transport routes in Uganda and the rest of East Africa (u) understand the role of the different types of transport in development (u) understand the advantages and disadvantages of each 	<ul style="list-style-type: none"> Ask learners how people used to move and transported goods traditionally. Ask: What sort of people still use human or animal means of transport and why? Working in pairs, learners list the problems caused to transport by relief and drainage features in East Africa. Learners construct a table to show the advantages and disadvantages of the different types of transport (human, animal, road, railway, water, air) in terms of speed, cost, and ability to carry goods including bulk goods. Guide learners to discuss the table they have drawn to compare all forms of 	<p>list of different types of goods to be transported to different places. Observe how well learners suggest and justify the best means of transport for a particular journey.</p> <ul style="list-style-type: none"> Learners use evidence to explain some factors which influence the distribution of transport routes in Uganda and the rest of East Africa. Learners discuss. Monitor the discussion and help steer learners if necessary, to ensure they achieve the outcome.
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<p>form of communication (u)</p> <p>g. understand the consequences of the revolution in communication caused by digital communication: mobile phones, computers and Internet, social media (u)</p> <p>h. appreciate the importance of transport in national and regional development (v, a, gs)</p>	<p>transport.</p> <ul style="list-style-type: none"> • Learners draw a paper or digital map showing the main railways, important road routes and shipping routes in East Africa. They draw and use maps to investigate proposed routes for exporting oil from east Africa and give their views. • Guide learners to discuss how the development of transport is affected by economic development and production of goods, population, capital and markets. • Learners discuss how the development of transport e.g. roads and railways, affects economic development. • Explain the transportation of oil by pipeline and learners suggest the advantages and disadvantages of 	<ul style="list-style-type: none"> • Observe pairs and ask questions during feedback to bring out any points not pointed out. Note how relevant their ideas are. • Ask learners to compare ways of communicating with people in other areas or places with the ways their grandparents used to communicate. Observe the discussions about the advantages and disadvantages of each.
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	<p>different routes to transport oil from Uganda.</p> <ul style="list-style-type: none"> • Working in pairs, learners talk about the different types of transport in their local area and how they have benefited the local community. They identify how transport and communication might be improved. • Pairs feed their ideas back to the class and the discussion broadens. <p>Types of communication</p> <ul style="list-style-type: none"> • Ask learners the main traditional forms of communication, the extent to which these forms are still used and the advantages they have. • Ask learners to describe the means they use to communicate with people close to 	
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	<p>them and far away. They draw a table choosing their own criteria to compare and contrast the means of communication they have described.</p> <ul style="list-style-type: none"> • Guide learners to explore the main forms of communication that were used before the development of digital communication by mobile phone and Internet (letters, post office, fixed line telephones and telegraph). • Learners describe the advantages of digital communication by mobile phone and internet, including social media. ○ Explain some of the disadvantages and dangers of communication by mobile phone, internet and social media. 	
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CHRISTIAN RELIGIOUS EDUCATION

SENIOR TWO

CRE ABRIDGED CURRICULUM FOR S2

The abridged CRE curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. Critical content has been picked to be taught in the available time.

The learners thus will acquire the knowledge and skills needed at the ordinary level of education. The syllabus is for Senior Two. It combines work of Senior One that was not taught and that of Senior Two. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
WORSHIP	Left out	Covered before the lockdown and the short opening during the lockdown
RITUALS AND CELEBRATIONS: Know the main rituals practiced by Christians in order to develop unity and love. (k, v)	left out	<p>Taken care of by the following learning activities:</p> <ul style="list-style-type: none"> • Discuss and share ideas about their understanding of a ritual • Research and report on how any of these rituals are conducted in their Church • Use the New Testament to identify and record at least three rituals\discuss rituals • Write a report explaining ways through which Christian rituals create a bond of love and unity among Christians • Discuss and record celebrations

TOPIC	ACTION TAKEN	JUSTIFICATION
		observed by Christians in the Church today <ul style="list-style-type: none"> • Choose one Christian celebration and role-play how it is conducted. Share the importance of Christians' celebrations in promoting fruitful friendship between young people.
CHRISTIAN RITUALS AND CELEBRATIONS LO: Understand that religion is ancient, diverse and dynamic(u)	left out	Taken care of by the following learning activities: <ul style="list-style-type: none"> • Link the Old Testament to the New Testament • Identify the values promoted by the Torah • Explain the expected relationship between God and man and with fellow men.
RESPECT FOR HUMAN LIFE <ul style="list-style-type: none"> • Watch movies depicting human dignity • Write a summary of the lessons learnt about respect for human life from biblical teachings • Discuss self-esteem and assertiveness in 	left out	The other activities promote the same knowledge, skills, attitudes and values have been merged to reduce the load.

TOPIC	ACTION TAKEN	JUSTIFICATION
the promotion of human dignity.		
<p>MARRIAGE</p> <p>Discuss the importance of children in a marriage relationship using examples.</p>		<p>Taken care of by other learning activities</p>
<p>FAMILY: Suggested Activities</p> <ul style="list-style-type: none"> • Explaining the meaning of a family using examples • Writing the responsibilities of each of the family members • Using role-play to express the role of family members • Drawing lessons from the good practices of the traditional African family 	left out	<p>Taken care of by the other learning activities to reduce overload.</p>

C.R.E TERM 1

THEME: MAN'S RELATIONSHIP WITH GOD

TOPIC 2: CHRISTIAN RITUALS AND CELEBRATIONS

Competency: The learner understands religious rituals and celebrations as a means of promoting unity, love and commitment to God.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to</p> <p>i) understand the main rituals practised by Christians in order to develop unity and love. (k, u, v)</p>	<p>The teacher guides learners to</p> <p>i) brainstorm and share ideas about rituals and share their experiences of rituals so as to identify the Christian rituals conducted in Church today.</p>	<ul style="list-style-type: none"> • Observe responses of individual learners for evidence of understanding of Christian rituals. • Listen to learners' contribution for accuracy of facts and fluency in communication.
<p>ii) understand the importance of observing Christian rituals as a way of expressing commitment and love to God and fellow</p>	<p>ii) describe the following Christian rituals:</p> <ul style="list-style-type: none"> • Baptism • Confirmation • Marriage/Ordination <p>iii) discuss the meaning of the Christian rituals.</p>	<ul style="list-style-type: none"> • Observe learners discuss the Christian rituals, observe their notes for evidence of understanding and accuracy. • Examine the quality and accuracy of the research each learner

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>human beings. (k, u, v)</p>		<p>presents in their written products.</p> <ul style="list-style-type: none"> Analyse the product for accuracy.
	<p>iv) In groups, the teacher guides learners to trace the origin of the rituals observed with specific focus on Matthew 3:13-17, 17, 26: 17-30, and Acts of the Apostles 2:1-13, 38 and 19:4.</p> <p>v) In groups learners</p> <ul style="list-style-type: none"> discuss rituals in the Old Testament read the Biblical verses to identify rituals, in Luke 2:21-40, Matthew 3:13-17 and 26:17-30, and John 2:1-12 identify rituals in the life of Jesus, such as the Baptism in the River Jordan, Matthew 3:13 – 17, and the presentation in the Temple. 	<ul style="list-style-type: none"> Examine the quality and accuracy of individual learners' products. Assess the accuracy of the Bible quotations used in the summary report. Listen to learners read the verses for accuracy and fluency.
<p>iii) appreciate the values of rituals in the</p>	<p>vi) In groups learners discuss importance of rituals in Christian life,</p>	<ul style="list-style-type: none"> Observe learners' contribute in a peaceful way during

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
lives of Christians. (u, v)	<p>showing how Christian rituals bring people together.</p> <p>vii) In groups, learners use the internet or research and report about the rituals in the African tradition from birth to death.</p>	<p>group work.</p> <ul style="list-style-type: none"> • Question/converse with learners to assess their understanding of Christian rituals. • Examine individual learners' written product to assess accuracy of the information.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> • understand symbols related to Christian rituals. (u, v) 	<p>Learners</p> <ul style="list-style-type: none"> - collect pictures depicting Christian celebrations and display the different pictures and drawings on the walls. - share stories about Christian celebrations they have participated in. - describe ceremony and explain each of the steps. - choose Christian celebrations and write about its origin and 	<ul style="list-style-type: none"> • Scrutinise the collected materials and listen to the learners as they talk about each of them. • Observe individual learners' contribution to a class discussions and conversations about celebrations. • In a conversation, question the learners to ascertain their

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<p>importance in the Christian Church.</p> <ul style="list-style-type: none"> - explain the importance of the following Christian celebrations: <ul style="list-style-type: none"> ○ Congregational celebrations on Saturday and Sunday ○ Ash Wednesday ○ Palm Sunday ○ Easter Sunday ○ Christmas ○ Other celebrations, such as the Ascension, the Assumption, All Saints Day and Martyrs Day viii) Learners discuss the celebrations in traditional Africa and how they fostered unity. 	<p>understanding of how celebrations promote unity and fellowship.</p> <ul style="list-style-type: none"> • Observe learners' roles in the role-play and judge if the message, meaning and procedure are presented correctly.

Remarks

The following have been removed from the abridged version but are well taken care of:

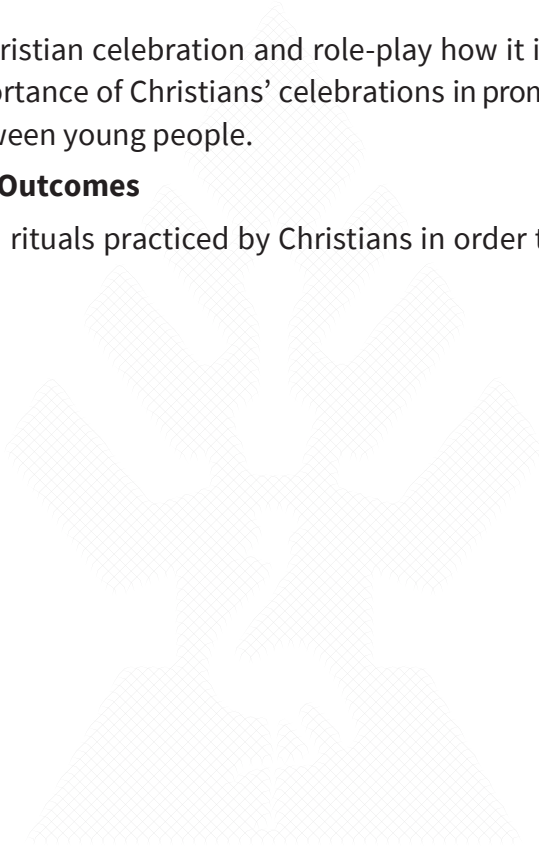
Suggested Learning Activities

- Discuss and share ideas about their understanding of a ritual.
- Research and report on how any of these rituals are conducted in their Church.

- Use the New Testament to identify and record at least three rituals/discuss rituals.
- Write a report explaining ways through which Christian rituals create a bond of love and unity among Christians.
- Discuss and record celebrations observed by Christians in the Church today.
- Choose one Christian celebration and role-play how it is conducted. Share the importance of Christians' celebrations in promoting fruitful friendship between young people.

Merged Learning Outcomes

- a) Know the main rituals practiced by Christians in order to develop unity and love. (k, v)



THEME: MAN'S RELATIONSHIP WITH GOD

TOPIC 3: VALUES IN CHRISTIANITY, ISLAM AND AFRICAN TRADITIONAL RELIGION

Competency: Appreciate the beliefs and moral practices in other religions, to develop tolerance to other faiths in order to live in harmony with them in a diverse world.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to</p> <p>i) understand the foundation of Christianity, Islam and traditional African religion. (k, u)</p> <p>ii) understand the characteristics of religions other than their own for the purposes of harmonious living. (u)</p> <p>-</p>	<p>Learners</p> <ul style="list-style-type: none"> • use the Internet or research on the foundation of Christianity and Islam and share their findings through presentations. • use the Internet or research the origin of African Traditional Religion and share their findings in class. • watch a movie about or research the Pre-Islamic period (Jahiliyya) and share their findings in a plenary. <p>In groups, learners</p> <ul style="list-style-type: none"> • identify the prophecies about Christ in the Old Testament. 	<ul style="list-style-type: none"> • In a conversation, question the learners to ascertain their understanding of the Jahilliya period. • Assess their written products for evidence of understanding the teaching of the New and Old testaments. • Read the written reports on monotheism in Christianity, Islam and African Traditional Religion for

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • discuss the Torah, the Ten Commandments in Christianity. • read about the pillars of Islam and collect pictures relating to each of the pillars. • discuss the features of African Traditional Religious beliefs. 	<p>accuracy.</p> <ul style="list-style-type: none"> • Observe learners' work in groups and look out for co-operation, respect and self-control. • Listen to the learners' views about Islam, for peace and harmonious living and respect.
<p>iii) understand the common beliefs across Islam, Christianity and traditional religions. (k, u)</p> <p>iv) appreciate the values of other religions. (u, v)</p>	<p>i) In groups learners</p> <ul style="list-style-type: none"> • respectfully share ideas about different beliefs in God across the three religious traditions. • use the Internet to search or research monotheism in Christianity, Islam and African Traditional Religion and present their findings in a plenary. • discuss the aspect of monotheism in Christianity and Islam. 	

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • identify the similarities and differences of the same concepts in Islam and Christianity. • research and discuss the nature of God under the following topics: <ul style="list-style-type: none"> ○ Omnipotence ○ Omnipresent ○ Omniscience 	

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • identify God's intermediaries in African Traditional Religion and share their findings in a plenary under the guidance of the teacher • analyse the differences between Christianity, Islam and African Traditional Religion. <ul style="list-style-type: none"> ii) Learners research and explain the concept of ancestors 	<ul style="list-style-type: none"> • Observe learners' research and assess their communication and cooperation skills, together with their individual contribution to the task • Assess their written products for evidence of understanding the teaching of two

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	and mediators in African Traditional Religion.	religions <ul style="list-style-type: none"> • Observe individual participation of learners as they read and discuss in groups • Analyse the written reports to ascertain knowledge and accuracy.
v) understand the relationship between Christian and Islamic beliefs. (k, u) vi) Appreciate the values promoted by the Ten Commandments and the Pillars and Articles of Faith in Islam.(u)	iii) The teacher guides learners to <ul style="list-style-type: none"> • watch movies about or Read the Ten Commandments and use them to compare the beliefs between Christianity and Islam • read the Nicene Creed to identify aspects that relate to man’s relationship with God. • research the five Pillars of Islam and the six articles of faith in Islam and explain how man related to God in Islam • choose one of the five Pillars of Islam and one of the beliefs in the Nicene Creed, and explain what they 	religions <ul style="list-style-type: none"> • Observe individual participation of learners as they read and discuss in groups • Analyse the written reports to ascertain knowledge and accuracy.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<p>mean and how each enables one to relate with God</p> <ul style="list-style-type: none"> • write a summary of the values promoted in the Pillars of Faith in Islam. 	
<p>vii) appreciate the biblical teaching about harmonious living. (u, v, s)</p>	<p>iv) In groups learners</p> <ul style="list-style-type: none"> • read about the Jewish tradition with reference to Luke 9:49-50 and discuss how Jesus lived in harmony with others with a focus on John 4:7-27. • read about the teachings on harmonious living in the New Testament with a focus on Acts of the Apostles 28:30-31, Romans 14:1-23 and 1Corinthians10:31-32. • write a report on the similarities across Christianity, Islam and African Traditional Religion. • write the report on the values promoted by each of the religious 	<ul style="list-style-type: none"> • Listen to learners read for fluency • Analyse the written reports for accuracy and respect for humanity • Read the written report for accuracy and understanding of harmonious living.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	traditions. <ul style="list-style-type: none"> • write a report on how people of different faiths can live harmoniously. 	

Remarks

The following have been removed from the abridged version but are well taken care of:

Suggested Learning Activities

- Link the Old Testament to the New Testament
- Identify the values promoted by the Torah.
- Explain the expected relationship between God and man and with fellow men.

Merged Learning Outcomes

- Understand that religion is ancient, diverse and dynamic(u).

C.R.E TERM 2

THEME: MAN'S SOCIAL RELATIONS

TOPIC 1: RESPECT FOR HUMAN LIFE

Competency: The learner understands how religions promote respect for human life by fostering the values of tolerance, respect, fairness, harmony and peaceful co-existence.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to</p> <p>i) appreciate Christian teaching of human dignity and respect for life. (u/v)</p>	<p>i) Learners</p> <ul style="list-style-type: none"> • discuss the meaning of human dignity with examples from school, where community members have not been respected. • debate whether being human is not conditional to one's status, level of education, wealth and religion. • use the Bible to explain that human beings are created in God's image (Genesis 1:26-28, 5:1-2 and 9:6). • identify teachings about the sanctity of 	<ul style="list-style-type: none"> • Observe learners as they exchange ideas about human dignity. Listen for accuracy of facts and the logic in the ideas presented. • Assess the accuracy of the Bible quotations used in the summary report. • Investigate the written reports to ascertain knowledge and accuracy.

	<p>life in Exodus 20:13 and John 8:11.</p> <ul style="list-style-type: none"> • use John 8:11 to explain Jesus' attitude to human dignity. <ul style="list-style-type: none"> • write a summary of teachings about the sanctity of life in Exodus 20:13 and John 8:11. 	
<p>ii) a) Appreciate life as a special gift from God that should be respected and protected (u, v).</p>	<ul style="list-style-type: none"> • discuss ways through which life should be respected and protected. • use examples to describe acts that deprive respect for human life. <p>ii) In groups learners</p> <ul style="list-style-type: none"> • discuss how respect for human life is presented through the teaching about slaves in Leviticus 19:12-18 and Numbers 35:9-12. • discuss ways in which Jesus promoted the human dignity of sinners with a focus on Matthew 9:9-13 and Luke 19:1-10. 	<ul style="list-style-type: none"> • Assess learners' written products for evidence of understanding the Biblical teaching about human dignity. • Assess the accuracy of the Bible quotations used in the summary report. • Observe the learners' work in groups to find out the promotion of respect. • Listen to learners' discussion in relation to the promotion of the gift of life.

	<ul style="list-style-type: none"> • identify ways through which human dignity should be promoted and protected with a focus on Exodus 20:12- 17. • identify ways through which human dignity of the underprivileged should be protected with emphasis on Exodus 21:1-3, 2 Samuel 9:1-8, 1 Peter 18-20, James 5:1-6. Colossians 3:22, 4:1 and Mark 1:40 – 45. 	
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LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • discuss how Jesus promoted the human dignity of children and women in Mark 10:13-16, John 4:1-9 and Luke 7:36 - 39 and 11:38 - 42 • discuss acts that promote human dignity • state reasons why life should be respected and protected • choose verses relating to human dignity from the 	

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<p>Bible, other than those given, and explain what they teach about human dignity.</p>	
<p>iii) appreciate sexuality as God’s design of creation. (v/a)</p> <p>iv) understand the importance of respecting oneself by valuing one’s own body. (u, v)</p> <p>v) appreciate the complementary nature of men and women. (v)</p>	<p>iii) In groups, learners</p> <ul style="list-style-type: none"> • use the Internet to search or discuss human development and sexuality according to God’s plan in relation to the creation story in the bible. • discuss the complementary nature of men and women. • explain concepts in human life and sexuality, such as dignity of human sexuality and hygiene. • discuss the importance of self-respect in terms of: <ul style="list-style-type: none"> - Valuing your own body - Observing personal hygiene - Protecting self from communicable diseases 	<ul style="list-style-type: none"> • Observe learners’ interaction and individual contributions in the group activity. In a conversation, question individual learners to assess their understanding of sexuality in relation to Gods plan. • Examine the written products for evidence of accuracy of information given in relation to sexuality. • Listen to learners’

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> - Abstinence from sex • write about religious teachings on sexuality. iv) Individually learners word process or write an article on ways young people can value their bodies. v) Learners discuss ways in which Africans promoted human dignity. 	<p>discussion about the African perspective of human dignity.</p>

Remarks

The following have been removed from the abridged version but are well taken care of:

Suggested Learning Activities

- Watch movies depicting human dignity
- Write a summary of the lessons learnt about respect for human life from biblical teachings
- Discuss self-esteem and assertiveness in the promotion of human dignity.

Learning Outcomes

These are all retained; however, some of the activities that promote the same knowledge, skills, attitudes and values have been merged to reduce the load.

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THEME: MAN'S SOCIAL RELATIONS
TOPIC 2: MARRIAGE

Competency: The learner appreciates the importance of marriage and how it fosters the values of love, honesty, respect, harmony and generosity.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to</p> <ul style="list-style-type: none"> i) understand the meaning purpose of courtship and marriage in the promotion of love and honesty. (u, v) ii) appreciate the purpose of marriage. (v) 	<ul style="list-style-type: none"> i) In a discussion, the teacher guides learners to <ul style="list-style-type: none"> • discover the meaning and purpose of marriage, given examples which reflect marriage as a custodian of the values of love and honesty. • explain marriage as a custodian of love and honesty, citing examples. • describe the importance of courtship period, using examples. • discuss the problems associated with not having a courtship period. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners. • Observe group discussions for evidence of individual participation and respect for others' opinions. • Examine the written products for evidence of accurate Bible references and presentation of personal opinion. • Examine the written products for accuracy of facts provided.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • identify and record the value of preparing for marriage with reference to Genesis 24. • analyse the values of unity in marriage, with reference to the Bible text in Genesis 2:18 – 25. 	
<p>iii) appreciate the importance of children in marriage and society (u, v).</p>	<p>ii) The teacher guides learners to</p> <ul style="list-style-type: none"> • analyse the value of children in a marriage, with reference to Genesis 1:28, 21:6-7 and 1Samuel 2:8 • Word process or write about and suggest ways of keeping a childless marriage happy. 	<ul style="list-style-type: none"> • Observe learners discuss for evidence of co-operation. • Assess the learners' products.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
iv) appreciate Christian teachings about marriage (u, v).	iii) Guide learners to <ul style="list-style-type: none"> • identify the values of love, patience and forgiveness, with reference to Hosea 2 and 3. • discuss the conduct of husbands and wives in a marriage and how it applies today with reference to 1 Peter 3:17. • identify ways of promoting stability in a marriage using John 2:1. • write about the expected Christian behaviour in a marriage with reference to 1 Corinthians. 	<ul style="list-style-type: none"> • Assess learners' written products for evidence of understanding the Biblical teaching about marriage • Assess learners' written products for evidence of understanding the African teaching about marriage.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
v) appreciate traditional African marriage and the values therein. (u, v)	Learners: <ul style="list-style-type: none"> • use the Internet or research and report about courtship and marriage in traditional Africa. • discuss the good practices of traditional African marriage. • compare traditional and Christian marriages. 	<ul style="list-style-type: none"> • Observe group discussion for evidence of individual participation and respect for others' opinions.

Remarks

The following have been removed from the abridged version but are well taken care of:

Suggested learning activities

- With examples, discuss the importance of children in a marriage relationship.

Learning Outcomes

These are all retained; however, some of the activities that promote the same knowledge, skills, attitudes and values have been merged to reduce the load.

C.R.E TERM 3

THEME: MAN'S SOCIAL RELATIONS

TOPIC 3: FAMILY

Competency: The learner understand how the family promotes the values of responsibility unity, loyalty, generosity and harmony as derived from Christianity and African traditional society.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to</p> <p>i) understand the importance of family in promoting social unity. (u)</p>	<p>i) In a discussion, the teacher guides learners to</p> <ul style="list-style-type: none"> • write about the meaning of family and the members who constitute a family. • share ideas about the importance of a family in society. 	<ul style="list-style-type: none"> • Observe learners' discussion in group work\examine their writings in their exercise books. • Observe learners' interaction and individual contribution in the group activity. In a conversation, question individual learners to assess their understanding of the family institution.
<p>ii) know the various types of family to develop unity, empathy, loyalty and generosity. (k)</p>	<ul style="list-style-type: none"> • explain the two major types of family • share ideas and experiences about the advantages and disadvantages of each of them 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the biblical understanding of the texts presented by the

	<ul style="list-style-type: none"> record the values that are promoted by each type of family. 	<p>learners.</p> <ul style="list-style-type: none"> Analyse the written product about the family for accuracy and value progression.
<p>iii) understand the roles of the different members of the family to promote the values of individual responsibility. (u/v/a)</p>	<ul style="list-style-type: none"> discuss and record the roles played by different members of the family use Ephesians 6:1-4, 1 Peter 3:1-7, Exodus 2:1-3, 20:12 and Genesis 24 to identify the roles of different members of the family write about the ideal relationship in a family as expressed in Paul's letter to the Ephesians. 	
<p>iv) appreciate the values of harmony within the family relationships. (u, v)</p>	<ul style="list-style-type: none"> share ideas about misunderstandings between children and their parents write about the causes of misunderstandings between husbands and wives summarise the dangers of instability among family members and society in general suggest and record 	<ul style="list-style-type: none"> Examine the quality and accuracy of the research presented by the learners. Examine the quality and accuracy of the biblical understanding of the texts about family, presented by the learners. Observe the learners discuss

	<p>possible ways of resolving misunderstandings within the family</p> <ul style="list-style-type: none"> • explain the importance of harmony in the family • discuss the challenges facing the modern family setting and give solutions in your exercise book. 	<p>for accuracy and co-operation amongst the learners.</p>
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LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
v) understand current family trends. (u)	<ul style="list-style-type: none"> • discuss the current family trends. • share ideas about the challenges brought about by the new family setup. • suggest ways of promoting the right attitudes to family. 	<ul style="list-style-type: none"> • Listen to learners discuss the Biblical verses for accuracy and proper understanding.
vi) appreciate Christian teaching about family. (u, v)	<ul style="list-style-type: none"> • use the Bible to identify and record teachings about the family. • use the example of Abraham's family to identify the values expressed. • use Ephesians 5:22-33 to describe the relationship within in a family setting. • use Ephesians 6:1-4 to explain the ideal relationship between children and parents. 	<ul style="list-style-type: none"> • Analyse written products in regard to respect for the relationship between children and parents.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	ASSESSMENT STRATEGY
<p>vii) understand the types of family in traditional African Society. (u)</p> <p>viii) understand the nature of the traditional African family.(u, v)</p> <p>ix) understand how modernity has influenced the African family. (u, v)</p>	<ul style="list-style-type: none"> • explain the nature of family in the traditional African setting • identify the features of a good family in traditional Africa • explain the place of the family in the community • word process or write about the African family values that are relevant to today. • compare the African family to the modern family in Uganda today. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners. • Analyse the written products for accuracy of facts.

Remarks

The following have been removed from the abridged version but are well taken care of:

Suggested Learning Activities

- Explain the meaning of a family using examples.
- Write the responsibilities of each of the family members.
- Use role play to express the role of family members.
- Draw lessons from the good practices of the traditional African family.

Learning Outcomes

These are all retained however, some of the activities that promote the same knowledge, skills, attitudes and values have been merged to reduce the load.

ISLAMIC RELIGIOUS EDUCATION

SENIOR TWO

ABRIDGED CURRICULUM FOR S2

The abridged IRE curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic.

Critical content has been picked to be taught in the available time.

The learners thus will acquire the knowledge and skills needed at the ordinary level of education.

The syllabus is for Senior Two. It combines work of Senior One that was not taught and that of Senior two. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
Islamic rituals and celebrations)	Shifted	Carried forward to S.2 as their first topics
Islamic rituals and celebrations; The two Eids days	Left out	Celebrations were taught at Primary level and the learners are always reminded about their benefits through Study circles and Juma sermons especially in their festive season.
Islam and values in Christianity and African Tradition Religions Under ATR, the learning outcomes of the foundation and fundamentals of each religion	Merger of LOs	Combined with the learning outcome of similarities and differences in these different religions. These 3 learning outcomes could all be achieved through the same guided discussion and discovery by the learners.
Islam and values in Christianity and African Tradition Religions The learning outcome of common beliefs across the three religions was	Left out	LO of values was taken to cover both values and common beliefs. Through the different learning activities, the competencies would be achieved.

dropped.		
Islam and values in Christianity and African Tradition Religions; The LO of moral standards was merged with good practices.	Merger	The learning activities for both could be combined to bring out the purpose of the sub topic. The learning outcomes would be achieved well.
Marriage; the learning outcome of knowing the types of marriage in Uganda to promote respect for the law of the land and culture was left out,	Left out	The values taught therein are the same values taught in the religious marriages (Islamic). The competency therefore will be achieved and obtained.
Family; the responsibility of wife and husband was left out	Left out	Covered under Marriage

TOPIC 1: ISLAMIC RITUALS AND CELEBRATIONS

Competency: the learner understands religious rituals and celebrations as a means of promoting unity, love and commitment to Allah

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to i) appreciate the meaning and importance of divine symbols.	a) Brainstorm on the meaning of Islamic symbols focusing on surat Al Hajj 22:30-32. b) Identify and draw pictures of Islamic symbols such as Kaaba, stone, Zamzam well, Minnah, Maqqam	i) Listening to responses from individual learners for evidence of understanding of Islamic rituals and symbols. ii) Observe learner's contribution in a

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<p>Ibrahim, Arafa, Swaffa and Mar'wah.</p> <p>c) Explain the importance of divine symbols to the Muslim community.</p>	<p>peaceful way during group work.</p> <p>iii) Observe the quality and accuracy of the work presented.</p> <p>-</p>
<p>ii) understand the Islamic teachings about Aqiqah.</p> <p>-</p>	<p>d) Describe the activities carried out during Aqiqah ceremony.</p> <p>e) Explain the importance of Aqiqah to the Muslim community.</p>	<p>iv) Share experiences of Aqiqah ceremony that you have attended.</p> <p>v) Identify five names of boys and girls you might wish to give to your child and give reasons for your choice.</p>
<p>iii) appreciate the value of Muslim ceremonies.</p>	<p>f) Use examples to explain how Islamic ceremonies create a bond of love and unity in the community.</p>	<p>vi) In a conversation, learners ascertain their understanding of how celebrations promote love, unity and fellowship.</p>

TOPIC 2:

ISLAM AND VALUES IN CHRISTIANITY AND AFRICAN TRADITIONAL RELIGION

Competency: Learners Appreciate The Beliefs And Moral Practices In Other Religions To Develop Tolerance To Other Faiths In Order To Live In Harmony With Them In A Diverse World

LEARNING OUTCOMES	- SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to</p> <p>i) know the similarities and differences between Islam , Christianity and African Tradition Religion.</p>	<p>-</p> <p>a) The essential beliefs of Christianity with reference to the creed</p> <p>b) The ten commandment sent to prophet Musa (AS)</p> <p>c) The origin and characteristics of A.T.R</p> <p>d) How Prophet Muhammad’s mission changed the social, economic and religious lives of the Arabs</p>	<p>-</p> <p>i) Assess the written report on the essential beliefs of Islam, Christianity and ATR.</p> <p>ii) Observe individual participation of learners as they read and discuss in groups.</p>
<p>ii) understand the effect of modernity on the lifestyle of the members of different religions.</p>	<p>e) The influence of modernity of different religions</p>	<p>iii) Observe learners’ research, access their communication and cooperation skills together with their individual contribution to the task.</p>
<p>iii) appreciate the values across the three religions.</p>	<p>f) Identify the good practices/ Virtues in the three religions: - Kindness, sympathy,</p>	<p>iv) Analyse the report on the values across the three religions.</p>

LEARNING OUTCOMES	- SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<p>politeness, humility, honesty, use of appropriate language, descent dressing.</p>	
<p>iv) understand how to apply the Quranic teachings about harmonious living.</p>	<p>g) Use examples to explain how people can live with others regardless of the differences in religious beliefs. Surat Al Imran 3:19 and 3:64.</p>	<p>v) Listen to the learners discussion for accuracy of Quranic verse interpretation.</p>

TOPIC 3:

RESPECT FOR HUMAN LIFE

Competency: learners develop respect for human life by fostering the values of tolerance, respect, fairness, harmony and peaceful co-existence

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNINGSAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to</p> <p>i) appreciate that human dignity promotes love, respect and justice.</p>	<p>-</p> <p>a) Discuss the meaning of human dignity with examples from school where community members have not been respected.</p> <p>-</p> <p>b) Explain the elements of human dignity based on the character of prophet Muhammad (PBUH).</p> <p>-</p>	<p>i) Observe learners as they exchange ideas about human dignity, listen for accuracy of facts and the logic in the ideas presented.</p>
<p>ii) Understand the Islamic teachings about respect for Human life.</p>	<p>c) Explain the essence of Human dignity with focus on Surat Al Maida 5:32, Al-Araaf 7:29, Al Nisa 4:58 Al-Qisas 28:78, Al-Tin 95:4-6, Al Nahl 16:90.</p> <p>d) Explain how prophet Muhammad was able to overcome the mistreatment of his enemies- PeganQuraish.</p> <p>e) Discuss the Islamic</p>	<p>ii) Analyse the right product of the selected verses of the Quran and explain what they say about human dignity.</p>

	<p>teachings about social injustices –Zina, rape, corruption, murder.</p> <p>-</p>	
<p>iii) understand Islamic teachings about equality and brotherhood.</p>	<p>f) Explain equality and brotherhood among Muslims using Surat Al Hujurat 49:13 and the reactions of the people to prophet’s arrival in Madina.</p> <p>g) Explain the content of the prophet’s last speech and identify references to human dignity.</p>	<p>iii) Listen to the discussions about injustices in your society with concern on correction and language development.</p> <p>iv) Assess the accuracy of the Quran quotations.</p>
<p>iv) understand the importance of respecting oneself by valuing one’s own.</p>	<p>h) Explain concepts in human life and sexuality, such as dignity of human sexuality and hygiene in relation to Islamic teachings.</p> <p>i) Use the internet to search and discuss the importance of self-respect in terms of valuing own body, observing personal hygiene, protecting self from communicable diseases and abstaining from sex.</p> <p>j) Discuss ways in which Africans promoted human dignity.</p> <p>-</p>	<p>v) Observe learners’ interaction and individual contribution in the group activity.</p> <p>-</p> <p>-</p> <p>vi) In a conversation question, individual learners should be assessed to their level of understanding sexuality in relation to God’s plan and hygiene.</p>

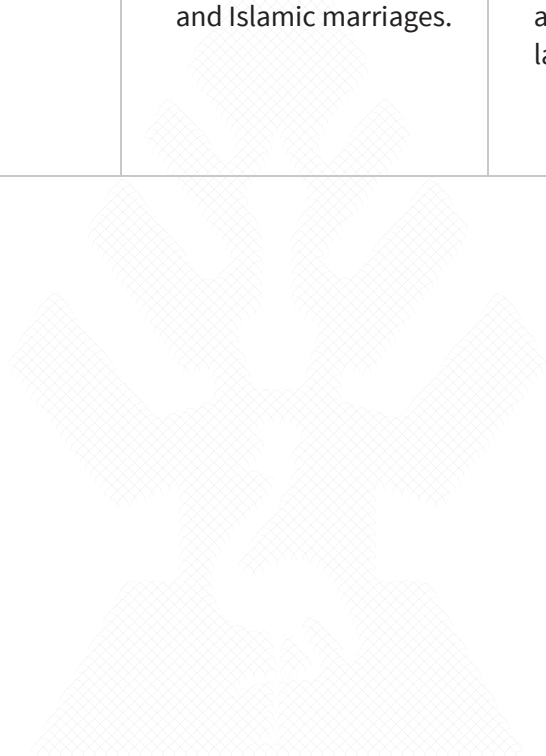
TOPIC 4

MARRIAGE

Competency: learners appreciate how marriage fosters the values of love, respect, harmony and generosity

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to</p> <p>i) Understand the purpose of marriage as an instrument of the promotion of love, companionship and understanding between husband and wife.</p>	<p>a. Identify and record the value of preparing marriage- Surat Al- Nisa 4:3.</p> <p>-</p> <p>b. Discover the purpose of marriage as the custodian of love, honesty and co-operation between husband and wife.</p>	<p>i) Observe group discussion, conversation for evidence of individual participation</p> <p>ii) Assess learners' written products for evidence of understanding the Islamic understanding of marriage.</p>
<p>ii) understand the challenges of marriage.</p>	<p>c. Use surat Al- Nisa 4:35 to discover the way reconciliation can be reached in the troubled marriage.</p> <p>d. Exchange ideas about the challenges of marriage in the modern world.</p>	<p>iii) Assess learners' written products for accuracy of Quranic verses.</p> <p>iv) Listen to their conversations on ideas about the challenges of marriage in the modern world for validity.</p>
<p>iii) understand the benefits of marriage.</p>	<p>e. Use the Quran and Hadith to discover the way patience, forgiveness and</p>	<p>v) Observe learners' discussion for cooperation and respect for one</p>

	kindness can bring happiness in marriage.	another.
iv) know the Islamic teachings about the responsibilities of husband and wife.	f. Use Quran Surat Al-Baqara 2:223 and Hadith to discover the responsibilities of a married couple towards each other. g. Compare traditional and Islamic marriages.	vi) Listen to the presentations from discussions for correctness and accuracy of ideas and Quran quotations and also fluency in language.



The Islamic way of life is based on the principles of justice, equity, and fairness. It is a way of life that is based on the teachings of the Quran and the Sunnah of the Prophet Muhammad (peace be upon him).

TOPIC 5

FAMILY

COMPETENCY: LEARNERS UNDERSTAND HOW FAMILY PROMOTES THE VALUES OF RESPONSIBILITY, UNITY, LOYALTY, GENEROSITY AND HARMONY AS DERIVED FROM THE QURAN

LEARNING OUTCOMES	- SUGGESTED ACTIVITIES	LEARNING	- SAMPLE ASSESSMENT STRATEGY
i) Appreciate the values promoted by a family	a) Use surat Luqman 31:12-19 and Al Israa (17:23-25) and Al Ahqaf 9:15, Al-Baqara 2 to discover duties of children towards parents, parents towards children and one's responsibility towards extended family.		i) Assess the accuracy of the Quranic verses.
ii) understand the nature of the Traditional African Family.	b) Share ideas about the use of suras Al- Hujurat 49:11, Ar-Ruum 30:20, Al-mumtahna 60:7, Al-Nahl 16:90 and Al- Nisa 4:98 to show how values such as love, tolerance, respect, justice, kindness and courtesy should be promoted by a Muslim family. c) Share ideas about the importance of a family in a society.		ii) Assess the written essay on how the values of respect and kindness are demonstrated by prophet Muhammad SAW. - - - iii) Assess the accuracy of the Quranic verses.

LEARNING OUTCOMES	- SUGGESTED LEARNING ACTIVITIES	- SAMPLE ASSESSMENT STRATEGY
iii) understand how modernity has influenced the African family.	d) Explain the nature of family in the traditional African setting. e) Identify the features of a good family in traditional Africa.	iv) Observe the learners participating the role play reflecting the characteristics of family in the traditional setting.
-	f) Explain the place of the family in the community. g) Compare the African family to the modern family in Uganda today. h) Draw lessons from the good practices of the traditional African family.	v) Examine the quality and the accuracy of the research presented by the learners.





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