**A SCHEME OF WORK FOR A COMPENTENCY BASED CURRICULUM**

**School: ACT HIGH SCHOOL - KAKUUTO**

**Name of Teacher: KUKUNDA BONITAH Class: SENIOR FOUR**

**Subject: ENGLISH LANGUAGE Term: ONE**

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| WEEK | PERIOD | THEME/TOPIC | COMPETENCY | | | LEARNING OUTCOMES | TEACHING/LEARNING RESOURCES | METHODOLOGY | | REFERENCES | Remarks |
| 1  (22nd to 26th Jan 2024) | 5 | **Theme**  Public  **Topic**  Banking and money | The learners should acquire the language used in managing money and be able to handle different situations related to money and banking | | | The learner should be able to;   * Understand information and vocabulary related to banking * Appreciate experiences related to banking/money * Write a formal letter | * Internet * Copies of bank slips * English textbooks | * Learner centered method through the following techniques: * Group work; to develop learner's skills like critical thinking. | | * New lower secondary school curriculum English language and literature * To-fill in slips like bank slips |  |
| 2  (29th to 2nd Feb 2024) | 5 | **-do-** | The learners should acquire the language used in managing money and be able to handle different situations related to money and banking | | | The learner should be able to;   * Understand the gist of extracts, articles related to banking and money * Fill in the correct information in forms related to the topic * Write an article for a school magazine informing or advising friends | * Internet * Copies of bank slips * English textbooks | * Learner centered method through the following techniques: * Group work; to develop learner's skills like critical thinking. | | * New lower secondary school curriculum English language and literature * To-fill in slips like bank slips |  |
| 3  (5th to 9thFeb 2024) | 5 | **BEGINNING OF TERM ONE ASSESSMENT** | | | | | | | | | |
| 4  (12th to 16th Feb 2024) | 5 | **Theme**  Occupational  **Topic**  Leadership | The learner should be able to participate freely in discussions about leadership in different settings | | | The learner should be able to;   * Understand recorded speeches by learners at different levels * Know different leadership styles * Appreciate good leadership | * English text book * Print outs of pictures * Maps * Atlas * Internet * Newspapers | * Learner centered method through the following techniques: * Group work; to develop learner's skills like critical thinking. * Group research; used to develop research skills | | * English Learners book two * Internet * New lower secondary school curriculum English language and literature |  |
| 5  (19th to 23rd Feb 2024) | 5 | **-do-** | The learner should be able to participate freely in discussions about leadership in different settings | | | The learner should be able to;   * Know the procedures of a leadership campaign * Present him/herself as a candidate for leadership * Know how to write a formal speech and read it * Understand the placement of adjectives | * English text book * Print outs of pictures * Maps * Atlas * Internet * Newspapers | * Learner centered method through the following techniques: * Group work; to develop learner's skills like critical thinking. * Think pair share to develop the art of listening to each other's opinions. * Group research; used to develop research skills | | * New vision lower English Learners book four * Internet * New lower secondary school curriculum English language and literature |  |
| **ACTIVITY OF INTEGRATION** | | | | | | | | | | | |
| 6  (26th to 1st march 2024) | 5 | **Theme**  Public  **Topic**  The media | The learner should be able to listen to broadcast news, talks and discussions, and read printed media to extract information. Be able to write materials for different media | | | The learner should be able to;   * Know different media forms * Understand recorded news bulletins * Understand spoken information and points of view in broadcast conversations | * Internet * Text book * Newspapers | * Group work; learners discussing in their small groups * Pair work; learners working and discussing in pairs of two * Class presentations * Reading aloud; one learner reading for other students to listen to articles | | * Internet * New lower secondary school curriculum learners guide * New lower secondary school curriculum teacher’s guide four |  |
| 7  (4th to 8th march 2024) | **PRE-REGISTRATION EXAMINATIONS** | | | | | | | | | | |
| 8  (11th to 15th march 2024) | 5 | **-do-** | The learner should be able to listen to broadcast news, talks and discussions, and read printed media to extract information. Be able to write materials for different media | | | The learner should be able to;   * Use adverbs * Use intensifiers in speech and writing * Use traditional /historical forms of news transmission * Know traditional and historical types of entertainment practiced in families and local communities | * Internet * Manila charts * Text book * Newspapers | * Story telling * Group work; learners discussing in their small groups * Pair work; learners working and discussing in pairs of two * Class presentations * Reading aloud; one learner reading for other students to listen to articles | | * Internet * New lower secondary school curriculum learners guide * New lower secondary school curriculum teacher’s guide four |  |
| **ACTIVITY OF INTEGRATION** | | | | | | | | | | | |
| 9  (18th to 22nd march 2024) | 5 | **Theme**  Public  **Topic**  Culture | The learner should be able to identify and appreciate their own culture and compare it with other cultures | | | The learner should be able to;   * Understand recorded texts about culture in other countries * Understand and appreciate other people’s cultures * Use appropriate vocabulary | * Magazines * Textbook * Newspapers * Pictorial printouts * Internet | * Group work; learners discussing in their groups * Think, pair and share; learners discussing in pairs * Silent reading * Reading aloud * Class presentations | | * Internet * Newspapers * English language and literature New curriculum * Longman English language and literature in English for Uganda book four |  |
| 10  (25th to 29th march 2024) | 5 | **-do-** | The learner should be able to identify and appreciate their own culture and compare it with other cultures | | | The learner should be able to;   * Appreciate values embedded in good cultural practices that should be preserved * Use reasonable arguments as in debates * Use indirect and direct speech * Know how to write letters and messages in casual register to their contemporaries | * Magazines * Textbook * Newspapers * Pictorial printouts * Internet | * Group work; learners discussing in their groups * Think, pair and share; learners discussing in pairs * Silent reading * Reading aloud * Class presentations | | * Internet * Newspapers * English language and literature new curriculum * Longman English language and literature in English for Uganda book four |  |
| 11th  (1st to 5th April 2024) | 5 | **-do-** | The learner should be able to identify and appreciate their own culture and compare it with other cultures | | | The learner should be able to;   * Know how to use…ing * Write informatively and interestingly about facts for tourists * Use comparatives | * Magazines * Textbook * Newspapers * Pictorial printouts * Internet | * Group work; learners discussing in their groups * Think, pair and share; learners discussing in pairs * Silent reading * Reading aloud * Class presentations | | * Internet * Newspapers * English language and literature new curriculum * Longman English language and literature in English for Uganda book four |  |
| **ACTIVITY OF INTEGRATION** | | | | | | | | | | | |
| 12  (8th to 12th April 2024) | 8  5 | **Theme**  Occupational  **Topic**  Choosing a career | The learners should be able to choose a future career for themselves | | | The learner should be able to;  Understand requirements for specific careers  Get information about possible career opportunities | * Internet * Manila charts * Text book * Newspapers | * Group work; learners discussing in their groups * Think, pair and share; learners discussing in pairs * Silent reading * Reading aloud | | * Internet * New lower secondary school curriculum learners guide * New lower secondary school curriculum teacher’s guide four |  |
| 13  (15th to 19th April 2024) | 5 | **-do-** | | The learners should be able to choose a future career for themselves | Use different types of questions to elicit information  Use future simple tense  Organize documents | | * Internet * Manila charts * Text book * Newspapers | * Group work; learners discussing in their groups * Think, pair and share; learners discussing in pairs | * Internet * New lower secondary school curriculum learners guide * New lower secondary school curriculum teacher’s guide four | |  |
| 14  (22nd to 26th 2024) | **END OF TERM ASSESSMENT** | | | | | | | | | | |

**APPROVED BY:**…………………….…