COMPETENCE BASED CURRICULUM SCHEME OF WORK

TERM: .1., 2025 SCHOOL: ……. CLASS: S.3. SUBJECT: ..MATHEMATICS.. TEACHER: ……..

WEEK	PERIODS	THEME	TOPIC	SUB TOPIC	COMPETENCE	LEARNING AREA	LEARNING OUTCOME	METHODOLOGY	TEACHING AND LEARNING AID	COMMENT
1	06	PATERNS AND ALGEBRA	EQUATION OF A STRAIGHT LINE	GRADIENT OF A STRAIGHT LINE	THE LEARNER UNDERSTANDS USES LINEAR EQUATIONS AND THEIR GRAPHS	• THE GRADIENT OF A STRAIGHT LINE. • GRADIENT OF PARALLEL LINES. • GRADIENT OF PERPENDICULAR LINES.	THE LEARNER SHOULD BE ABLE TO: • DETERMINE THE GRADIENT OF A STRAIGHT LINE. • DETERMINE THE $x-$ AND $y-$INTERCEPTS OF A LINE. • DETERMINE THE EQUATION OF THE LINE IN GRADIENT INTERCEPT FORM. • APPLY THE RELATIONSHIP BETWEEN THE GRADIENTS OF PARALLEL AND PERPENDICULAR LINES TO DETERMINE THE EQUATION OF A LINE. • UNDERSTAND THE RELATIONSHIP BETWEEN A LINEAR EQUATION $y=mx+c$ AND ITS GRAPH.	• GROUP DISCUSSION • QUESTION AND ANSWER • PROBLEM SOLVING • SPACED PRACTICE • BRAIN STORMING • QUIZ	• LIBRARY RESOURCE • PICTURES • PROJECTOR • DICTIONARY • MANILA PAPER • INTERNET • GRAPH PAPER • MARKERS	
2	06									
3	04			INTERCEPTS OF A LINEAR GRAPH		• THE INTERCEPTS OF A LINE. • THE GENERAL EQUATION OF THE LINE.				
	02		**ACTIVITY OF INTEGRATION (EQUATION OF A STRAIGHT LINE)**							
4	06	GEOMETRY AND MEASURES	TRIGONOMETRY I	TRIGONOMETRIC FUNCTIONS	THE LEARNER UNDERSTANDS AND USES THE THREE BASIC TRIGONOMETRIC FUNCTIONS	• INTRODUCTION TO TRIGONOMETRY. • SINE OF AN ACUTE ANGLE. • COSINE OF AN ACUTE ANGLE. • TANGENT OF AN ACUTE ANGLE. • GRAPHS OF TRIGONOMETRIC FUNCTIONS.	THE LEARNER SHOULD BE ABLE TO: • DERIVE SINE, COSINE AND TANGENT FUNCTIONS FROM THE UNIT CIRCLE. • DETERMINE VALUES OF TRIGONOMETRIC FUNCTIONS USING THE CALCULATOR AND MATHEMATICAL TABLES. • USE SINE, COSINE AND TANGENT FUNCTIONS TO SIDE LENGTHS AND ANGLES OF A RIGHT ANGLED TRIANGLE.	• GROUP DISCUSSION • QUESTION AND ANSWER • PROBLEM SOLVING • SPACED PRACTICE • BRAIN STORMING • QUIZ	• LIBRARY RESOURCE • PICTURES • PROJECTOR • DICTIONARY • MANILA PAPER • INTERNET	
5	04			DEPRESION AND ELEVATION		• ANGLE OF ELEVATION. • ANGLE OF DEPRESION.	THE LEARNER SHOULD BE ABLE TO: • DETERMINE THE ANGLES OF ELEVATION AND DEPRESSION AND APPLY THEM IN SOLVING REAL LIFE PROBLEMS.			
	02		**ACTIVITY OF INTEGRATION (TRIGONOMETRY 1)**							

6	06	DATA AND PROBABILITY	DATA COLLECTION AND DISPLAY	GROUPED AND UNGROUPED DATA	THE LEARNER COLLECTS AND USES DIFFERENT SORTS OF DATA	• FREQUENCY DISTRIBUTION OF UNGROUPED DATA. • FREQUENCY DISTRIBUTION OF GROUPED DATA.	THE LEARNER SHOULD BE ABLE TO: • UNDERSTAND MODE, MEAN AND MEDIAN AS MEASURES OF CENTRAL TENDENCY. • UNDERSTAND RANGE AS THE MEASURE OF DISPERSION. • DRAW AND USE FREQUENCY TABLE FOR GROUPED DATA. • ESTIMATE MEASURES OF LOCATION AND DISPERSION FOR GROUPED DATA. • CALCULATE THE MEAN USING AN ASSUMED MEAN. • ESTIMATE MEASURES OF LOCATION AND DISPERSION FOR GROUPED DATA. • DRAW A HISTOGRAM WITH EQUAL CLASS INTERVALS AND USE IT TO ESTIMATE THE MODE. • DRAW A CUMULATIVE FREQUENCY CURVE (OGIVE) AND USES IT TO ESTIMATE THE MEDIAN.	• GROUP DISCUSSION • QUESTION AND ANSWER • PROBLEM SOLVING • SPACED PRACTICE • BRAIN STORMING • QUIZ	• LIBRARY RESOURCE • PICTURES • PROJECTOR • DICTIONARY • MANILA PAPER • INTERNET • GRAPH PAPER	
7	06			MEASURES OF CENTRAL TENDENCY		• THE MEAN. • THE MEDIAN. • THE MODE.				
8	06			MEASURES OF SPREAD		• THE RANGE.				
9	04			DATA PRESENTATION		• THE PIE CHART. • THE BAR GRAPH. • THE HISTOGRAM. • THE FREQUENCY POLYGON. • THE CUMULATIVE FREQUENCY CURVE.				
	02		**ACTIVITY OF INTEGRATION (DATA COLLECTION AND DISPLAY)**							
10	06	GEOMETRY AND MEASURES	VECTORS	INTRODUCTION TO VECTORS	THE LEARNER UNDERSTANDS THE NATURE OF VECTORS QUATITIES, MANIPULATE AND REPRESENT THEM IN ORDER SOLVE PROBLEMS	• MEENING OF A VECTOR. • REPRESENTATION OF AA VECTOR. • POSITION VECTOR.	THE LEARNER SHOULD BE ABLE TO: • DESCRIBE POSITION VECTORS GEOMETRICALLY AND AS COLUMN VECTORS. • FIND THE VECTOR OF A DIRECTED LNE SEGMENT WHEN POSITION VECTORS OF THE END POINTS ARE GIVEN. • FIND THE POSITION VECTOR OF THE MID POINT OF A LINE SEGMENT. • USE VECTOR METHOD TO DIVIDE A LINE PROPORTIONATELY INTERNALLY AND EXTERNALLY. • USE VECTORS TO SHOW PARALLELISM. • USE VECTOR METHOD TO SHOW COLINEARITY	• GROUP DISCUSSION • QUESTION AND ANSWER • PROBLEM SOLVING • SPACED PRACTICE • BRAIN STORMING • QUIZ	• LIBRARY RESOURCE • PICTURES • PROJECTOR • DICTIONARY • MANILA PAPER • INTERNET	
11	04			**VECTOR ALGEBRA**		• SCALAR MULTIPLICATION OF A VECTOR. • ADDITION AND SUBTRACTION OF VECTORS.				
				THE RATIO THEOREM OF VECTORS.		• POSITION VECTOR OF THE MIDPOINT OF A LINE. • POSITION VECTOR OF A POINT DIVIDING A LINE IN A GIVEN RATIO.				
				ADDITION AND SUBTRACTION OF VECTORS RATIO THEOREM OF VECTORS		• THE RESULTANT OF VECTORS				
	02		**ACTIVITY OF INTEGRATION (VECTORS)**							
12	**END OF TERM II ASSESSMENT**									

1. **BOSTOCK L, SHEPERD A, CHANDLER S, SMITH (2001) STP MATHEMATICS 2ND ED, NELSON THORNES LIMITED, UK.**
2. **CAMBRIDGE (1994) SCHOOL MATHEMATICS OF EAST AFRICA BK 3, 2ND ED, GREAT BRITAIN PRESS, SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE.**
3. **NCDC REFERENCE BOOKS FOR THE COMPETENCE BASED CURRICULUM (S.3 LEANERS' BOOKS AND S.3 TEACHER' S GUIDES).**
4. **OMAR AND OWONDO (1995) UNDERSTANDING SECONDARY MATHEMATICS FORM 3, OXFORD UNIVERSITY PRESS, NAIROBI KENYA.**
5. **https://digitalteaccers.co.ug.**
6. **https://etutoring.gayazahs.sc.ug.**
7. **https://researchguides.case.edu/mathematics.**
8. **https://scienceeducatorsuganda.com**

PREPARED BY; **APPROVED BY;**

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SUBJECT TEACHER **HOD** **DOS**