



IGANGA HIGH SCHOOL
S.3 ENGLISH LANGUAGE SCHEME OF WORK (TERM II 2024)

THEME: EDUCATIONAL

TOPIC: IDENTITY CRISIS

COMPETENCE: *The learner develops self-esteem, and appreciates positively who he/she is based on cultural background and personal qualities and celebrates the personal uniqueness and that of others.*

Teachers' name: Bazira Francis Harold & Bazimbe Bonny

WEEK: ONE			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
a. understand why people have failed to fit into a community/group (u, v) b. use possessives as modifiers/determiners (k)	<ul style="list-style-type: none">Learner is able to give reasons why different people fail to fit in a given society.The use of possessives as modifiers/determiners in writing and speaking	<ul style="list-style-type: none">English text bookInternet	Learner is able to; ✓ Gives reasons why people fail to fit in society ✓ Correctly uses possessives as modifiers/determiners.	<ul style="list-style-type: none">NCDC learners book 3 for NLSCDictionary	

THEME: **EDUCATIONAL**

TOPIC: **IDENTITY CRISIS**

COMPETENCE: *The learner develops self-esteem, and appreciates positively who he/she is based on cultural background and personal qualities and celebrates the personal uniqueness and that of others.*

WEEK: TWO			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
c. know things they like/do not like about themselves, and their culture, community, country and/or background (k, v) d. use phrases/structures in comparing and contrasting situations (s)	<ul style="list-style-type: none"> Learner appreciates good and bad about themselves, their culture and community Learner uses contrasting and comparative forms about likes and dislikes in society. 	<ul style="list-style-type: none"> Selected passages different behaviors in society Video clip of someone who behaves well and another who is immoral in society. 	<ul style="list-style-type: none"> ✓ Learner is able to tell good and bad about culture, community and themselves ✓ Is able to use comparative and contrasting forms about likes and dislike in society. 	<ul style="list-style-type: none"> Internet New lower secondary school curriculum English language and literature learner's book 3 	
e. appreciate both the good and the bad things happening in their life (u, v, gs) f. know how to avoid giving offence in responding to	<ul style="list-style-type: none"> Learner appreciates good and bad in their society. Avoids using offensive statements uses non verbal 	<ul style="list-style-type: none"> Video clip about non verbal communication 	<ul style="list-style-type: none"> ✓ Appreciates good and bad about their society. ✓ Is able to avoid using offensive statements in communication ✓ Is able to use non verbal 	<ul style="list-style-type: none"> NCDC learners book 3 for NLSC Dictionary 	

<p>others' views(k, gs)</p> <p>g. identify non-verbal communication features used by different people in different situations(s)</p>	<p>communication features in different situations</p>		<p>communication features in different situations</p>		
<p>h. know how to write formal poems/ compositions that praise (k, s, v)</p> <p>i. use punctuation correctly: quotation marks, apostrophes and hyphens(k)</p> <p>j. give information to others clearly in informal writing(s, v) k. identify formal and informal language in texts (k, s)</p> <p>k.</p>	<ul style="list-style-type: none"> • Write formal poems and compositions that praise culture • Uses punctuation marks correctly • Give correct information formally and informally in texts 	<ul style="list-style-type: none"> • A sample of formal poems and stories. • A chart of different punctuation marks and their usage 	<ul style="list-style-type: none"> ✓ Is able to write compositions and poem that praise culture ✓ Is able to use different punctuation marks correctly ✓ Can formally and informally give correct information 	<ul style="list-style-type: none"> • Internet • New lower secondary school curriculum English language and literature learner's book 3 	

ACTIVITY OF INTEGRATION

THEME: PERSONAL/ PUBLIC

TOPIC: RELATIONSHIPS AND EMOTIONS

COMPETENCE: *The learner describes relationships with different people and understands/learns language to express their emotions.*

WEEK: THREE			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
a. know different types of relationships within the family (u, v) b. use possessives(k) c. express emotions(k, v)	<ul style="list-style-type: none"> To know different types of relationships within the family. Uses possessives Expresses his/her emotions appropriately. 	<ul style="list-style-type: none"> A chart showing different relationship in a family Extract containing a number of possessives Video clip of someone expressing their emotions 	<ul style="list-style-type: none"> ✓ Is able to tell the different relationships within the family ✓ Is able to use possessives in various communications ✓ Able to appropriately express different emotions 	<ul style="list-style-type: none"> Dictionary Internet New lower secondary school curriculum English language and literature learner's book 3 	
WEEK: FOUR			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
d. know and	<ul style="list-style-type: none"> Appreciate 	<ul style="list-style-type: none"> A chart 	<ul style="list-style-type: none"> ✓ Is able to 	<ul style="list-style-type: none"> Internet 	

<p>appreciate different types of relationships and emotions (k, v)</p> <p>e. know the consequences of some relationships, such as between members of the opposite gender (k)</p>	<p>different types of relationships and emotions</p> <ul style="list-style-type: none"> • Know consequences of some relationships between members of opposite gender. 	<p>illustrating different relationships in society.</p> <ul style="list-style-type: none"> • A video clip showing a disappointed about the behavior of the opposite gender 	<p>differentiate types of relationships and emotions.</p> <p>✓ Ability to know the consequence of relationships between opposite gender.</p>	<ul style="list-style-type: none"> • New lower secondary school curriculum English language and literature learner's book 3 	
WEEK: FIVE			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
<p>f. understand a variety of texts on the topic to form/reinforce personal opinions(u, gs)</p> <p>g. use the relative pronoun, 'whose'(k)</p> <p>h. use adverbs(k)</p>	<ul style="list-style-type: none"> • Form personal opinion • Use relative pronouns • Use adverbs 	<ul style="list-style-type: none"> • A chart illustrating relative pronouns and adverbs. 	<p>✓ Is able to form personal opinion</p> <p>✓ Ability to use relative pronouns and adverbs in communication</p>	<ul style="list-style-type: none"> • Internet • New lower secondary school curriculum English language and literature learner's book 3 	
WEEK: SIX			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME	TEACHING LEARNING	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS

	FOCUS	AIDS			
i. use first/real conditional: If..., future tense (k) j. use phrasal verbs(k) k. use result clauses in their speaking and writing (k)	<ul style="list-style-type: none"> • Use of real conditionals • Phrasal verbs • Result clauses in speaking and writing 	A sample of a story with variety of conditional statements, phrasal verbs and result clauses.	✓ Is able to use real conditionals ✓ Ability to use phrasal verbs ✓ Is able to use result clauses	<ul style="list-style-type: none"> • Internet • New lower secondary school curriculum English language and literature learner's book 3 	
WEEK: SEVEN			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
l. express opinions based on personal experience (s, gs, v) m. write notes from discussion(s, gs)	<ul style="list-style-type: none"> • To express opinion based on personal experience • To write notes from discussions 	<ul style="list-style-type: none"> • A sample of Witten notes from a discussion 	✓ Is able to express opinions based on personal experience ✓ Ability to write notes from discussions	<ul style="list-style-type: none"> • Internet • New lower secondary school curriculum English language and literature learner's book 3 	
ACTIVITY OF INTEGRATION					

THEME: PUBLIC TOPIC: PATRIOTISM

COMPETENCE: *The learner defines the concept of patriotism; identifies talks and reads about tenets of patriotism; appreciate their country and discusses how it can be developed/improved.*

WEEK: EIGHT			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
a. know vocabulary related to patriotism (k, v) b. understand patriotic symbols (u) c. express patriotic feelings (s, v)	<ul style="list-style-type: none"> Know patriotism vocabulary Appreciate patriotism symbols Express feelings of a patriot 	<ul style="list-style-type: none"> A chart illustrating patriotism symbols and vocabulary 	<ul style="list-style-type: none"> ✓ Learner is able to use patriotism vocabulary ✓ Able to appreciate the different patriotic symbols ✓ Ability to express patriotic feelings 	<ul style="list-style-type: none"> Internet New lower secondary school curriculum English language and literature learner's book 3 	
WEEK: NINE			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
d. understand stories/passages/articles/ poems about patriotism (u, v) e. use language related to patriotism(k) f. use adverbs of degree(k)	<ul style="list-style-type: none"> appreciate literature associated with patriotism use language related to patriotism use adverbs of 	<ul style="list-style-type: none"> Extract containing literature about patriotism Selected passages persuading 	<ul style="list-style-type: none"> ✓ ability to understand literature related to patriotism ✓ is able to use language related to 	<ul style="list-style-type: none"> Internet New lower secondary school curriculum English language 	

	degree correctly	containing adverbs of degree and their usage	✓ patriotism can correctly use adverbs of degree	and literature learner's book 3	
WEEK: TEN			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
g. know what people should do to demonstrate patriotism (k, v) h. use regular and irregular adjectives, gradable and upgradable adjectives, noun phrases and noun-phrase modifiers (k)	<ul style="list-style-type: none"> • demonstrate patriotism • use regular and irregular adjectives 	Magazines Newspapers. Any other improvised digital material	✓ ability to tell what people should do to demonstrate patriotism ✓ able to use regular and irregular verbs.	<ul style="list-style-type: none"> • Internet • New lower secondary school curriculum English language and literature learner's book 3 	
ACTIVITY OF INTEGRATION					

THEME:

TOPIC:

COMPETENCE:

WEEK: SEVEN			PERIODS: 6		
LEARNING OUTCOME	LEARNING OUTCOME FOCUS	TEACHING LEARNING AIDS	EVIDENCE OF ACHIEVEMENT	REFERENCES	REMARKS
				<ul style="list-style-type: none">• Internet• New lower secondary school curriculum English language and literature learner's book 3	
ACTIVITY OF INTEGRATION					