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

**School: ACT HIGH SCHOOL - KAKUUTO**

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

**Subject: ENGLISH LANGUAGE Term: ONE**

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| WEEK | PERIOD | THEME/TOPIC | COMPETENCY | | | LEARNING OUTCOMES | TEACHING/LEARNING RESOURCES | METHODOLOGY | | REFERENCES | Remarks |
| 1  (5th to 9thFeb 2024) | 4 | **BEGINNING OF TERM ONE ASSESSMENT** | | | | | | | | | |
| 2  (12th to 16th Feb 2024) | 4 | **Theme**  Personal  **Topic**  Childhood memories | The learner should be able to recall, narrate and write about their childhood memories using habitual tense and link words | | | The learner should be able to;   * Communicate a memorable experience from their childhood. * Use correctly the habitual past tense (used to.../would...) | * English text book * Internet * Newspapers | * Learner centered method through the following techniques: * Group work; to develop learner's skills like critical thinking. * Story telling | | * English Learners book three * Internet * New lower secondary school curriculum English language and literature |  |
| 3  (19th to 23rd Feb 2024) | 4 | **-do-** | The learner should be able to recall, narrate and write about their childhood memories using habitual tense and link words | | | The learner should be able to;   * Use…. ing forms * Apply newly acquired phrases and verbs to their writing | * English text book * 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. * Story telling | | * New vision lower English Learners book three * Internet * New lower secondary school curriculum English language and literature |  |
| 4  (26th to 1st march 2024) | 4 | **-do-** | The learner should be able to recall, narrate and write about their childhood memories using habitual tense and link words | | | The learner should be able to;   * Use similes and metaphors to describe people * Explore the adjectives and other expressions used to describe a former experience. | * Internet * Text book * Newspapers | * Group work; learners discussing in their small groups * Pair work; learners working and discussing in pairs of two * Reading aloud; one learner reading for other students to listen | | * Internet * New lower secondary school curriculum learners guide * New lower secondary school curriculum teacher’s guide three |  |
| **Activity of integration** | | | | | | | | | | | |
| 5  (4th to 8th march 2024) | 4 | **Theme**  Educational  **Topic**  School clubs | The learner should be able to listen to name clubs that can be formed in schools and discuss their importance, objectives and different roles, and write about specific purposes in the business operation of clubs | | | The learner should be able to;   * Understand information about different clubs and make notes * Know the importance of school clubs * Persuade others to join | * Internet * Manila charts * 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 three |  |
| 6  (11th to 15th march 2024) | 4 | **-do-** | The learner should be able to listen to name clubs that can be formed in schools and discuss their importance, objectives and different roles, and write about specific purposes in the business operation of clubs | | | The learner should be able to;   * Use transitive and intransitive verbs * Write a formal request * Use descriptive adjectives | * Internet * Manila charts * 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 three |  |
| 7  (18th to 22nd march 2024) | 4 | **-d-** | The learner should be able to listen to name clubs that can be formed in schools and discuss their importance, objectives and different roles, and write about specific purposes in the business operation of clubs | | | The learner should be able to;   * Understand documents related to club meetings * Know some common idioms * form and use comparatives and superlative forms of adjectives to promote or advertise their clubs | * Textbook * Newspapers * Manilla charts * Internet | * Group work; learners discussing in their groups * Think, pair and share; learners discussing in pairs * Class presentations | | * Internet * Newspapers * English language and literature New curriculum * Longman English language and literature in English for Uganda book three |  |
| **Activity of integration** | | | | | | | | | | | |
| 8  (25th to 29th march 2024) | 4 | **Theme**  Personal  **Topic**  Integrity | The learner should be able to identify behaviour that demonstrates honesty and integrity and appreciates the qualities for self | | | The learner should be able to;   * Understand recorded speeches related to honesty and integrity in personal and public life * Appreciate the importance of honesty in the home | * Textbook * Newspapers * 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 three |  |
| 9  (1st to 5th April 2024) | 4 | **-do-** | The learner should be able to identify behaviour that demonstrates honesty and integrity and appreciates the qualities for self | | | The learner should be able to;   * Summarize opinion * Identify examples of honesty/dishonesty in public life * Understand and appropriately respond to various extracts/texts about honesty/dishonesty and integrity. | * Textbook * Newspapers * 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 three |  |
| 10  (8th to 12th April 2024) | 8  4 | -do- | The learner should be able to identify behaviour that demonstrates honesty and integrity and appreciates the qualities for self | | | The learner should be able to;   * Write poems, songs and compositions on integrity and use drama to convey what integrity means * Know silent letters in the pronunciation of English words * Know the past conditional tense of verbs | * Internet * Manila charts * Text books | * 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 three |  |
| **Activity of integration** | | | | | | | | | | |  |
| 11  (15th to 19th April 2024) | 4 | **Theme**  Personal  **Topic**  Identity crisis | | The learners should be able to develop self-esteem, and appreciate positively who he/she is based on cultural background and personalities and celebrates the personal uniqueness and that of others. | The learner should be able to;   * Understand why people have failed to fit into the society * Know things they like/ do not like about themselves, and their culture, community, country and background. | | * 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 three | |  |
| 12  (22nd to 26th 2024) | **END OF TERM ASSESSMENT** | | | | | | | | | | |

**APPROVED BY…**………………….…