

**PRESENTATION TO  
FACILITATORS OF NEW LOWER  
SECONDARY CURRICULUM  
AT NABBINGO**

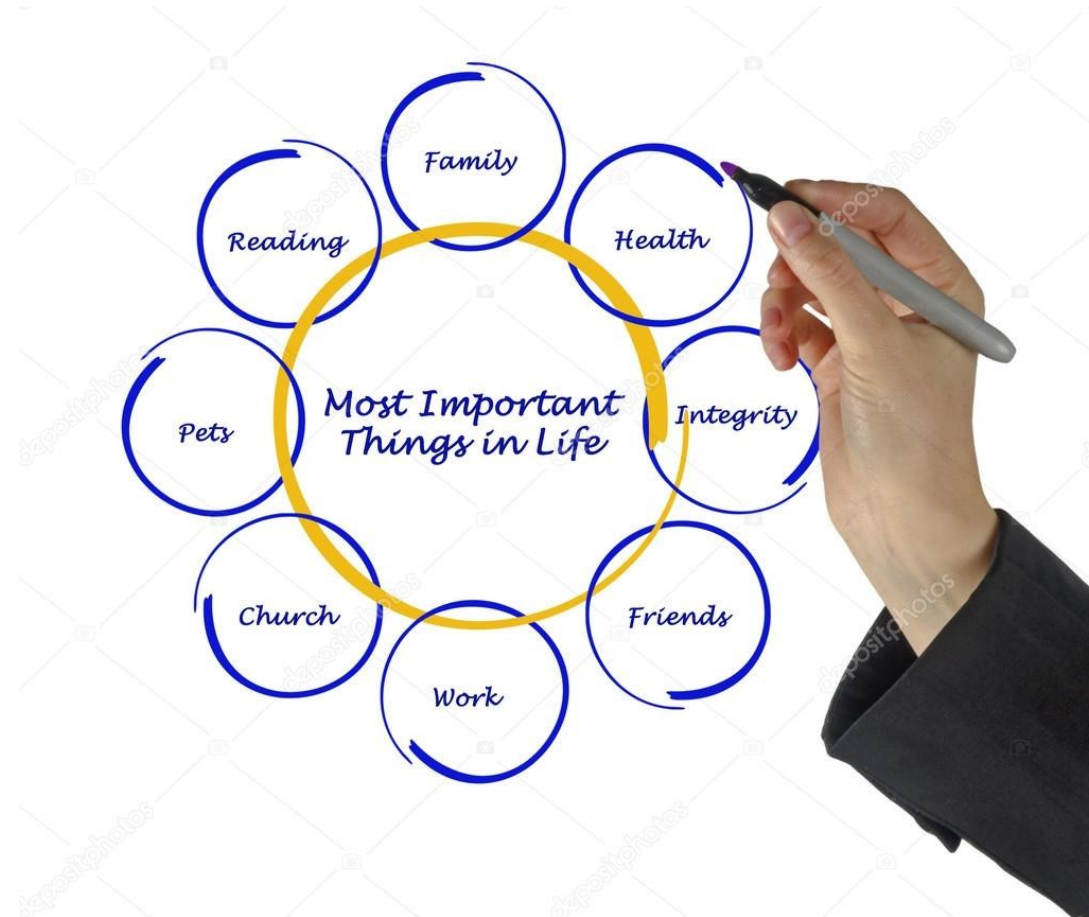
**MAY 2023**

**BY**

**CURRICULUM SPECIALIST**

**WRITE TWO MOST IMPORTANT THINGS IN  
YOUR LIFE**

# WRITE TWO MOST IMPORTANT THINGS IN LIFE



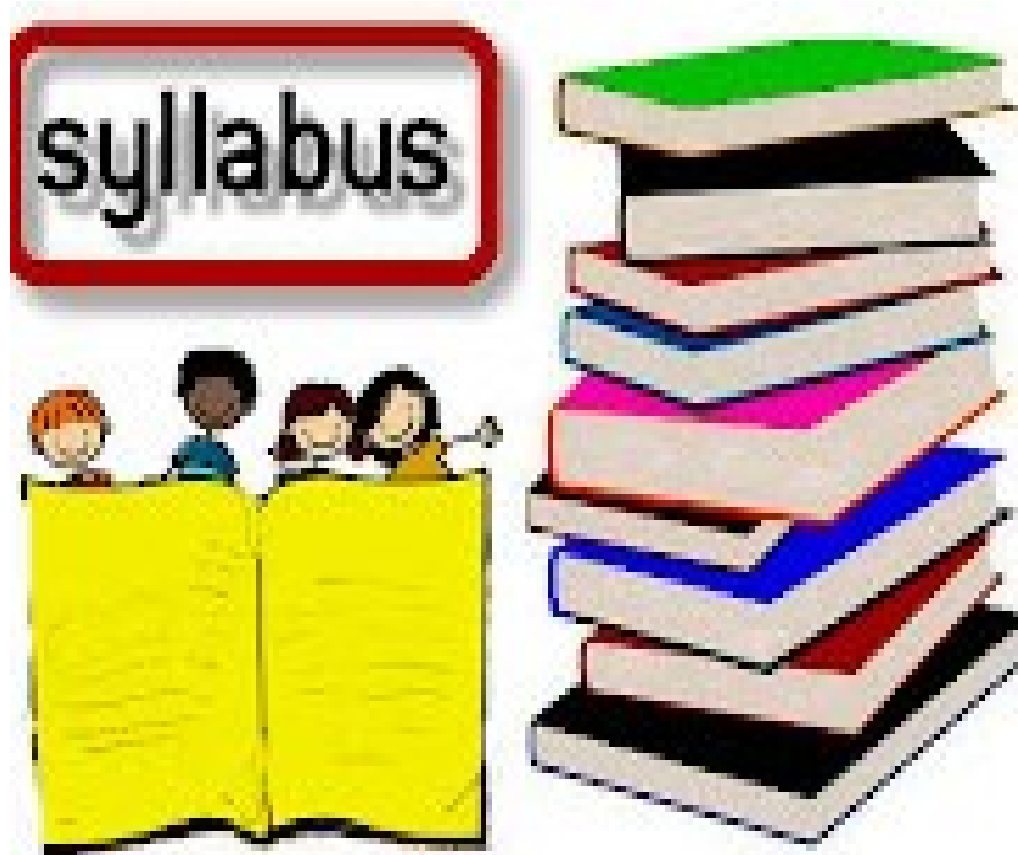
# **FORMAL LEARNING IN SCHOOL**

- EVERY THING IS  
IMPORTANT IN LIFE BUT  
WHAT SHOULD BE LEARNT  
BY EVERY ONE IN  
SCHOOL/FORMAL SETTING

# **GROUP ACTIVITY 1 Finding out about effective curriculum delivery**

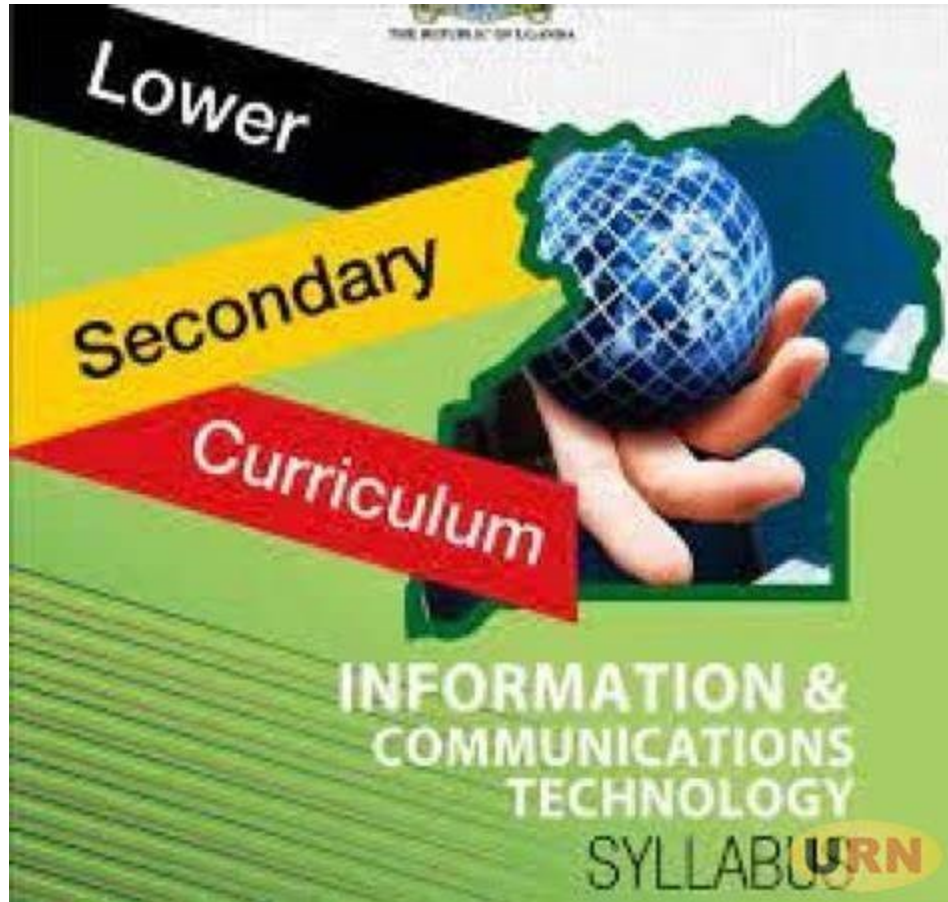
- JUSTIFY WHY THAT CHUNK OF KNOWLEDGE AND SKILLS IS A REQUIREMENT FOR EVERY BODY
- HOW SHOULD THAT LEARNING BE MANAGED AND STATED FOR EVERYBODY TO LEARN IT
- HOW WILL LEARNING TAKE PLACE TO ACHIEVE THE DESIRED GOAL OF ACQUIRING THE CHUNK OF KNOWLEDGE
- HOW DO WE TAKE CARE OF DIFFERENCES IN NATURE AND LEARNING
- HOW SHALL WE KNOW THAT LEARNERS LEARNT WHAT WAS PLANNED, HOW MUCH WAS ACHIEVED

# Working with a syllabus document



- A syllabus is a short guide to the subject. Its purpose is to provide essential information only.
- A good syllabus only ensure that no matter where a learner or teacher is in Uganda, they all have the same syllabus and the same information for the same subject at that level

# Who is the syllabus for?



## Further layers of interpretation... The teacher syllabus

The second stage of interpretation usually comes through the teacher. This type of syllabus:


- *The great majority of students in the world learn through the mediation of a teacher .*
- *Teacher can influence the clarity, intensity and frequency of any item and affect the image that the learners receive.*
- *Stevick (1984) recounts how an inexperience teacher would finish in two minutes an activity that he would spend twenty minutes on.*
  - This kind of variability affect the degree of learning.

# **What is syllabus interpretation**

- Syllabus interpretation a **process of**
- **unpacking the syllabus,**
- **analysing and**
- **synthesising it**
- It is a process of making sense and finding meaning of the syllabus.



# What is syllabus interpretation



Call: +91-120-6400760  
M : +91-99582 96397  
E-mail: info@entranceindia.com

Practice & Perform  
Adding **SUCCESS** to your **Studies**

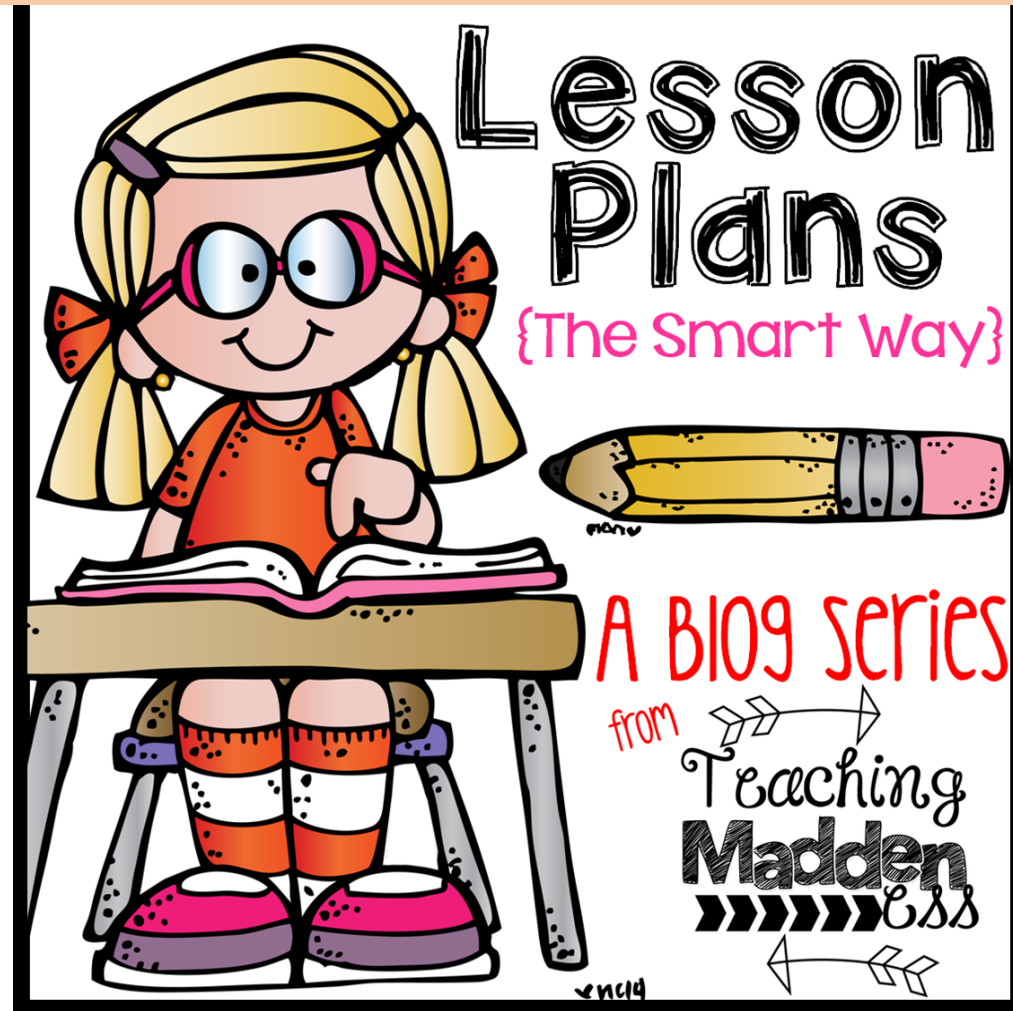
**EAMCET 2015  
CHEMISTRY SYLLABUS**

- **26) ORGANIC COMPOUNDS CONTAINING NITROGEN:  
AMINES**  
Structure of amines; Classification; Nomenclature; Preparation of amines: reduction of nitro compounds, ammonolysis of alkyl halides, reduction of nitriles, reduction of amides, Gabriel phthalimide synthesis and Hoffmann bromamide degradation reaction; Physical properties; Chemical reactions: basic character of amines, alkylation, acylation, carbyl amine reaction, reaction with nitrous acid, reaction with aryl sulphonyl chloride, electrophilic substitution of aromatic amines-bromination, nitration and sulphonation.
- **DIAZONIUM SALTS**
  - Methods of preparation of diazonium salts (by diazotization)
  - Physical properties; Chemical reactions: Reactions involving displacement of Nitrogen; Sandmeyer reaction, Gatterman reaction, replacement by

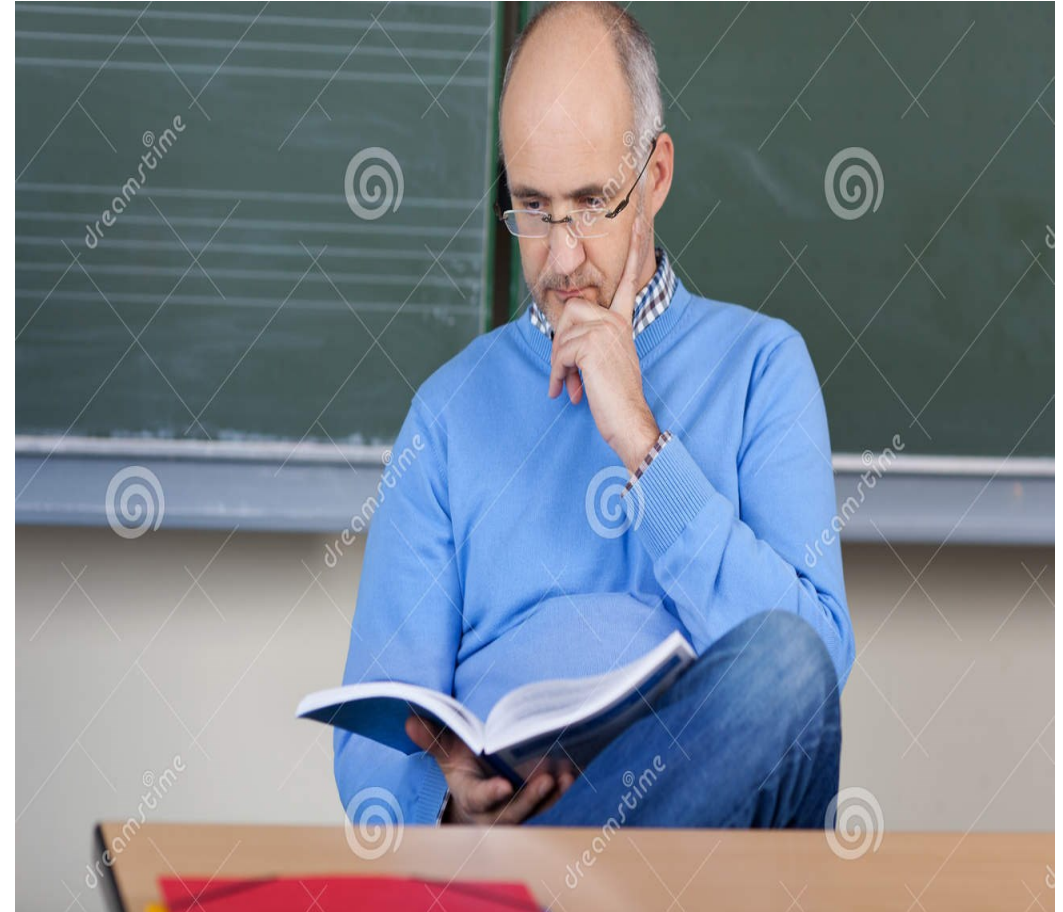
**Visit [www.entranceindia.com](http://www.entranceindia.com) Today**



# EFFECTIVE LESSON DELIVERY



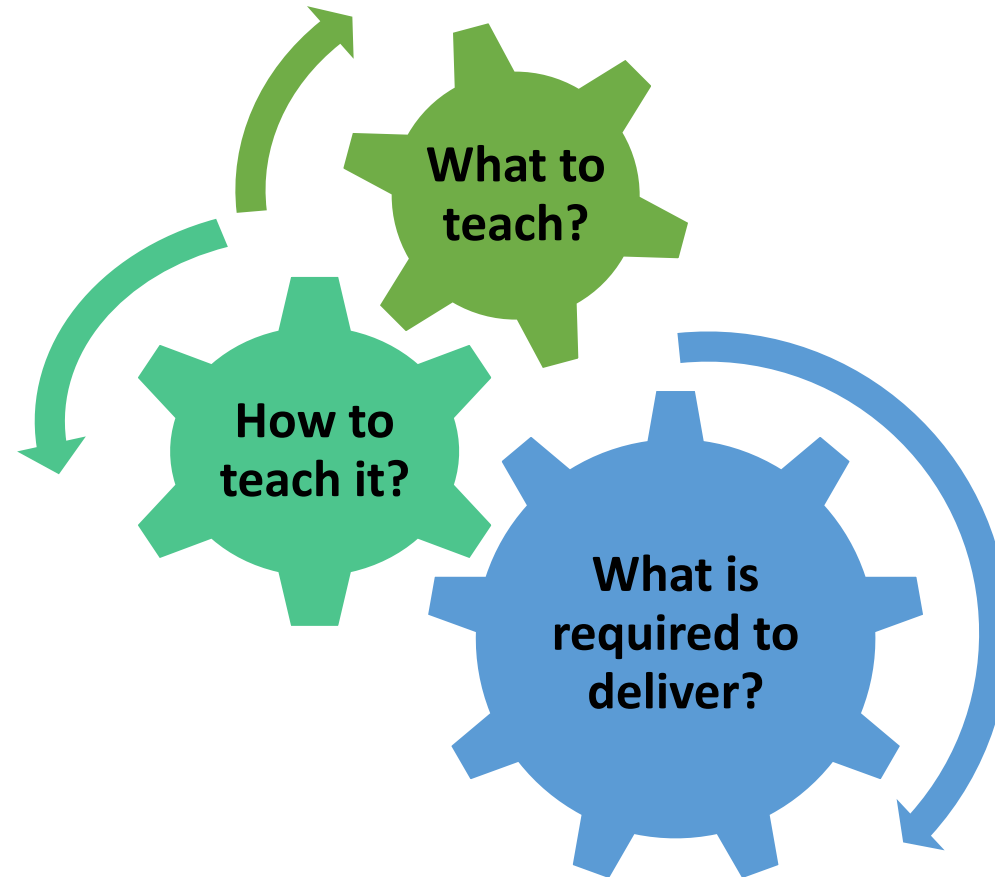
**What three key questions do you think about before you start to prepare to teach your subject**



# Activity

1. In your subject groups, formulate a Learning outcome based on a given topic and prepare a lesson on it.
2. Consider the following aspects:
  - i. activities that engulfs concepts i.e. soft skill, value, subject skill
  - ii. Methods and pedagogies that caters for ALL learners
  - iii. Assessment for learning to actualize the learning intention.

# EFFECTIVE LESSON DELIVERY



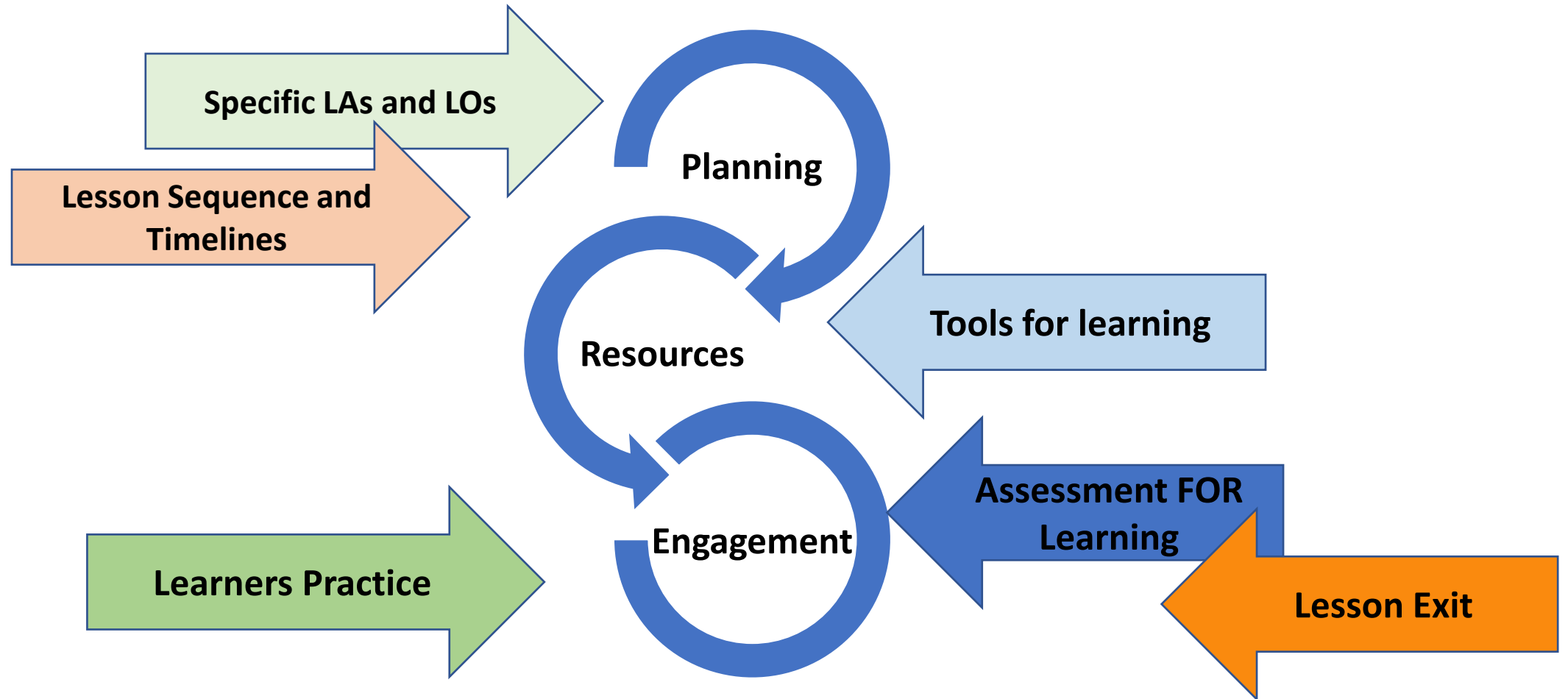
## **THREE KEY QUESTIONS**

- What is to be learnt and how much time do I need to deliver the planned activities?
- Which Competency, Skills, Attitudes and Values do I need to develop and why?
- Which activities/resources shall I use to bring out the intention of learning?

# Activity 2

1. Choose a teacher among the group to deliver your planned lesson.
2. Take note of the lesson delivery to ascertain its effectiveness on any of the following:
  - i. Evidence of lesson preparation
  - ii. Correlation of the topic, Learning outcome and the topic competence
  - iii. Learner engagement and effectiveness of the activities
  - iv. Development of critical thinking, subject skills and soft skills

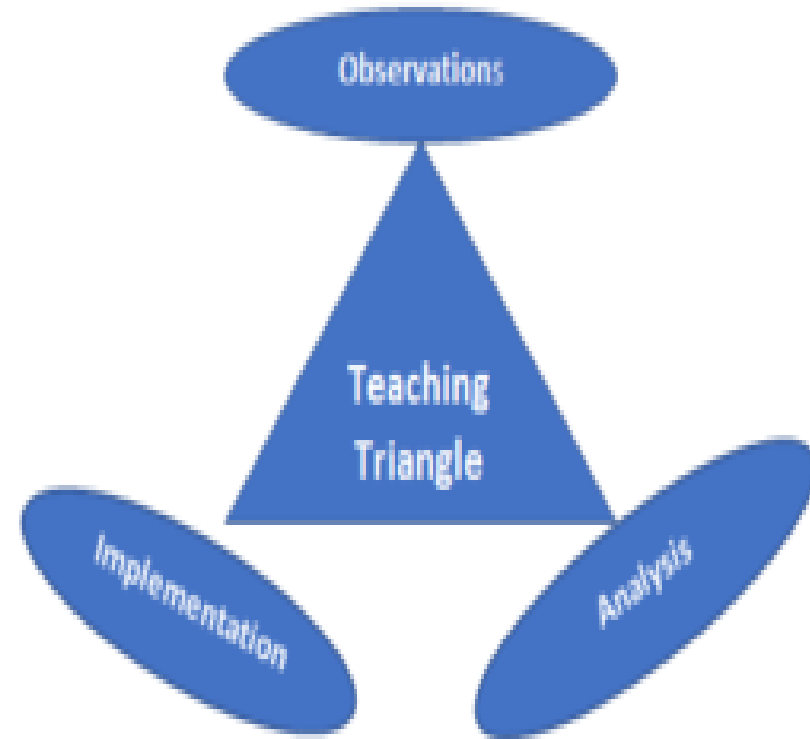
# EFFECTIVE LESSON DELIVERY



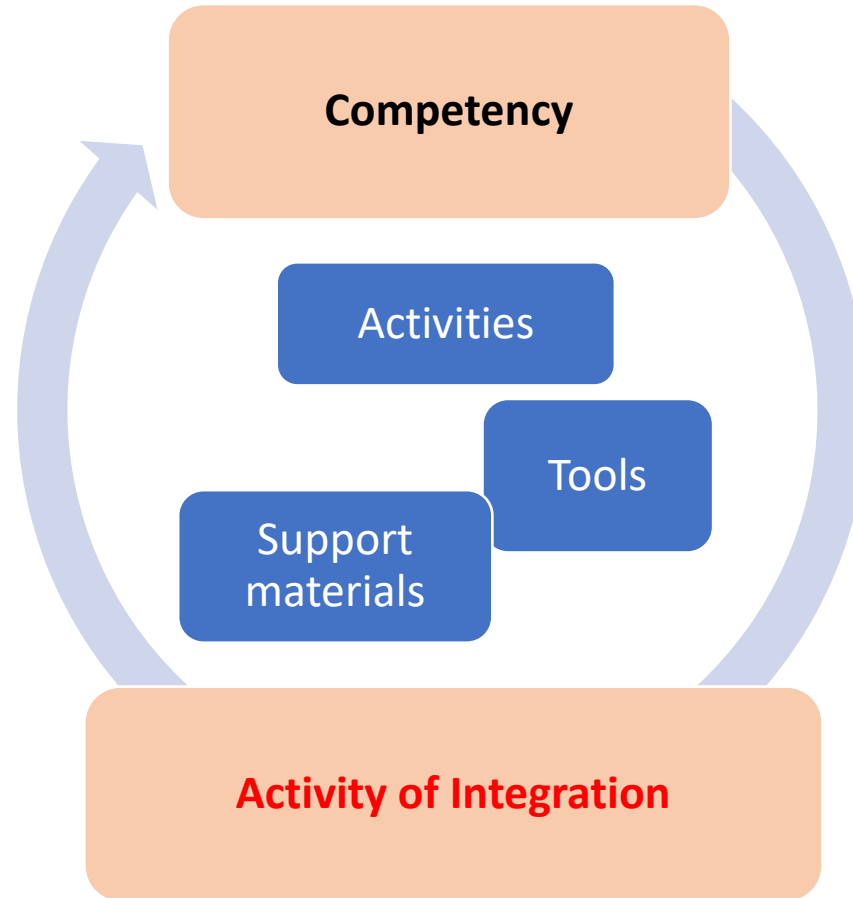


# TRIANGULATION IN THE CLASSROOM

- Guided learning time is time when the Learners are actively engaged in learning and the teacher is facilitating, either
  - by delivering an activity to develop a specific skill or
  - by monitoring/**observing** and
  - by giving feedback/**conversing** as learners take part in a learning activity
  - by getting a **product or service**.



# SITUATIONAL JUDGEMENT QUESTIONS/ SCENARIO/ACTIVITY OF INTEGRATION



# Teachers Checklist for Lesson Delivery

- 1) Lesson Topic
- 2) Class Learning Outcome
- 3) Procedure & resources required
- 4) Timelines
- 5) Learners Practice
- 6) Lesson Focus

**TOGETHER IT IS BETTER**

