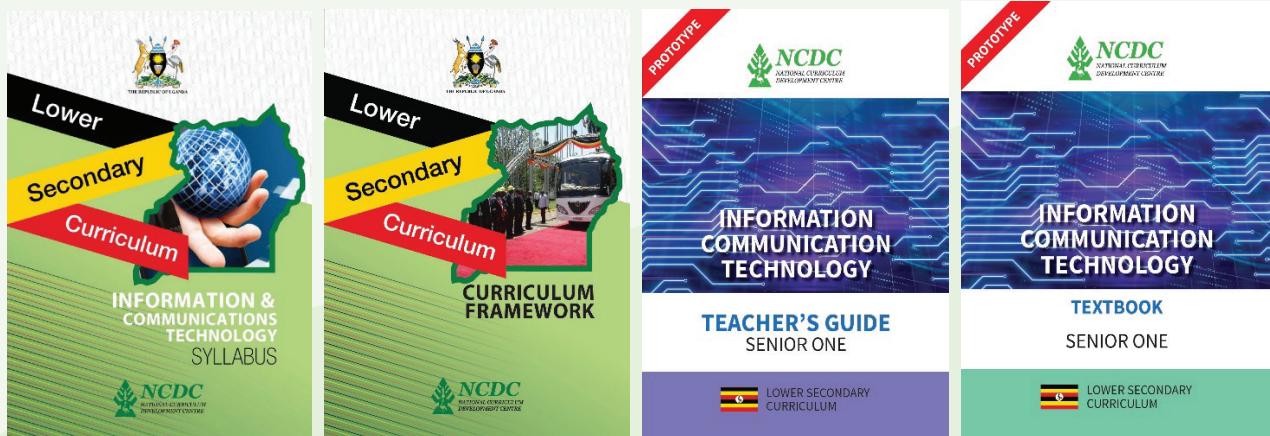


DIGITAL CONTENT FOR TEACHER SUPPORT

Module 2	Understanding Curriculum Materials
Session 1	The Key Curriculum Documents Session
Code	TS2.1
Video Title	Key Curriculum Documents
Online Link to Video	https://ele.ncdc.go.ug/course/view.php?id=5
Assessment Available	Yes
Time Commitment	60 Minutes
Other Resources	Video, Pdf, Slides, Website Links
Full Access	www.ncdc.go.ug
Relevant links	Syllabus books https://ncdc.go.ug/resource/?_cart_1_2=o-level-curriculum-revised-competency-based Curriculum framework https://ncdc.go.ug/wp-content/uploads/2024/03/Curriculum_Framework.pdf Learner's Book Prototype https://ncdc.go.ug/resource/?_cart_1_2=prototype
Keywords	Curriculum Framework, Syllabus, Learner's Book, Teacher's Guide

1) Session Overview

For effective delivery of the Competency-Based Curriculum (CBC), it is essential to understand the key curriculum documents, their purpose, and how they interlink to support teaching and learning. This session introduces you to key curriculum documents, including the curriculum framework, syllabus, learner's book, and teacher's guide. These documents provide guidance on what to teach, how to teach, and how to assess learning outcomes effectively.



SESSION OUTCOMES

By the end of this session, you should be able to:

- i) identify the various curriculum documents.
- ii) identify the key features in each document.
- iii) understand how these documents interlink to support effective teaching.

1) CURRICULUM FRAMEWORK

The Curriculum Framework is a structured document that outlines the foundation and guiding principles of an education system. It provides a comprehensive blueprint for what learners should achieve, how learning should be facilitated, and how progress should be assessed.

a) Key Components of the Curriculum Framework

The Framework consists of:

i) Background

The Lower Secondary Curriculum Framework is a comprehensive guide aimed at transforming education in Uganda to meet the 21st century learning needs. It aligns with Uganda Vision 2040 and SDG 4, focusing on learner-centred education and skills acquisition.

ii) Key Learning Outcomes

Learning outcomes (LOs) serve as a foundation for teaching, learning, and assessment, ensuring that education is competency-based, practical, and relevant to real-life situations. They also help in developing well-rounded individuals who can think critically, solve problems, communicate effectively, and adapt to various challenges in their personal, academic, and professional lives. The key LOs include:

- a) Self-assured individuals with social skills
- b) Responsible citizens who uphold values
- c) Lifelong learners adaptable to new knowledge
- d) Contributors to society and the environment

iii) Core Values

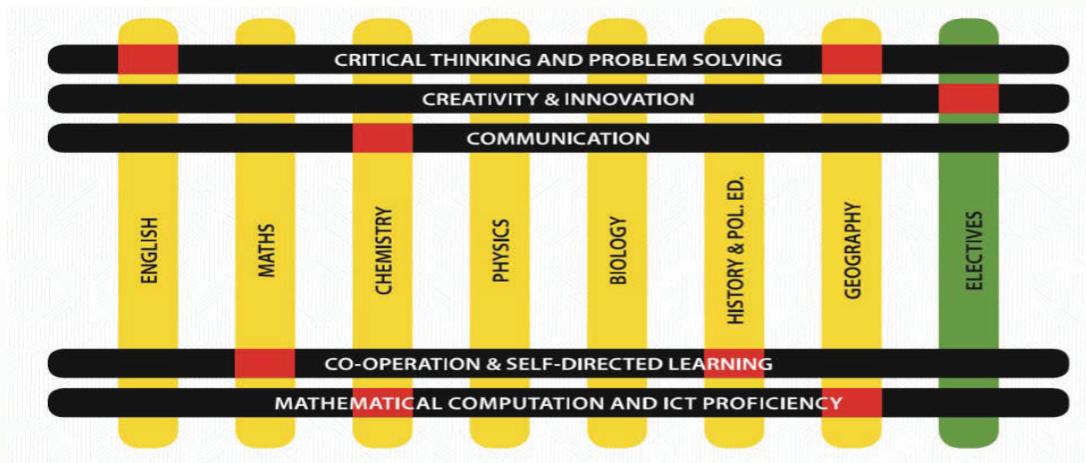
Values are fundamental principles and beliefs that guide behaviour, decision-making, and interactions within society. In the CBC, values serve as the foundation of education, shaping the attitudes and character of learners to become responsible and ethical citizens.

Based on Uganda's National Ethics and Values Policy (2013), the values include:

- a) Respect
- b) Honesty
- c) Fairness
- d) Hard work
- e) Integrity
- f) Social harmony
- g) Patriotism

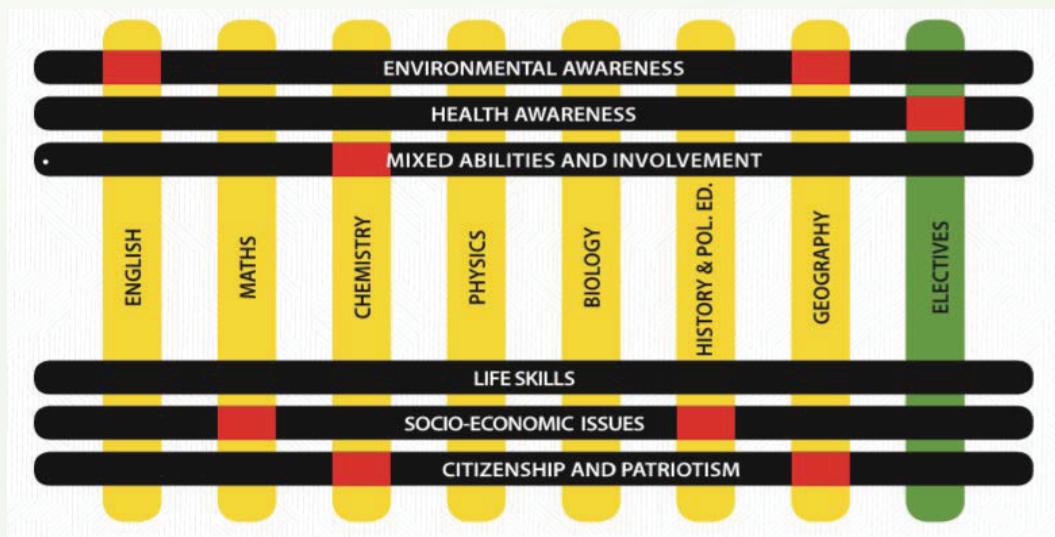
iv) Generic Skills

Generic skills are fundamental, transferable abilities that support learning across all subjects and prepare learners for the demands of the modern workplace and everyday life. These skills enable learners to access, process, and apply knowledge effectively, fostering lifelong learning and adaptability.



v) Cross-Cutting Issues

These are critical topics which span across all subjects in the curriculum, that learners need to understand. Some of these topics include health awareness, citizenship and patriotism. These topics help learners make connections between different disciplines while equipping them with essential survival skills for the 21st century.



b) Curriculum Menu

Curriculum menu refers to subjects offered to learners at the Lower Secondary level, with schools required to choose a specific number of subjects from a predefined list.

- S1 and S2:** Learners must take 11 compulsory subjects and one elective subject.
- S3 and S4:** Learners must take 7 compulsory subjects and up to two elective subjects.

The **compulsory subjects** at S1 and S2 include:

- i) English
- ii) Entrepreneurship
- iii) Mathematics
- iv) Biology
- v) Chemistry
- vi) Physics (or General Science for learners with special educational needs)
- vii) Geography
- viii) History and Political Education
- ix) Kiswahili
- x) Physical Education
- xi) Religious Education

The **compulsory subjects** at S3 and S4 are:

- i) Mathematics
- ii) English
- iii) Chemistry
- iv) Biology
- v) Physics (or General Science)
- vi) Geography
- vii) History and Political Education

In addition, learners can select **elective subjects** as outlined in the Curriculum Framework. (Refer to the Curriculum Framework)

c) Purpose of the Curriculum Framework

The purpose of the Curriculum Framework is to guide the education system by focusing on four key aspects:

- i) **What to teach** – Defines the knowledge, skills, and values that need to be imparted to learners. It shows the subjects to be taught to the learners.
- ii) **Why teach** – Highlights the purpose and relevance of the curriculum, explaining why these subjects and skills are important for learners' development.
- iii) **How to teach** – Provides strategies and methodologies for effective teaching, offering guidance on the best approaches to engage learners and facilitate learning.
- iv) **How to determine achievement** – Outlines assessment strategies to measure learners' progress and achievements, ensuring that the learning outcomes are met.

d) Implementation Features

e) Teaching and Learning

Focus on active learning. You, the teacher, acts as a facilitator using inquiry and experiential methods.

f) Assessment

Assessment is competency-based and criterion-referenced, including continuous and summative assessment. Final certification includes 20% contribution from school-based assessment (from S3 and S4) while the rest (80%) comes from end-of-cycle assessment.

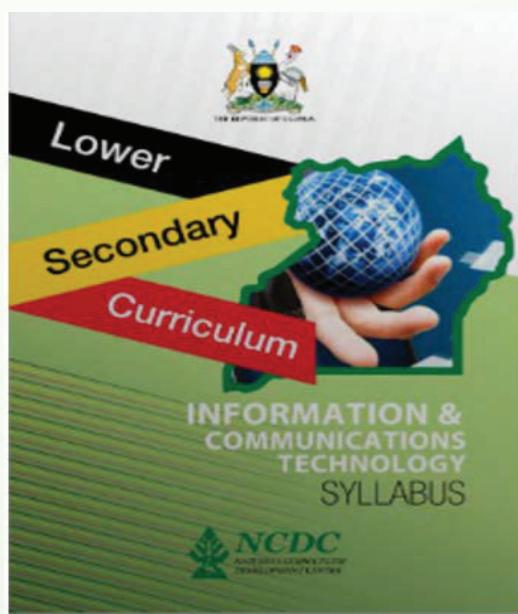
g) Inclusivity

Supports mixed-ability learners and learners with special needs. It also promotes gender equity and socio-economic inclusiveness.

h) Anticipated Outcomes

- i) Reduced content overload
- ii) Greater focus on applicable skills
- iii) Improved learner innovation and employability
- iv) Enhanced relevance to society and the labour market

2) Subject Syllabus



SENIOR 1: TERM 1		24 PERIODS				
THEME: COMPUTER SYSTEMS						
TOPIC 1: INTRODUCTION TO ICT						
Competency: The learner understands the concept of ICT and the related terminologies, its benefits and the required safety precautions.						
LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY				
The learner should be able to: <ul style="list-style-type: none"> a. Explain the concept of "ICT" and the related terminologies. (k) b. Know the common ICT tools and their use in various fields. (k, u) c. use various ICT tools. (u, v) d. appreciate the Safety precautions for the different ICT tools. (u, v) 	Guide learners to: <ul style="list-style-type: none"> • brainstorm the term "ICT". • name the ICT Technologies they know of and describe how they are used in the everyday life. • Use the ICT equipment, and in pairs or in groups, ask them to: <ul style="list-style-type: none"> • identify and name each of the ICT tools, and describe how they are used. • research on specialised applications of ICT's in various fields; health, industry, agriculture, business, tourism, education, security and allow them to discuss in groups. • work in pairs to study user manuals for a variety of ICT tools, summarise and present the safety precautions in a whole class discussion. • open any available ICT tools to produce a product i.e. taking a photograph using a camera, typing a text, testing...project using a projector. • describe, in a discovery session, the information processing cycle using a simple diagram to illustrate how data is processed into information and stored for future use. • identify, in a guided discussion, possible threats to computers. • prepare, in groups, and present 	<ul style="list-style-type: none"> • Listen and ensure that learners interact with, name and state the use(s) of ICT tools, including those shown in the images below: <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> • Listen as learners' state the necessary safety precautions they would take while using each of the tools above. • Observe learners' use or describe the use of various ICT tools. 				

(For all syllabus books, please visit <https://ncdc.go.ug/>)

A **subject syllabus** is a detailed guide that outlines what is expected from a subject, serving as a framework for facilitators in their teaching process. It is derived from the Curriculum Framework and includes the following key components:

- i) **Program Planner:** A structured outline of the topics and content to be covered throughout the course.
- ii) **Theme:** A broad idea that links different topics within a subject and provides a context for learning. Themes guide the structuring of content in a meaningful and relatable way for learners.

- iii) **Topic:** A specific unit of study within a theme that defines the key subject matter to be covered in a given period. Topics are aligned with the syllabus to ensure systematic progression of learning.
- iv) **Number of Periods:** The recommended instructional time allocated to each topic, ensuring effective coverage of content and achievement of learning outcomes. In the Lower Secondary Curriculum, periods are structured to fit into the school timetable.
- v) **Competency:** A combination of knowledge, skills, values, and attitudes that learners should develop and apply in real-life situations.
- vi) **Learning Outcomes:** A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject. These outcomes are measurable and help track learner progress.
- vii) **Suggested Learning Activities:** An aspect of the normal teaching and learning process that will enable a formative assessment to be made.
- viii) **Sample Assessment Strategy:** An activity that allows a learner to show the extent to which she/he has achieved the LOs. This is usually part of the normal teaching and learning process and not something extra at the end of a topic.

3) Learner's Book

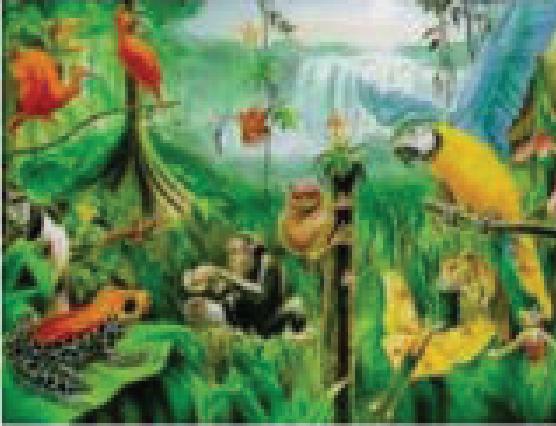
Please refer to approved Learners' books supplied by the Ministry of Education and Sports.

Sample learner's books can be accessed through the link

https://ncdc.go.ug/resource/?cart_1_2=prototype

CHAPTER 1

INTRODUCTION TO BIOLOGY



Key Words:	By the end of this chapter, you should be able to learn:
<ul style="list-style-type: none"> • biology • life processes • ecology • botany • physiology 	<ul style="list-style-type: none"> ▪ that Biology is the science of living things. ▪ that Biology is applied in everyday life. ▪ the importance of life processes and how they are manifested differently in different organisms.

Introduction

An introduction to biology will enable you to appreciate that biology is the study of life, and application of the characteristics of living things will enable you identify living things from the non-living things.

The practical nature to biology will help you acquire skills such as inquiry, observation, making conclusions and informed decisions about living things. Therefore understanding biology will enable you to develop concern for yourself, the environment and promote its conservation.

Meaning of Biology

Do you remember the knowledge of science you studied in the Primary school? Some of the knowledge relates to living things while the other relates to non-living things.

Activity 1.1: Sorting pictures of things into living and non-living.

Key question

Is it possible to sort materials into living and non-living?

What you need

- pictures of different items

What to do

Look at the items in the picture below.

- i) Draw lines to connect all the living things to the middle circle.
- ii) Suggest any reasons why you chose these items.

A **Learner's Book** is a comprehensive resource designed to support learners throughout their learning process. It typically includes the following components:

- i) **Table of Contents:** An organised outline of the chapters in the subject, providing an overview of the topics covered.
- ii) **Chapter Introduction:** Each chapter begins with an introduction that includes:
 - a) **Chapter Name:** Clearly labelled at the beginning.
 - b) **Supporting Picture:** A relevant image that shows the real-life applicability of the chapter.
 - c) **Keywords:** Important terms and concepts related to the chapter.
 - d) **Learning Outcomes:** What learners are expected to achieve by the end of the chapter.
- iii) **Competency:** The introduction embeds the competency, highlighting the skills or abilities that learners are expected to develop.
- iv) **Sub-topics:** Each chapter is divided into subtopics that are aligned with the learning outcomes and provide a clear structure for learners.
- v) **Learning Activities:** Activities designed to guide lesson delivery, encouraging learner engagement and helping them to understand and apply the content.
- vi) **Activity of Integration:** At the end of each chapter, there is a well-designed sample activity of integration that supports teachers in assessing the competencies achieved by the learners. This activity helps to reinforce the learning outcomes and gauge the learner's understanding of the material.

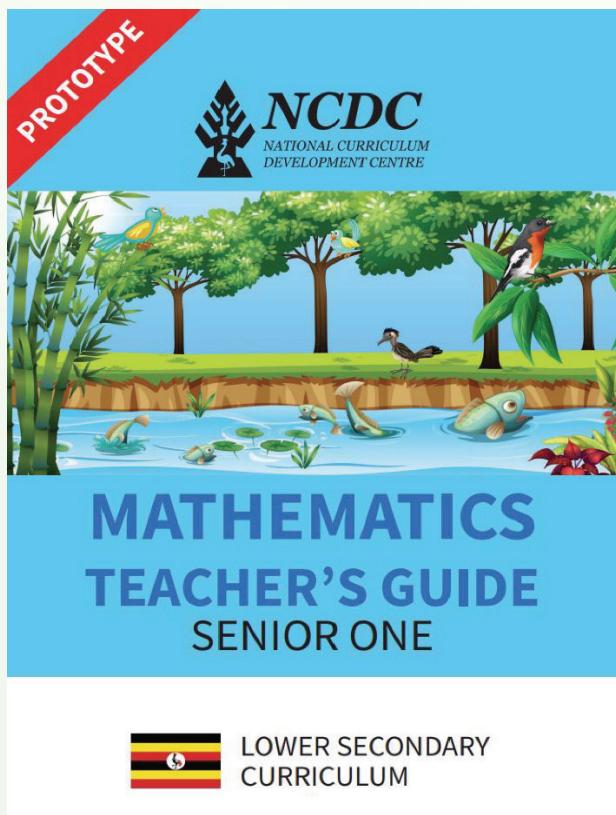
Linkage Between the Syllabus and the Learner's Book

The syllabus and the learner's book are interconnected documents that guide the teaching and learning process. While the syllabus provides the framework for what should be taught, the learner's book actualises this framework by presenting structured content, activities, and assessments. Understanding this linkage ensures effective curriculum implementation.

Features of the Syllabus and their Link to the Learner's Book

Syllabus Feature	Corresponding Feature in the Learner's Book	Explanation of Linkage
Topic	Chapter	Each topic in the syllabus is covered as a chapter or section in the Learner's Book.
Number of Periods	Topic Breakdown	The Learner's Book provides content designed to fit within the allocated teaching time.

Competency	Embedded in the Introduction of the Chapter	The introduction in the Learner's Book highlights the key skills and competencies to be developed.
Learning Outcomes	Sub-topics	The Learner's Book translates learning outcomes into sections within a chapter.
Suggested Learning Activities	Exercises, Discussions, and Practical Activities	The Learner's Book expands on the syllabus activities, making them more interactive and engaging.
Sample Assessment Strategies	Activities, Presentations, Activity of Integration	The Learner's Book includes activities that align with the assessment strategies suggested in the syllabus. At the end of each chapter, there is an activity of integration.


Evaluation Criteria for the Task in Learner's Textbook on Page 9

Output 1: Food (potato) distribution plan
 C1 = correct interpretation of the problem
 C2 = correct use of subject matter resources
 C3 = coherent flow of ideas

	C1	C2	C3	C4 (Excellent)
Output (planning)	/3	/3	/3	/1

C1 -Correct Interpretation of the Problem	C2-Correct Use of Subject Matter Resources	C3- Coherent Flow Ideas	C4 - Excellence
Indicators	Indicators	Indicators	Indicators
<ul style="list-style-type: none"> The situation is arousing the use of knowledge from other situations and clearly defined. Collects correct information about the community. 	<ul style="list-style-type: none"> Reflects on knowledge about Bases, Mathematical operations, Counting/grouping. Identifies the correct Mathematical operations for the task. Selects the right materials for the task. 	<ul style="list-style-type: none"> Formulation of ideas leading to the development of the procedure Drawing a distribution plan Finished acceptable distribution plan 	<ul style="list-style-type: none"> Neatness organized

A Teacher's Guide (TG) is a resource designed to support educators in effectively interpreting the Learner's Book. It includes the following key components:

- Activity Approach:** Guidance on how to carry out and manage various learning activities in the classroom, ensuring they align with the curriculum goals.

- ii) **Sample Responses:** Examples of correct or ideal learner responses to help teachers evaluate their understanding and provide proper feedback.
- iii) **Detailed Sample Assessment Strategy:** A clear strategy outlining how to assess learners' progress, including various assessment tools and methods for evaluating competencies.
- iv) **Proposed Score Guide for the Activity of Integration:** A suggested scoring guide or rubric to help teachers assess the Activity of Integration, ensuring that learners' competencies are measured effectively and consistently.

Linkage Between the Teacher's Guide and Learner's Book

The TG plays a crucial role in translating the Learner's Book into effective classroom practice. It provides structured guidance to teachers on lesson delivery, learning activities, assessment strategies, and the use of additional teaching resources. By understanding the connection between these two resources, teachers can effectively implement the curriculum and enhance learner engagement.

- i) The TG interprets the Learner's Book, ensuring that teachers deliver lessons effectively.
- ii) While the Learner's Book provides content, the TG provides instructional support to help teachers present that content using various methods.
- iii) The TG includes additional notes, explanations, and alternative approaches that might not be explicitly detailed in the Learner's Book.
- iv) The Assessment Grid in the TG helps in scoring learners' responses to the Activity of Integration.