



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



GERMAN LANGUAGE SYLLABUS



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

2025

**ADVANCED SECONDARY
CURRICULUM**

**GERMAN LANGUAGE
SYLLABUS**

2025



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Foreword

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), has adapted the Advanced level Curriculum by aligning it to the Lower Secondary Curriculum (LSC). This German Language syllabus is part of the adapted A level curriculum that is designed to prepare learners for skills development such as building multilingual and cognitive skills, promoting cultural exchange and bilateral relations, enhancing communication and global connectivity strengthening tourism, and encouraging international collaboration in order enable them to make a positive contribution to the development of our motherland Uganda, and the world at large.

The Adapted A level curriculum is intended to offer continuity to learners who have graduated from the Lower Secondary Curriculum (LSC) regarding teaching, learning, and assessment approaches. This curriculum, therefore, is competency-based and provides for continuity from the Lower Secondary. The curriculum provides learners with the opportunity to enhance the development of 21st-century skills and generic skills that were acquired at Lower Secondary. It prepares learners to advance in the application of what has been learnt to address the social-economic challenges. That is why the curriculum emphasises community participation as integral to learning.

This German Language syllabus is aligned with the competency-based curriculum, which encourages learners to think critically and solve problems within their school environment and the broader community. It fosters creativity and innovation in learning and life and emphasizes effective communication across all forms. Learners are expected to collaborate effectively with others, work independently when required, and utilize functional numeric and ICT skills adeptly. Additionally, the curriculum nurtures essential generic skills such as Adaptability, Teamwork, and Self-management, ensuring that the learners are well-rounded and equipped to face future challenges.

I therefore endorse this syllabus as the official document for teaching and learning the German Language at the Advanced Level of Secondary Education in Uganda.



Hon. Janet Kataaha Museveni

First Lady and Minister of Education & Sports

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Our gratitude goes to the Ministry of Education and Sports for overseeing the adaptation of the curriculum, the Curriculum Task Force of the Ministry of Education and Sports for the oversight role and making timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping this curriculum.

NCDC is also grateful to Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, and professional bodies, for their input in the design and development of the Adapted A level curriculum. To all those who worked behind the scenes to finalise the adaptation process of this teaching syllabus, your efforts are invaluable.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



Dr Grace K. Baguma
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1.0 INTRODUCTION

The Advanced Secondary Curriculum has been re-organised to align with the Lower Secondary Competency-based model to ease learners' progression from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the existing Advanced Curriculum published in 2013, to determine whether the content is:

- i) appropriate.
- ii) high-pitched or overloaded.
- iii) covered at lower secondary.
- iv) obsolete.
- v) repeated in different topics and redundant.

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary as well as concepts within different topics of the same subject. In addition, some syllabuses had irrelevant content to contemporary society and the 21st Century, leading to content overloads.

1.1 Changes to the Curriculum

The alignment of the existing A level Curriculum to that of the Lower Secondary made changes in the pedagogies of learning from a knowledge and objective-based approach to an integrated and learner-centred competency-based approach. The adapted syllabus, therefore, is a result of rationalizing, integrating, and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or, are no longer critical and relevant for the current learning needs while upgrading those that were of low competencies to match with the Advanced Level. The learning process has been stipulated in the scope and sequence chart recognising the progression of learning derived from the learning outcomes with corresponding Assessment Strategies. The detailed syllabus page unfolds the learning experiences and achievement expectations as a process rather than an event.

This German Language syllabus is part of the Adapted A Level Curriculum for learners who have studied under the New Lower Secondary Curriculum. The teacher must read the whole syllabus before planning his/her teaching programme since many topics have been merged, upgraded, or removed. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from the Lower Secondary level, adapting topics and content with familiar features that are of value to the learner and society. In addition, content considered obsolete, high-pitched, overlaps and overloads was removed.

1.2 Classroom-Based Assessment

This syllabus requires classroom learning to be experiential through the suggested Learning Activities for the acquisition of the Learning Outcome requirements. This is the gist of a learner-centred and activity-based approach to learning which emphasises the acquisition of required competencies. Formative Assessment in the German language will focus on the acquisition of knowledge and skills through the performance of the Learning Activities.

The suggested Learning Activities sprout from the Learning Outcomes which are evidenced by acquiring and demonstrating application of the desired skills to show that learning has taken place. The teaching/learning activities are not exhaustive but samples upon which the teacher will be expected to build. They will guide the teachers to develop more activities that address aspects of regional balance. The sample Assessment Strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on observation, conversation, and product, to enable learners to acquire the desired knowledge, skills, values, and attitudes. **(See detailed syllabus)**

1.3 Learners with Special Educational Needs

The Adapted A level Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities while maintaining high academic standards. It emphasises creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.



1.4 Generic Skills

Generic skills are embedded within all subjects and are essential for learning and workforce readiness. These skills enable learners to engage with the entire curriculum effectively and prepare them for lifelong learning. These skills equip learners with the ability to adapt to change and navigate life’s challenges in the 21st century.

The key generic skills include:

1

Critical thinking and problem-solving

- i) Planning and carrying out investigations
- ii) Sorting and analysing information
- iii) Identifying problems
- iv) Predicting outcomes and making reasoned decisions
- v) Evaluating different solutions

Co-operation and Self-Directed Learning

- i) Working effectively in diverse teams
- ii) Interacting effectively with others
- iii) Taking responsibility for own learning
- iv) Working independently with persistence
- v) Managing goals and time

2

3

Creativity and Innovation

- i) Using imaginations to explore possibilities
- ii) Working with others to generate ideas
- iii) Suggesting and developing new solutions
- iv) Experimenting with innovative alternatives
- v) Looking for patterns and making generalisation

Communication

- i) Listening attentively and with comprehension
- ii) Talking confidently and explaining ideas/opinions clearly
- iii) Reading and writing fluently
- iv) Writing and presenting coherently
- v) Using a range of media to communicate ideas

4

5

Mathematical Computations

- i) Using numbers and measurements accurately
- ii) Interpreting and interrogating mathematical data
- iii) Using mathematics to justify and support decisions

Information and Communication Technology (ICT) Proficiency

- i) Using technology to create, manipulate and process information
- ii) Using technology to collaborate, communicate and refine work

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7

Diversity and Multicultural Skills

- i) Appreciating cultural diversity
- ii) Appreciating other ethnic groups
- iii) Sharing cultural values
- iv) Respecting cultural practices

1.5 Cross-cutting Issues

These are issues that young people need to learn about, and are not confined to a particular subject but are studied across subjects. They help the learners develop an understanding of the connections between the subjects and the complexities of life as a whole. They are;

- i) Environmental awareness
- ii) Health awareness
- iii) Life skills
- iv) Mixed abilities and involvement
- v) Socio-economic challenges
- vi) Citizenship and patriotism

These are a concern to all mankind irrespective of their areas of specialty. They are infused into the different Learning Outcomes of the different subjects.

1.6 Values

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. The learners need to base themselves on these values as citizens of Uganda. These values are derived from the Uganda National Ethics and Values Policy of 2013. They are;

- i) Respect for humanity and the environment
- ii) Honesty, uphold and defend the truth at all times
- iii) Justice and dealing with others
- iv) Hard work for self-reliance
- v) Integrity; moral uprightness and sound character
- vi) Creativity and innovation
- vii) Social responsibility
- viii) Social harmony
- ix) National unity
- x) National consciousness and patriotism

These are not taught directly in lessons, nor are they assessed by pen and paper. However, they are incorporated into some learning outcomes and are developed as the learners progress.

1.7 Information and Communication Technology (ICT) Integration

The integration of ICTs into teaching and learning is strongly encouraged in this A-level adapted curriculum. ICT enhances the implementation of competency-based learning by fostering learner engagement, creativity, and lifelong learning. Teachers are encouraged to use technology to create interactive content, such as digital simulations and videos, to illustrate abstract or complex concepts effectively. Integrating ICT not only enhances the learning experience but also equips learners with essential digital skills for the 21st century.

ICT teachers should endeavour to assist other subject teachers in making the ICT integration process a reality. The table below shows a sample of suggested ICT tools that may be applied to given tasks.

Sample Task in the Syllabus	Suggested ICT Tool
Fieldwork	Use of cameras to take photos and record videos
Locate places on a map	Use digital maps such as Google Maps or an equivalent application.
Presentation in class	Use presentation applications or online presentation tools like Canva
Search for keywords and meanings	Use an online dictionary or search online
Make drawing/graphics	Use drawing tools like Draw.io or publishing software/Word processor
Roleplay, narrations	Use audio and video recordings
Demonstrations	Use audio/video recordings, models, simulations, or virtual labs
Analyse and present data	Use spreadsheet software or any other analytics tools
Group discussions	Mind mapping software
Search for extra reading materials	Download files from the Internet from academic Databases
Writing equations and formulae	Use equation editors like MathType
Carry out academic search/research	Use the Internet, AI models, and other academic applications like "Encarta", "Britannica", etc.
Collaborate with others across the world	Form learning networks with blogs, social media, emails, and videoconferencing tools like Zoom, MS Teams, Webex, Google Meet or any other networking application.

1.8 Projects

Projects and project-based learning are part and parcel of learning in the 21st Century. Several projects have been integrated into the syllabus for different topics. These are but samples. The teacher is encouraged to develop more projects with his/her learners that can easily be linked to what is happening in their local environment. While doing this, he/she should keep aligned with the learning outcomes of the topic he/she is teaching.

1.9 The Aims of Secondary Education

The aims of Secondary Education in Uganda are to:

- i) instil and promote national unity, an understanding of social and civic responsibilities, strong love and care for others, and respect for public property, as well as an appreciation of international relations and beneficial international cooperation;
- ii) promote an appreciation and understanding of the cultural heritage of Uganda including its languages;
- iii) impart and promote a sense of self-discipline, ethical and spiritual values, personal and collective responsibility, and initiative;
- iv) enable individuals to acquire and develop knowledge and an understanding of the emerging needs of society and the economy;
- v) provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry, and their application in the context of the socio-economic development of Uganda;
- vi) enable individuals to develop basic scientific, technological, technical, agricultural, and commercial skills required for self-employment;
- vii) enable individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, and self-improvement through learning and development of social, physical, and leadership skills such as are obtained through games, sports, societies, and clubs;
- viii) lay the foundation for further education;
- ix) enable the individual to apply acquired skills in solving problems of the community, and to develop a strong sense of constructive and beneficial belonging to that community;
- x) instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities; and
- xi) develop a positive attitude towards learning as a lifelong process.

1.10 Aims of the A Level Curriculum

- i) To adopt a competency-based learning approach.
- ii) To develop holistic education for personal and national development based on clear shared values.
- iii) To develop key skills which are essential to work and life and promote life-long learning.

- iv) To adopt an integrated approach to learning that develops the ability of learners to apply learning.
- v) To improve on assessments by incorporating school-based assessment into End of Cycle Assessment.
- vi) To emphasise the learner's participation through engagement with the community.
- vii) To prepare for further education.

1.11 Rationale for Teaching German Language at A level

i) Developing proficiency in speaking, reading, writing, and listening to German:

Gaining proficiency in German helps the learners communicate effectively in a variety of contexts, both personal and professional. This fluency enables them to engage in meaningful conversations, comprehend and analyze written texts, produce coherent and articulate writings, and understand spoken language in different dialects and speeds. Such skills are crucial for academic success, cultural exchange programs, and everyday interactions in German-speaking countries.

ii) Fostering intercultural understanding and respect for diversity, which is essential in a globalized world:

Learning German is not just about mastering the language; it's also about immersing oneself in the culture, traditions, and ways of thinking of German-speaking countries. This intercultural competence helps the learners appreciate and respect the diverse perspectives and practices of people from different backgrounds, promoting empathy and reducing cultural biases. In today's interconnected world, such understanding is vital for global citizenship and international collaboration.

iii) Equipping learners with a competitive edge in careers like hospitality, tourism, hotel management, international trade, diplomacy, translation, and teaching among others:

Proficiency in German opens up numerous career opportunities. In tourism, it enhances the ability to guide and assist German-speaking tourists. In international trade and diplomacy, it facilitates negotiations and relationships with German-speaking partners. For careers in translation and teaching, fluency in German is a fundamental requirement. Additionally, bilingualism or multilingualism is often seen as a valuable asset by employers, giving candidates an edge in the job market.

1.12. Syllabus Overview

The areas of study have been re-organised within the syllabus to come up with the adapted version. The subject areas of study are:

1. Listening

- i) Accurately interpret spoken German in various contexts, such as conversations, announcements, or audio materials.
- ii) Identify and comprehend main ideas and supporting details in spoken passages.
- iii) Demonstrate understanding by responding appropriately to spoken German in real-life situations.

2. Reading Comprehension

- i) Read and understand texts of varying complexity, including articles, letters, and short stories.
- ii) Extract specific information, infer meanings, and identify the tone and purpose of texts.
- iii) Analyse and summarise written material to demonstrate comprehension.

3. Speaking

- i) Express ideas clearly and fluently in German during conversations, debates, or presentations.
- ii) Use appropriate vocabulary, grammar, and pronunciation in different communicative settings.
- iii) Demonstrate confidence in role-plays or situational dialogues relevant to daily life or cultural contexts.

4. Writing

- i) Write coherent and grammatically accurate texts, such as essays, reports, and emails.
- ii) Develop creative writing skills by composing stories and or dialogues in German.
- iii) Effectively organize ideas and arguments in written German while adhering to formal and informal conventions.

5. Literature in German

- i) Analyse themes, characters, and stylistic elements in selected German literary works.
- ii) Relate German literature to cultural, historical, and social contexts.
- iii) Critically discuss the relevance of literary works to contemporary issues and personal experiences.

1.13 Time Allocation

It is recommended that there will be **8 periods**, each of 40 minutes per week for teaching and learning German from S5 to S6.

1.14 Suggested Approaches to Teaching German Language

The proposed approaches aim to enhance the learning experience and empower educators to effectively support their learners as they prepare for assessments. These methodologies require teachers to work closely with the learners, providing guidance, direction, support, and supervision as they advance through the learning and research processes. The key approaches include:

i) **Inquiry-Based Learning**

Encourage the learners to investigate topics of interest related to German culture and language through research. This method promotes critical thinking, communication, and research skills by posing questions and scenarios for learners to explore. Activities are designed in such a way that requires the learners to research German-speaking countries, their customs, and societal issues. Use questions and scenarios that provoke discussion and exploration.

ii) **Experiential Learning**

Involve the learners in hands-on experiences where they can actively participate and reflect on their actions. This method helps develop reflective skills and a deeper understanding of the language. Organize activities such as cooking German recipes, role-playing market interactions, or participating in cultural festivals. Encourage learners to reflect on their experiences and connect them to language learning.

iii) **Problem and Project-Based Learning**

Engage the learners in solving real-world problems or completing projects related to the German language and culture. This fosters critical thinking, social skills, and research abilities. Assign projects like planning a trip to a German-speaking country, creating a guidebook for tourists, or developing a presentation on environmental issues in Germany. Provide opportunities for collaboration and research.

iv) **Case-Based Learning**

Use real-world scenarios to discuss and analyse situations, enhancing the learners' critical thinking, analytical, and research skills. Present case studies on topics such as the impact of tourism in Germany, the integration of immigrants, or the role of the German Language in international diplomacy. Facilitate group discussions and analyses.

v) **Discovery Learning**

Allow the learners to construct their knowledge through active participation, exploration, and inquiry. This method encourages critical thinking, questioning, and hypothesising. Create activities that prompt learners to explore German Literature, Music, and Art. Encourage them to ask questions, make hypotheses, and draw conclusions based on their findings.

1.15 Programme Planner

Class/Term	Topic	Sub-Topic	Period	
Senior Five Term 1	1. Listening	1.1	Family and Home Life	6
	2. Reading	2.1	The German Sentence and its Components (I) (Subject, Predicate, Direct and Indirect objects, adverbial determinants)	8
		2.2	Functions of Words in Sentences	6
	3. Speaking	3.1	Home Life	8
		3.2	The International World	8
	4. Writing-global issues and societal challenges	4.1	Global Issues – Democracy	8
	5. Literature in German	5.1	Introduction to Literary Texts	8
5.2		Commentary	8	
Total			60	
Term 2	6. Listening	6.1	School	8
		6.2	Health	8
	7. Reading	7.1	Sentence Moods	8
		7.2	Idiomatic Expressions	8
	8. Speaking	8.1	Home Life – Good Feeding	8
	9. Writing	9.1	Home Life – Role of the Family in Building Good Citizenship	8
		9.2	Home Life – Domestic Violence	8
	10. Literature in German	10.1	Theme - Parents and their Children	10
		10.2	Theme: School Life	10
	11. Socio-Cultural Issues Continuation)	11.1	Theme – Work	10
Total			96	
Term 3	12. Listening and Reading	12.1	The World of Work	28
		12.2	Sentence Types	14
	13. Speaking	13.1	Leisure and Entertainment	28
	14. Literature in German	14.1	Figurative Styles in the Text	14
	15. Socio-Cultural Studies (Continuation)	15.1	Gender Equality in the Press	12
Total			96	
Senior Six Term 1	16. Listening and Reading	16.1	Natural Environment	12
		16.2	Home Town and Economic Activities	12
		16.3	The German Sentence and its Components	12
		16.4	Functions of Words in a Sentence	12

	17. Speaking	17.1	The International World	12
	18. German Literature (Content)	18.1	Introduction to Literary Texts (Continuation)	12
		18.2	Commentary	12
		18.3	Childhood	12
Total				96
Term 2	19. Listening (5)	19.1	Public Services	14
	20. Reading	20.1	School	14
		20.2	Health	14
	21. Literature in German	21.1	Parents and their Children	12
		21.2	School Life	12
21.3		Work (Relationships at Workplace)	12	
Total				96
Term 3	22. Listening	22.1	Work and Career	16
	23. Categorisation of Sentences in German	23.1	Sentence Types (continuation)	16
	24. Socio-cultural Issues	24.1	Theme: Accepting Responsibility	16
Total				48

1.16 Note to users

Each topic has a competency, which is a broad statement that brings out what the learner is expected to do at the end of the topic. The competency is broken down into learning outcomes, for which suggested learning activities and sample assessment strategies are developed as represented in the three columns below.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategy
A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learned by the end of the topic. Hence each learning outcome is coded with some of these as k, u, s, gs, and v/a for emphasis to the teacher on what to consider during the lesson.	The sort of hands and minds on engagements, enable the learner to achieve the learning outcome including the generic skills and values. They are designed to enable learners to Discover, Explain, Apply, and Analyse (DEAA) as they participate in knowledge construction.	Opportunities for assessment within the learning process that is, during and after the lesson.

The Learning Activities and Assessment Strategies in the syllabus are “suggested” and “samples” respectively and not exhaustive. The teacher is encouraged to develop more Learning Activities and Assessment Strategies that are based on the Learning Outcomes. In addition, the teacher is free to customise the suggested learning activities to make them suitable for their respective learning environments and learners with Special Educational Needs (SEN).

2.0 DETAILED SYLLABUS

SENIOR 5 TERM 1

TOPIC 1: LISTENING

Duration: 8 Periods

Competency: Die Lernenden entwickeln ihre Hörfähigkeiten, um Gespräche und Anweisungen, die sich auf das Familien- und Hausleben beziehen, effektiv zu verstehen und zu interpretieren. Sie zeigen, dass sie in der Lage sind, häusliche Rollen und Verantwortlichkeiten durch Zuhöraktivitäten zu erkennen, ihnen zu folgen und sich darauf einzulassen.

SUB-TOPIC 1.1: FAMILY AND HOME LIFE

Duration: 6 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a. describe physical and moral behaviours using appropriate Vocabulary and Structures (Wortschatz und Strukturen) within conversations about Family and Home Life. (k,u,s,v, gs)	a. In groups, learners participate in role-playing activities where they engage in conversations describing family members' physical and moral behaviours.	a. Observe the learners' use of adjectives, accurate depiction of behaviours, fluency, and confidence in speaking. b. Probe the learners' ability to explain their choice of vocabulary, clarity of thought, and consistency in using appropriate structures. c. Observe the role play/skit or conversation held, checking out for coherence, and ability to reflect on their performance.
	b. Learners sketch family members on pieces of Manilas and characterise them, focusing on describing both physical and moral behaviours using appropriate vocabulary. Thereafter, they can also role-play this before the class.	a. Observe the process of creating character sketches, noting the use of descriptive language focusing on engagement level, creativity, and accuracy in language use. b. Engage the learners during the presentation of their character sketches to the class and discuss their choices focusing on clarity in presentation, justification of choices, and use of descriptive adjectives and structures. c. Assess the final character sketches focusing on detail, vocabulary, and structure as well as completeness, accuracy, and creativity in descriptions.

	<p>c. In pairs, learners listen and share short stories that involve family members, focusing on comparing behaviours in the different families.</p>	<p>a. Observe the pairs during the storytelling process focusing on the use of descriptive language, and interaction.</p> <p>b. Discuss the stories with each pair, asking about their vocabulary choices and story structure. Emphasise depth of explanation, clarity, and consistency in using appropriate language.</p> <p>c. Assess the stories listened to, for language use, narrative coherence, creativity, and quality of description.</p>
<p>b. Listen, read, understand, and follow instructions related to domestic tasks, such as interpreting manuals or recipes (Interpretation der Anweisungen und Rezepte) accurately and efficiently in a practical setting. (k,u,s,v, gs)</p>	<p>a. Learner follows a recipe to prepare a simple dish, interpreting the instructions accurately and executing them efficiently.</p>	<p>a. Observe the learners as they work through the recipe steps focusing on accuracy in following steps, time management, and problem-solving.</p> <p>b. Discuss with the learners their experiences in following the recipe, the challenges faced, and how they overcame them. Advise on clarity in describing the process, problem-solving ability, and understanding of instructions.</p> <p>c. Evaluate the quality of the dish, and its presentation, and gauge accuracy in following the recipe.</p>
	<p>b. Learner sets up a given device following instructions from a home appliance manual to complete a given domestic task.</p>	<p>a. Observe the process of interpreting and following the manual focusing on accuracy in understanding instructions, efficiency in execution, and troubleshooting.</p> <p>b. Discuss with the learners their interpretation of the manual and any difficulties faced. Clarify problem-solving skills and understanding of the manual.</p> <p>c. Assess the successful setup or operation of the appliance based on the functionality of the setup, adherence to instructions, and efficiency.</p>

	<p>c. Learner watches and listens to a video and follows instructions on (Do it yourself) DIY project, such as assembling furniture or creating a home decor item.</p>	<p>a. Observe the learners during the DIY paying attention to accuracy in following instructions, safety, and problem-solving.</p> <p>b. Discuss with the learners about their approach to the DIY task and any challenges encountered. Assess clarity in describing the process, creativity in solving problems, and understanding of instructions.</p> <p>c. Assess project quality, accuracy, and learners' creativity, focusing on quality of the final product, accuracy in execution, and overall presentation.</p>
<p>c. participate in conversations about family and home life (das Familienleben und die Familie) using descriptive adjectives, comparisons (Adjektive und Vergleiche), and metaphors to appreciate the roles played by different family members (k,u,s,v,gs).</p>	<p>a. In groups, learners discuss family roles and responsibilities, using descriptive language, comparisons, and metaphors and thereafter present to the class.</p> <p>b. Learner writes a detailed essay describing family dynamics and roles in a German household, using descriptive adjectives, comparisons, and metaphors.</p>	<p>a. Observe the learners focusing on the use of descriptive language and engagement.</p> <p>b. Converse with the learners to explore their use of language and ability to articulate thoughts, using comparisons and metaphors, as well as coherence of thought.</p> <p>c. Assess the presentation made before the class, highlighting key points and descriptive language used. Focus on clarity, use of descriptive language, and coherence.</p> <p>a. Observe the learners during the writing process. Focus on engagement, use of descriptive language, and writing flow.</p> <p>b. Discuss the essays with the learners focusing on their use of language i.e. ability to explain their choices, clarity in communication, and use of descriptive language.</p> <p>c. Assess essays focusing on the use of descriptive language, structure, and depth of analysis. Look at the quality of descriptions, use of comparisons and metaphors, and overall coherence.</p>

	<p>c. Learners come up with a project in form of a skit comparing the roles and responsibilities of family members in German and Ugandan households using descriptive language.</p>	<p>a. Observe the project creation process focusing on engagement, use of descriptive language, and collaboration.</p> <p>b. Discuss the projects with the learners, focusing on their use of descriptive language and cultural insights. Focus on ability to explain cultural differences, use of descriptive language, and clarity in communication.</p> <p>c. Assess for depth of cultural analysis, use of descriptive language, and presentation quality.</p>
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TOPIC 2: READING
Duration: 14 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, Texte zu lesen und zu verstehen. Sie können körperliche und moralische Verhaltensweisen effektiv beschreiben, häusliche Anweisungen befolgen und die Rollen und Verantwortlichkeiten innerhalb eines Haushalts einschätzen. Sie werden auch verschiedene elterliche Beziehungen und die kulturellen Nuancen, die mit der Familiendynamik verbunden sind, verstehen.

SUB-TOPIC 2.1: THE GERMAN SENTENCE AND ITS COMPONENTS (I)
Duration: 8 Periods

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a. construct clear, grammatically correct sentences in German, emphasizing accurate word order and effective sentence structure through analysing German texts about family life. ("Grammatisch korrekte Sätze auf Deutsch, wobei die korrekte Wortstellung und ein effektiver Satzbau betont werden.") (k,u,s,v,gs)</p>	<p>a. The learner reads a short story or passage featuring characters with distinct physical and moral behaviours. They will identify and make additional descriptions using appropriate home-related vocabulary.</p> <p>b. The learner participates in role-playing activities where they act out characters from a given text, describing their physical and moral behaviours using appropriate vocabulary.</p>	<p>a. Observe the learners as they read and comment on the behaviours. Focus on engagement with the text, accuracy in identifying descriptions, and correct use of vocabulary.</p> <p>b. Conduct group discussions where the learners explain their additional description and the. Emphasising clarity of explanations, use of specific vocabulary, and depth of analysis.</p> <p>c. Assess the character profile sheet summarizing the learners' findings, for completeness, accuracy of descriptions, and coherence of analysis.</p> <p>a. Observe the learners during the role-play, focusing on the accurate portrayal of characters, appropriate use of descriptive language, and engagement.</p> <p>b. Discuss the role-play with the learners focusing on their use of vocabulary and understanding of the characters.</p> <p>c. Assess the learners' reflective journal entry about their role-playing experience focusing on reflection depth, accuracy in vocabulary use, and coherence.</p>

	<p>c. The learner writes a detailed description of a family member or animal character, focusing on physical and moral behaviours. They will use home-related vocabulary and structures learned in class.</p>	<p>a. Observe the learners during the writing process, focusing on engagement, use of descriptive language, and adherence to instructions.</p> <p>b. Provide feedback during individual writing conferences. Focus on clarity of thought, accuracy of vocabulary use, and creativity.</p> <p>c. Assess the learners' written texts for accuracy, detail, and coherence.</p>
<p>b. effectively identifies and uses sentence components to support the expression of thoughts and ideas on family-related topics, using descriptive adjectives, comparisons, and metaphors to create detailed descriptions. (Gebrauch von: "Ausdruck, Gedanken und Ideen zu familienbezogenen Themen, unter Verwendung beschreibender Adjektive, Vergleiche und Metaphern, um detaillierte Beschreibungen zu erstellen.") (k,u,s,gs)</p>	<p>a. The learner identifies key sentence components (subjects, verbs, objects) in sample sentences related to family life and create their own sentences using these components.</p>	<p>a. Observe the learners during the identification and creation process. Focus on accuracy in identifying components, creativity in sentence creation, and use of descriptive language.</p> <p>b. Discuss with the learners about their choices of sentence components and descriptive language. Focus on clarity of thought, justification of choices, and understanding of sentence components.</p> <p>c. Assess the learners' submitted list of sentences based on accuracy, creativity, and effective use of descriptive language.</p>
	<p>b. The learner participates in a family discussion focusing on using descriptive adjectives and making comparisons of detailed descriptions of family-related topics. i.e., through debates, presentation in plenary.</p>	<p>a. Observe the learners during the workshop activities. Focus on engagement, use of descriptive language, and creativity.</p> <p>b. Have discussions with the learners about their use of descriptive language. Assess their ability to articulate descriptive choices, creativity, and coherence.</p> <p>c. Assess descriptive paragraphs/texts focusing on adjectives, accuracy, and coherence.</p>

	<p>c. The Learner learns to use metaphors and similes to enhance their descriptions of family-related topics. They practice creating sentences that incorporate these figures of speech.</p>	<p>a. Observe the learners during the creation of metaphors and similes. Focus on creativity, use of language, and accuracy.</p> <p>b. Discuss with the learners their metaphors and similes, exploring their creativity and understanding. Focus on clarity of explanation, creativity, and understanding of figures of speech.</p> <p>c. Assess the learners' submitted sentences containing metaphors and similes looking out for creativity, accuracy, and effective use of figures of speech.</p>
<p>c. Develop cultural awareness of the value placed on precise language use in German-speaking communities by understanding its role in clear, respectful family interactions.(Kulturelles Bewusstsein für den Wert präzisen Sprachgebrauchs in deutschsprachigen Gemeinschaften entwickeln (k,u,v)</p>	<p>a. The learner reads and analyses texts about family dynamics and interactions in German-speaking communities, focusing on the use of precise language.</p>	<p>a. Observe the learners during the text analysis. Focus on engagement, understanding of cultural contexts, and attention to language use.</p> <p>b. Hold discussions with learners about their analysis and cultural insights. Look out for clarity of thought, cultural understanding, and the ability to articulate insights.</p> <p>c. Assess the learners' reflective essays focusing on depth of analysis, cultural insights, and coherence.</p>
	<p>b. Learners participate in role-playing activities where they simulate family interactions in German-speaking communities, using precise language and appropriate sentence structures.</p>	<p>a. Observe the learners during the role-play. Focus on accuracy of language use, engagement, and cultural appropriateness.</p> <p>b. Discuss with the learners about their role-playing experiences and language use. Assess clarity of explanation, cultural understanding, and use of precise language.</p> <p>c. Assess the learners' essays/texts on depth, cultural insights, and coherence.</p>

	<p>c. Learners conduct a comparative study by reading different texts of family dynamics and language use in German-speaking and Ugandan households, highlighting the importance of precise language in family interactions.</p>	<p>a. Observe the learners during the study and presentation preparation. Look out for engagement, understanding of cultural differences, and use of language.</p> <p>b. Hold discussions with the learners about their findings and cultural insights. Focus on clarity of thought, depth of cultural understanding, and ability to articulate findings.</p> <p>c. Assess the learners' presentation or report summarizing their comparative study focusing on analysis, cultural insights, and overall presentation quality.</p>
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SUB-TOPIC 2.2: FUNCTIONS OF WORDS IN SENTENCES
Duration: 6 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. Identify and understand the use of different word types (nouns, pronouns, verbs, adverbs, adjectives, and conjunctions) in sentences within the context of family and home life, recognizing their functions in forming meaningful statements about family dynamics and daily activities. <i>(Die Lernenden können; verschiedene Wortarten d.h Nomen, Pronomen, Verben, Adverbien, Adjektive und Konjunktionen) in Sätzen im Kontext von Familie und häuslichem Leben identifizieren und verstehen, ihre Funktionen bei der Bildung bedeutungsvoller Aussagen über Familiendynamik und tägliche Aktivitäten erkennen.) (k,u,v,gs)</i>	a. Learners receive a list of sentences related to family and home life. They identify and sort words into categories: nouns, pronouns, verbs, adverbs, adjectives, and conjunctions.	a. Observe the learners during the sorting activity, noting their engagement and accuracy. Focus on correct categorization, attention to detail, and active participation. b. Discuss with the learners their sorting decisions and reasons. Focus on clarity of explanation, understanding of word functions, and accuracy. c. Assess the learners' compilation of comparisons for completeness, accuracy, and organisation.
	b. Learners use the sorted words to construct new sentences related to family and home life, ensuring each sentence is meaningful and grammatically correct.	a. Observe the learners during the sentence construction activity, focusing on engagement, correct use of word types, and creativity. b. Hold discussions with the learners about their sentence constructions. Focus on clarity, grammatical accuracy, and use of appropriate vocabulary. c. Assess the learners' sentences for grammatical correctness, coherence, and creativity.
	c. Learners analyse a short text about family dynamics, identifying the different word types used and their functions within the sentences.	a. Observe the learners during the text analysis. Focus on engagement, accuracy in identification, and understanding of word function.

		<ul style="list-style-type: none"> b. Discuss the text analysis with the learners, focusing on their understanding of word types. Emphasise clarity of explanation, depth of understanding, and use of examples. c. Assess created annotated text, focusing on language accuracy as per context, clarity of analysis, and completeness.
<ul style="list-style-type: none"> b. Apply the understanding of the nominative, accusative, dative, and genitive cases in sentences related to family relationships and daily home activities, recognizing proper declination of word types and constructing grammatically accurate sentences. <i>(Die vier Fälle im Kontext verstehen und gebrauchen können)</i> <i>(k,u,v)</i> 	<ul style="list-style-type: none"> a. Learners analyse sentences related to family relationships and daily home activities. They identify and underline the sentences in nominative, accusative, dative, and genitive cases. 	<ul style="list-style-type: none"> a. Observe the learners during the identification activity. Focus on accuracy, attention to grammatical details, and engagement. b. Discuss with the learners their case identifications and understanding of declinations with a focus on clarity of explanation, depth of understanding, and use of grammatical rules. c. Assess underlined sentences for evaluation, accuracy, clarity, and grammatical correctness.
	<ul style="list-style-type: none"> b. Learner constructs his/her sentences related to family and home activities, using the nominative, accusative, dative, and genitive cases correctly. 	<ul style="list-style-type: none"> a. Observe the learners during the sentence construction focusing on grammatical accuracy and creativity. b. Hold discussions with the learners about their sentence constructions. Focus on clarity, understanding of grammatical rules, and use of appropriate vocabulary related to family and home activities. c. Assess the learners' sentences for grammatical accuracy, coherence, and creativity.

	<p>c. Learner participates in role-playing activities where they use sentences containing different grammatical cases to describe family relationships and daily activities.</p>	<p>a. Observe the learners during the role-playing. Assess the correct use of grammatical cases, fluency, and engagement.</p> <p>b. Discuss with the learners about their use of cases and sentence construction during the role-play. Focus on clarity of thought, understanding of grammatical rules, and use of vocabulary.</p> <p>c. Assess reflective journal entries about the role-playing experience. Focus on reflection depth, accuracy in vocabulary use, and coherence.</p>
<p>c. Distinguish between adjectives and adverbs, recognizing their roles in describing family members, household items, or actions, and use conjunctions to join ideas, forming complex and coherent statements that accurately describe family dynamics and home routines.</p> <p>(die Wortarten unterscheiden) (k,u,v, gs)</p>	<p>d. In groups, learners receive sentences describing family members and household actions. They identify and highlight the adjectives adverbs, conjunctions in each sentence.</p>	<p>a. Observe the learners during the identification activity, focusing on accuracy in identification, understanding of word roles, and engagement.</p> <p>b. Discuss with the learners focusing on their identifications and reasoning. Assess clarity of explanation, depth of understanding, and accuracy.</p> <p>c. Assess the created list of adjectives, adverbs and conjunctions identified in the sentences focusing on; Completeness, accuracy, and organization.</p>

	<p>e. Learners construct complex sentences about family dynamics and home routines using adjectives, and adverbs and emphasize the use of conjunctions to join ideas.</p>	<p>a. Observe the learners during the sentence construction. Focus on correct use of conjunctions, creativity, and grammatical accuracy.</p> <p>b. Discuss with the learners about their constructed sentences with the use of conjunctions. Focus on clarity, understanding of adjectives, adverbs, conjunctions, and coherence.</p> <p>c. Evaluate the learners' sentences for grammatical accuracy, coherence, and creativity.</p>
	<p>f. The learner writes a detailed description of family members or household routines, using adjectives, adverbs, and conjunctions to create complex and coherent statements.</p>	<p>a. Observe the learners during the writing process, focusing on engagement, use of descriptive language, and adherence to instructions.</p> <p>b. Provide feedback during individual writing conferences, focusing on clarity of thought, use of descriptive language, and creativity.</p> <p>c. Assess the final written descriptions for accuracy, detail, and coherence, paying attention to descriptive language, completeness, and overall quality.</p>

TOPIC 3: SPEAKING (HEALTHY LIVING AND STRESS MANAGEMENT)

Duration: 16 Periods

Competency: Die Lernenden können Informationen über gesunde Lebensgewohnheiten und Stressbewältigung, Familien- und Privatleben verstehen, schriftlich und mündlich wiedergeben sowie eigene Strategien zur Förderung der Gesundheit entwickeln und begründen. Sie entwickeln die Fähigkeit, sich effektiv an Gesprächen über diese Themen zu beteiligen, in dem sie ein angemessenes Vokabular, Strukturen und kulturelles Verständnis verwenden, um eine Vielzahl von Themen zu diskutieren.

SUB-TOPIC 3.1: HOME LIFE

Duration: 8 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. Describes physical and moral behaviours using appropriate vocabulary and structures in conversations about family and home life, including discussions on healthy eating habits, definitions of fast food, and the differences between German and Ugandan eating and drinking traditions. <i>(Gespräche zu Hause und Essgewohnheiten thematisieren) (k,u,v,gs)</i>	a. Learners engage in role-playing scenarios where they describe physical and moral behaviours of family members, discuss healthy eating habits, define fast food, and compare eating traditions.	a. Observe the learners during role-play focusing on accuracy of vocabulary use, engagement in conversation, and ability to describe behaviours. b. Hold discussions with the learners about their role-play experiences focusing on clarity of explanations, use of appropriate vocabulary, and understanding of cultural differences. c. Assess the learners' reflective journal entries about their role-playing experience focusing on; reflection depth, vocabulary accuracy, and coherence.
	b. In groups, learners read texts about family life, healthy eating habits, and cultural eating traditions. They will identify and discuss key points in small groups.	a. Observe group discussions focusing on individual participation, use of descriptive language, and engagement. b. Discuss the texts with the learners, focusing on their understanding and descriptions.

		<p>c. Guide the learners in improving their summary of the text analysis, putting emphasis on accuracy, coherence, and use of appropriate vocabulary.</p>
<p>b. Discuss ways of stress management and healthy living putting emphasis on guarding against the HIV and AIDS pandemic as well as Drug abuse., <i>(Den Bereich gesund leben und Gesundheit thematisieren) (k,u,v,gs)</i></p>	<p>a. Learners watch a video, discuss and share ideas about stress management techniques and discuss ways to avoid stress, thereafter develop an individual stress management plan.</p>	<p>a. Observe the learners during the writing process focusing on engagement, use of comparative structures, and coherence. b. Provide feedback during individual writing conferences. Focus on clarity of thought, use of descriptive language, and understanding of cultural differences. c. Assess final essays for accuracy, depth of analysis, and vocabulary use. Focus on descriptive language, coherence, and overall quality.</p> <p>a. Observe the learners as they discuss and share ideas focusing on engagement, participation, and understanding of stress management techniques. b. Harmonise ideas shared by learners and their applicability on stress management. Put emphasis on clarity of explanations, understanding of techniques, and ability to provide advice. c. Scrutinize the learners' stress management plan, focusing on practicality, detail, and coherence.</p>

	<p>b. Learners organize and present a health awareness campaign focusing on guarding against the HIV and AIDS pandemic, including the societal impact of drug abuse and the importance of health care.</p>	<p>a. Observe the learners during the campaign preparation and presentation. Look out for engagement, understanding of health issues, and presentation skills.</p> <p>b. Discuss the campaign with the learners, focusing on their understanding of health issues. Focus on clarity of explanations, depth of understanding, and ability to provide advice.</p> <p>c. Assess the final campaign materials for accuracy, depth of analysis, and presentation quality.</p>
	<p>c. Learners participate in a panel discussion on healthy living and its benefits, including ways of avoiding stress, guarding against the HIV and AIDS pandemic and how to fight against drug abuse among the youth</p>	<p>a. Observe the panel discussion, looking out for participation, use of descriptive language, and engagement.</p> <p>b. Discuss with the learners, focusing on their contributions and understanding.</p> <p>c. Assess the ideas shared by learners focusing on reflection depth, clarity of thought, and coherence.</p>
<p>c. Master vocabulary related to feeding, such as "fast food" and "dessert," and use language structures to describe a healthy person and the benefits of physical exercise, dieting, health care provision and stress management, including</p>	<p>a. Learners engage in activities to master vocabulary related to feeding, such as "fast food" and "dessert," using flashcards, quizzes, and games.</p>	<p>a. Observe the learners during vocabulary activities, focusing on engagement, accuracy, and participation.</p> <p>b. Discuss with the learners about their understanding and use of vocabulary. Emphasise clarity of explanations, accuracy of vocabulary use, and engagement.</p>

<p>analysing and articulating the causes and ways of avoiding stress.</p> <p><i>(Lernende: Beherrschen das Vokabular im Zusammenhang mit Ernährung, wie 'Fast Food' und 'Dessert', und verwenden Sprachstrukturen, um eine gesunde Person sowie die Vorteile der körperlichen Bewegung, Diäten und Gesundheitsversorgung zu beschreiben. Sie entwickeln auch die Fähigkeit, beschreibende Sprache und Vergleichsstrukturen zu verwenden, um über gesundes Leben und Stressbewältigung zu sprechen, einschließlich der Analyse und Artikulation der Ursachen und Möglichkeiten zur Stressvermeidung." (k,u,s,v,gs)</i></p>		<p>c. Assess the completed vocabulary quizzes and created flashcards. Focus on accuracy, completeness, and creativity.</p>
	<p>b. Learners write detailed descriptions of a healthy person, including the benefits of physical exercise, dieting, and health care provision, using descriptive language and comparative structures.</p>	<p>a. Observe the learners during the writing process, focusing on the use of descriptive language, and adherence to instructions.</p> <p>b. Provide feedback during individual writing conferences. Focus on clarity of thought, use of descriptive language, and creativity.</p> <p>c. Assess the final written descriptions for accuracy, detail, and coherence. Focus on; descriptive language, completeness, and overall quality.</p>
	<p>c. Learners analyse and articulate the causes and ways of avoiding stress, creating a detailed report using descriptive language and comparative structures.</p>	<p>a. Observe the learners during the analysis and report creation, focusing on engagement, use of descriptive language, and adherence to instructions.</p> <p>b. Discuss the analysis with the learners, focusing on their understanding and articulation of stress management. Focus on clarity of explanations, depth of understanding, and the use of descriptive language.</p> <p>c. Assess the final reports for accuracy, detail, and coherence, focusing on descriptive language, completeness, and overall quality.</p>

SUB-TOPIC 3.2: THE INTERNATIONAL WORLD
Duration: 8 Periods

Learning Outcomes The Learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. discuss the means of transport in Germany, comparing them to those in their own country using appropriate German vocabulary and grammatical structures. (Transportmittel in Deutschland im Kontext) (k,u,s,v,gs)	a. In groups, learners research in the internet the means of transport in Germany and their own country. They prepare a presentation comparing the two, using appropriate German vocabulary and grammatical structures.	a. Observe the learners during their research and presentation preparation, focusing on engagement, use of appropriate vocabulary, and accuracy of information. b. Conduct a Q & A session after each presentation, asking the learners to explain their comparisons. Focus on clarity of explanations, use of German vocabulary, and ability to answer questions. c. Assess the final presentation, focusing on coherence, grammatical accuracy, and depth of comparison.
	b. Learners role-play scenarios where they describe and compare transportation methods in Germany and their own country to a friend or tourist.	a. Observe the learners during the role-play, focusing on the use of appropriate vocabulary, fluency, and engagement. b. Discuss the role-play with the learners, focusing on their use of language and comparisons. c. Assess the learners' dialogue script based on their role-play. Focus on accuracy, coherence, and use of vocabulary.
	c. Learners create an interactive map showing the different means of transport in Germany and their own country, labelling each mode with German vocabulary.	a. Observe the learners during the map creation, focusing on engagement, use of appropriate vocabulary, and creativity. b. Discuss the map with the learners, asking them to explain their choices and labels. Focus on clarity of explanations, understanding of transportation methods, and vocabulary use. c. Assess the map drawn for accuracy, detail, and creativity.

<p>b. develop fluency to express and discuss the challenges tourists face and the advantages of tourism to locals, engaging in meaningful conversations and mastering vocabulary related to travel, tourism, and leisure activities.</p> <p>(Vor- und Nachteile des Tourismus) (k,u,s,v,gs)</p>	<p>a. In groups, learners create a podcast episode discussing the challenges tourists face and the advantages of tourism to locals. Each group will research, script, and record a 10-minute podcast, using relevant vocabulary and expressions.</p>	<p>a. Observe the learners during the research and scripting phase, noting their collaboration, research skills, and vocabulary usage. Look out for active participation, effective teamwork, and the appropriate use of resources.</p> <p>b. Engage each group in a discussion about their podcast topic, probing deeper into their understanding and fluency. Focus on the ability to articulate ideas clearly, respond to questions accurately, and demonstrate thorough research.</p> <p>c. Assess the recorded podcast episode for content accuracy, relevance, clarity, and use of tourism-related vocabulary. Pay attention to audio quality, coherence of the script, and the effective use of language to convey the message.</p>
<p>c. understand of the cultural differences in transportation, market practices, and the societal impact of tourism in Germany compared to their own country, developing awareness of challenges faced in a foreign land and discussing the role of social services, and communication systems.</p> <p>("die kulturellen Unterschiede im Transportwesen, in den Marktpraktiken und die gesellschaftlichen Auswirkungen des Tourismus). (k,u,s,v,gs)</p>	<p>a. Learners conduct a comparative analysis of transportation, market practices, and the societal impact of tourism in Germany and their own country. They present their findings in a report.</p> <p>b. Learners participate in role-play scenarios of different transportation systems, and market practices, and dealing with tourism-related challenges in Germany and their own country.</p>	<p>a. Observe the learners during the research and report creation phase on engagement, understanding of cultural differences, and the use of vocabulary.</p> <p>b. Converse with the learners about the project, focusing on their findings and understanding. Pay attention to clarity of explanations, depth of cultural understanding, and the use of vocabulary.</p> <p>c. Assess the final report for depth of analysis, accuracy, and coherence.</p> <p>a. Observe the learners during the role-play. Focus on engagement, use of vocabulary, and cultural appropriateness.</p> <p>b. Discuss the role-play with the learners, focusing on their cultural insights and language use. Look out for clarity of explanations, cultural understanding, and the use of vocabulary.</p>

		<p>c. Assess the learners on their role-playing experience focusing on; reflection depth, cultural insights, and coherence.</p>
	<p>c. Learners participate in a panel discussion and thereafter write an essay on the cultural differences in transportation, market practices, and the societal impact of tourism, sharing their insights and experiences.</p>	<p>a. Observe the panel discussion focusing on participation, use of descriptive language, and engagement.</p> <p>b. Hold individual follow-up discussions to explore learners' understanding and reflections. Focus on clarity of explanations, depth of cultural understanding, and ability to articulate insights.</p> <p>c. Assess a reflective essay about the panel discussion. Focus on reflection depth, clarity of thought, and coherence.</p>

TOPIC 4: WRITING GLOBAL ISSUES AND SOCIETAL CHALLENGES

Duration: 16 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, detaillierte und gut informierte Berichte und Kommentare zu globalen Themen wie Demokratie, Menschenrechte, globale Erwärmung und Drogenmissbrauch zu schreiben. Sie verwenden einen angemessenen Wortschatz und grammatikalische Strukturen, um Texte zu analysieren, überzeugende Argumente zu konstruieren und die kulturellen und gesellschaftlichen Auswirkungen dieser Themen zu beurteilen.

SUB-TOPIC 4.1: GLOBAL ISSUES – DEMOCRACY

Duration: 8 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. analyse and interpret texts related to global issues, such as democratic elections, human rights, and climate change. (Texte analysieren und interpretieren, wichtige Themen und Argumente erkennen, bzw demokratische Wahlen, Menschenrechten und Klimawandel. (k,u,s,v,gs))	a. Learners read and analyse texts on topics such as democratic elections, human rights, climate, and drug abuse. They will identify key themes, arguments, and vocabulary.	a. Observe the learners as they read and analyse texts, focusing on engagement, accuracy in identifying key themes and arguments, and the use of appropriate vocabulary. b. Discuss the analysed texts with the learners, focusing on their understanding and interpretations looking out for clarity of explanations, depth of understanding, and the ability to identify key themes. c. Assess analysed texts on accuracy, completeness, and clarity of annotations.
	b. Learners use their own ideas in reference to knowledge learnt to write detailed, well-informed and reflective essays on the analysed topics, focusing on appropriate vocabulary and grammatical structures.	a. Observe the learners during the essay writing process, focusing on engagement, use of appropriate vocabulary, and grammatical accuracy.

		<ul style="list-style-type: none"> b. Provide feedback during individual writing conferences, putting emphasis on clarity of thought, depth of analysis, and the use of vocabulary. c. Assess the final essays on accuracy, depth of analysis, grammatical correctness, and coherence.
	<ul style="list-style-type: none"> c. Learners exchange their essays with peers for review and feedback. They edit their essays based on the feedback received. 	<ul style="list-style-type: none"> a. Observe the peer review and editing process and give constructive feedback, engagement in the review process, and paying attention to grammatical details. b. Discuss the feedback process with the learners, focusing on their revisions, ability to articulate the feedback process, clarity of revisions, and understanding of grammatical rules. c. Assess the final edited essays on improvement from initial drafts, grammatical accuracy, and coherence.

<p>b. effectively use conjunctions to construct coherent and persuasive arguments in their writings in relation to the following: the position of women in society, the challenges faced by the youth, and the societal impact related to human rights abuses and the protection of vulnerable groups. ("Konnektoren effektiv verwenden, um kohärente und überzeugende Argumente zu konstruieren. Zusammengesetzte Satzstrukturen und angemessenes Vokabular nutzen, um die Stellung der Frauen in der Gesellschaft, die Herausforderungen der Jugend und die gesellschaftlichen Auswirkungen von Menschenrechtsverletzungen und dem Schutz gefährdeter Gruppen zu diskutieren.") (k,u,s,v,gs)</p>	<p>a. Learners engage in a Discussion where they share ideas and practice constructing coherent and persuasive arguments using logical articulators and complex sentence structures on topics such as the position of women in society, challenges faced by the youth, and human rights abuses.</p>	<p>a. Observe the learners during the workshop activities focusing on engagement, use of logical articulators, and coherence of arguments. b. Hold discussions with the learners about their arguments and the use of language, putting emphasis on clarity of explanations, depth of understanding, and the use of complex structures. c. Assess the learners' arguments on accuracy, coherence, and use of logical articulators.</p>
	<p>b. Learners engage in debates and presentations where they discuss the position of women in society, the challenges faced by the youth, and societal impact related to human rights abuses and the protection of vulnerable groups.</p>	<p>a. Observe the learners during the debates and presentations, focusing on the use of logical articulators, fluency, and engagement. b. Discuss the debates and presentations with the learners, focusing on their arguments and use of language, focusing on clarity of arguments, use of vocabulary, and coherence. c. Assess the learners' notes of their debate arguments, focusing on accuracy, coherence, and use of complex structures.</p>

	<p>c. Learners write persuasive essays on the topics discussed, using complex sentence structures and appropriate vocabulary to construct coherent arguments.</p>	<p>a. Observe the learners during the essay writing process, focusing on engagement, use of logical articulators, and coherence.</p> <p>b. Provide feedback during individual writing conferences, focusing on clarity of thought, depth of analysis, and use of vocabulary.</p> <p>c. Assess the final essays focusing on accuracy, coherence, grammatical correctness, and persuasiveness.</p>
<p>c. master vocabulary related to societal challenges like good governance, human rights, climate change, and drug abuse among the youth. ("Die Lernenden beherrschen das Vokabular zu gesellschaftlichen Herausforderungen: Beispielsweise Regierungsführung, Menschenrechten, Klimawandel und Drogenmissbrauch bei Jugendlichen. (s,v,gs))</p>	<p>a. Learners engage in vocabulary building exercises, such as flashcards, quizzes, and games, to master terms related to good governance, human rights, climate change and drug abuse among the youth.</p>	<p>a. Observe the learners during vocabulary exercises, focusing on engagement, accuracy, and participation.</p> <p>b. Discuss the vocabulary usage with the learners, focusing on their understanding and application, focusing on clarity of explanations, accuracy of vocabulary use, and engagement.</p> <p>c. Assess the learners' completed vocabulary quizzes and created flashcards, focusing on accuracy, completeness, and creativity.</p>

	<p>b. Learners analyse texts on societal challenges like climate change, human rights and drug abuse among the youth. They identify key vocabulary and themes, and write summaries of the analysed texts reflecting their understanding of the learnt vocabulary.</p>	<p>a. Observe the learners during text analysis, focusing on engagement, accuracy in identifying key themes, and the use of vocabulary.</p> <p>b. Discuss the texts with the learners, focusing on their understanding and vocabulary usage. Focus on clarity of explanations, depth of understanding, and the use of vocabulary.</p> <p>c. Assess the learners' submitted summaries of their text analysis, focusing on accuracy, coherence, and the use of vocabulary.</p>
	<p>c. Learners write reflective essays on societal challenges, such as human rights, climate change and drug abuse among youth. They use the vocabulary mastered to articulate their reflections and analyses.</p>	<p>a. Observe the learners during the writing process. Focus on engagement, use of vocabulary, and coherence.</p> <p>b. Assess the learner during individual writing conferences. Focus on clarity of thought, use of vocabulary, and depth of reflection.</p> <p>c. Assess the final reflectiveness for accuracy, coherence, and depth of analysis.</p>

<p>d. Analyze and summarize literary texts concisely, capturing the main points and themes, using language structures and vocabulary needed (Lernende analysieren und fassen literarische Texte prägnant zusammen, erfassen Hauptpunkte und Themen, und Hauptfiguren mit richtigen Sprachstrukturen und geeigneten Vokabular)(k,u,s,v,gs)</p>	<p>a. Learners read a short story or a chapter from a novel and use annotation tools to highlight key elements such as themes, characters, and stylistic devices. They then form small groups to discuss their annotations and summarize the main points and themes collaboratively.</p>	<p>a. Observe the learners' engagement during group discussions, looking for active participation and meaningful contributions.</p> <p>b. Conduct informal interviews with each group to gauge their understanding and summarisation skills.</p> <p>c. Assess the use of appropriate language structures and vocabulary, as well as the accuracy and clarity of the summary.</p> <p>d. Focus on clarity of main points, identification of key elements, use of relevant vocabulary, and collaborative effort.</p>
	<p>b. Master writing techniques. The learners practice summarising various literary excerpts and receive immediate feedback from peers and the teacher.</p>	<p>a. Observe the learners' writing processes, guiding them as needed.</p> <p>b. Hold individual conferences to discuss the learners' progress and challenges in summarising texts.</p> <p>c. Assess the written summaries of different excerpts, focusing on the use of language structures and the ability to capture main points and themes concisely.</p>

		<p>d. Assess the precision in summarisation, appropriate use of language structures, and the ability to incorporate feedback.</p>
	<p>c. Learners write summaries of assigned literary texts and exchange them with peers for review. They will provide constructive feedback and reflect on their own and their peers' summaries.</p>	<p>a. Observe the peer review process, ensuring that feedback is constructive and focusing on themes and characters. b. Prob the class into a discussion on the importance of summarisation and peer feedback. c. Assess the improvements and the incorporation of feedback, focusing on the effectiveness of peer feedback, reflection on learning, and improvement in summarisation.</p>
<p>e. write commentaries on literary texts, expressing their opinions and analyse clearly and logically, using logical articulators to structure their commentaries to ensure coherence and cohesion in their writing. (Lernende schreiben Kommentare zu literarischen Texten und drücken ihre Meinungen und Analysen klar und logisch aus. Sie verwenden logische Verknüpfungen, um ihre Kommentare zu strukturieren und Kohärenz und Zusammenhalt in ihrem Schreiben zu gewährleisten (k,u,s,gs))</p>	<p>a. In pairs, learners read and analyse a text about global issues and write a preliminary commentary.</p>	<p>a. Observe learners' articulation and pronunciation of words ensuring they understand the logical structure. b. Assess the learners' commentaries, focusing on the logical structure, coherence, and use of literary terminologies.</p>
	<p>b. Learners practice writing commentaries on some of the following topics: poverty, street children, civil wars, etc. focusing on different aspects of commentary, such as thesis statements, supporting arguments, and conclusions.</p>	<p>a. Converse with individual learners to discuss areas of improvement. b. Assess the clarity and logic of arguments, effective use of literary terminologies, and coherence of writing.</p>

	<p>c. The learners exchange their commentaries with peers for review and make suggestions. They then revise their commentaries based on the feedback received.</p>	<p>a. Observe the peer review process, focusing on the quality of feedback provided.</p> <p>b. Assess the commentaries, focusing on the incorporation of feedback and improvements made.</p> <p>c. Look out for the effectiveness of peer feedback, quality of revisions, and overall improvement in commentary writing.</p>
<p>f. Use appropriate German to appreciate the cultural and historical contexts of the literary texts, analyse the societal influences on the themes and characters discussed and how they reflect the values and norms of German-speaking societies. (versteht die kulturellen und historischen Kontexte der gelernten literarischen Texte, schätzt die gesellschaftlichen Einflüsse auf die Themen und Charaktere sowie deren Reflexion der Werte und Normen der deutschsprachigen Gesellschaften diskutieren.)(u,s,v,gs)</p>	<p>a. Learners make individual research on the cultural and historical contexts of specific literary texts.</p> <p>b. Hold individual or group discussions to deepen understanding of research content.</p> <p>c. Learners present their findings in a multimedia presentation.</p>	<p>a. Observe the research and presentation processes, noting the learners' engagement and understanding.</p> <p>b. Assess the accuracy of research findings on information, depth of analysis, and presentation skills.</p> <p>c. Focus on the relevance of research, clarity of presentation, and depth of cultural and historical analysis.</p>
	<p>d. Learners read literary texts with a focus on cultural and historical contexts and participate in guided panel discussions to analyse the societal influences on themes and characters.</p>	<p>a. Observe the learner's confidence, articulation of words, and presentation of ideas.</p> <p>b. Probe the Learners' understanding of the cultural and historical contexts of the literature texts and analytical skills.</p>

		<p>c. Assess the essays and discussions on the depth of cultural and historical analysis and the use of relevant evidence.</p>
	<p>e. Learners write comparative essays analysing the cultural significance of different literary texts and how they reflect the values and norms of German-speaking societies.</p>	<p>a. Monitor the essay writing process, and converse with the learner on areas of improvement.</p> <p>b. Guide the learners on their comparative analyses and address any challenges.</p> <p>c. Assess the clarity of submitted essays, looking out for comparisons, depth of cultural analysis, and coherence of writing.</p> <p>d. Also assess the overall clarity and logic of comparisons, depth of cultural insights, and overall coherence of the essay.</p>

TOPIC 5: LITERATURE IN GERMAN

(ANALYSIS OF LITERATURE TEXTS AND INTERPRETATION)

Duration: 16 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, deutsche literarische Texte zu analysieren und ihre Erkenntnisse zu vermitteln. Sie diskutieren literarische Schlüsselemente, kommunizieren ihre Analysen sowohl mündlich als auch schriftlich, gewinnen kulturelle und historische Einsichten und entwickeln Fähigkeiten zum kritischen Denken. Sie fassen literarische Texte zusammen und verfassen Kommentare dazu, wobei sie ihre Meinung klar und logisch ausdrücken.

SUB-TOPIC 5.1: INTRODUCTION TO LITERARY TEXTS

Duration: 8 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. discuss and explain the key elements of literary texts, such as characters, settings, plots, and themes using the five "Wh-" interrogatives (Who? Where? When? What? How & Why?) within the context of the literary texts. <i>("Um die Schlüsselemente literarischer Texte wie Charaktere, Handlungsorte, Handlungsstränge und Themen zu diskutieren und zu erklären, indem man die fünf W-Fragen (Wer? Wo? Wann? Was & Wie? Warum?) im Kontext der literarischen Texten verwendet")</i>	a. Use the five "Wh-" interrogatives (Who? Where? When? What? How? & Why?) in groups to identify and analyse the key elements of a short story, such as characters, settings, plots, and themes and thereafter present their findings to the class.	a. Observe the group discussions. Focus on engagement in the activity, accuracy in identifying elements, and collaboration within the group. b. Engage each group in a conversation about their analysis. Focus on clarity of explanations, depth of analysis, and the use of appropriate vocabulary.
	b. Learners individually read a different short story and write a response using the five "Wh-" interrogatives to discuss and explain its key elements.	a. Observe the learners during the reading and writing process. Look out for engagement, the use of appropriate vocabulary, and focus on the task.

		<ul style="list-style-type: none"> b. Converse with each learner individually regarding their response. Focus on clarity of thought, depth of analysis, and the understanding of key elements. c. Assess the learners' written responses, focusing on accuracy, coherence, and thoroughness in addressing the "Wh-" questions.
	<ul style="list-style-type: none"> c. Learners engage in a discussion and debate session where they will use the five "Wh-" interrogatives to discuss and compare the key elements of different literary texts they have read. 	<ul style="list-style-type: none"> a. Observe the participation in the discussion and debate. Look out for active participation, use of appropriate vocabulary, and respect for differing opinions. b. Engage the learners in the discussion, prompting deeper analysis. Put emphasis on; ability to articulate points clearly, use of text evidence, and logical reasoning. c. Assess the learners' ability to do a suitable reflection on the discussion and debate. Focus on depth of reflection, coherence, and the use of key elements from the discussion.

<p>b. communicate their analyses and interpretations of literary works both orally and in writing literary language within the context of extracting and understanding key information from literary texts globally and selectively. (Die Lernenden kommunizieren ihre Analysen und Interpretationen literarischer Werke mündlich und schriftlich. Dabei verwenden sie geeignete literarische Sprache, im Kontext des Herausziehes und Verstehens wichtiger Informationen aus literarischen Texten global und selektiv.) (u,s,v,gs)</p>	<p>a. Learners prepare and deliver an oral presentation analysing a literary work, using appropriate literary language. They focus on key information extracted from the text.</p>	<p>a. Observe the learners during their presentations. Focus on clarity of speech, use of literary language, and engagement with the audience. b. Conduct a Q & A session after each presentation. Probe ability to answer questions, use of appropriate literary language, and depth of analysis. c. Assess the presentation slides and notes for: Organization, coherence, and use of literary terminology.</p>
	<p>b. Learners write an essay analysing a literary work, using complex sentence structures and appropriate literary language to communicate their interpretations.</p>	<p>a. Observe the learners during the essay writing process, focusing on engagement, use of appropriate vocabulary, and adherence to essay structure. b. Provide feedback during individual writing conferences, focusing on clarity of thought, depth of analysis, and use of literary terminology. c. Assess the final essays for accuracy, coherence, and depth of analysis.</p>

	<p>c. Learners exchange their written literary analyses with peers for review and feedback. They use a rubric to provide constructive feedback on each other's work.</p>	<p>a. Observe the peer review process. Focus on constructive feedback, engagement in the review process, and the use of literary terminologies.</p> <p>b. Discuss the feedback process with the learners focusing on ability to articulate feedback clearly, use of appropriate vocabulary, and the understanding of literary analysis.</p> <p>c. Assess final edited essays for; improvement from initial drafts, grammatical accuracy, and coherence.</p>
<p>c. gain insights into the cultural and historical contexts of the literary texts they study, understanding the societal influences on the themes and characters, and appreciating the cultural significance of literature in German-speaking countries within the context of discussing how it reflects and shapes societal values and norms.</p> <p><i>("Lernende erhalten Einblicke in die kulturellen und historischen Kontexte der literarischen Texte, die sie studieren. Sie verstehen die gesellschaftlichen Einflüsse auf die Themen und Charaktere und schätzen die</i></p>	<p>a. In groups, learners research the cultural and historical contexts of a literary text and present their findings in a report, discussing how these contexts influence the themes and characters.</p>	<p>a. The teacher observes the learners' presentation focusing on relevance of their findings on the themes and characters.</p> <p>b. Probe the learners on their research findings with the learners. Focus on clarity of explanations, understanding of cultural and historical contexts, and depth of analysis.</p> <p>c. Assess the final reports for accuracy, coherence, and depth of analysis.</p>

<p><i>kulturelle Bedeutung der Literatur in den deutschsprachigen Ländern, indem sie diskutieren, wie diese literarischen Texte gesellschaftliche Werte und Normen widerspiegeln und formen.) (k,u,s,v,gs)</i></p>	<p>b. In pairs, learners compare the cultural and historical contexts of two different literary texts and analyse how these contexts influence their themes and characters and thereafter write comparative essays</p>	<p>a. Observe the learners during the comparative analysis process, focusing on engagement, use of appropriate vocabulary, and the accuracy of comparisons.</p> <p>b. Converse with the learners about their comparisons with the learners. Focus on clarity of thought, depth of understanding, and the use of evidence from the texts.</p> <p>c. Assess the comparative analysis essays for coherence, depth of analysis, and the use of literary terminologies.</p>
	<p>c. In groups, Learners discuss the cultural significance of the literary texts they have studied, exploring how these texts reflect and shape societal values and norms.</p>	<p>a. Observe the learners' participation in the discussion. Focus on audibility and, use of appropriate vocabulary, and respect for differing opinions.</p> <p>b. Engage the learners in the discussion, prompting deeper analysis. Focus on the ability to articulate points clearly, and use of text evidence, and logical reasoning.</p> <p>c. Assess the learners' written reflection on the discussion, focusing on depth of reflection, coherence, and the use of key elements from the discussion.</p>

SUB-TOPIC 5.2: COMMENTARY

Duration: 8 Periods

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a. summarise literary texts concisely, capturing the main points and themes, using language structures and vocabulary needed to analyse literary texts while developing the skills to identify key elements such as themes, characters, and stylistic devices.</p> <p><i>("Lernende sind in der Lage, literarische Texte prägnant zusammenzufassen, die Hauptpunkte und Themen zu erfassen und die Sprachstrukturen und das Vokabular, die notwendig sind zu nutzen, um literarische Texte zu analysieren. Dabei entwickeln sie die Fähigkeiten, Schlüsselemente wie Themen, Charaktere und stilistische Mittel zu identifizieren.") (u,s,v,gs)</i></p>	<p>a. In pairs Learners read a short literary text and write a summary, focusing on capturing the main points and themes. They use language structures and vocabulary needed to summarise and analyse the text.</p> <p>b. In small groups, learners read literary text. Each group discusses the key elements (themes, characters, stylistic devices) and collaboratively write a concise summary.</p>	<p>a. Observe the learners during the reading process. Focus on engagement, use of appropriate vocabulary, and the ability to identify key elements.</p> <p>b. Converse with the learners about their summaries. Put emphasis on clarity of explanations, accuracy in capturing main points, and the understanding of themes.</p> <p>c. Assess the written summaries, focusing on accuracy, coherence, and completeness in summarizing the text.</p> <p>a. Observe group discussions and activities. Focus on collaboration, use of appropriate vocabulary, and the ability to identify key elements.</p> <p>b. Engage each group in a conversation about their analysis and summary. Focus on clarity of thought, depth of analysis, and understanding of key elements.</p> <p>c. Assess group summaries, focusing on accuracy, coherence, and completeness in capturing main points.</p>

	<p>c. Learners read a longer literary text individually and write a concise summary, focusing on the main points and themes. They identify key elements such as themes, characters, and stylistic devices.</p>	<p>a. Observe the learners during the reading and summary writing process. Focus on engagement, use of appropriate vocabulary, and focus on tasks.</p> <p>b. Converse the summaries with each learner. Focus on clarity of thought, accuracy in capturing the main points, and understanding of themes.</p> <p>c. Assess the individual summaries, focusing on accuracy, coherence, and thoroughness in addressing key elements.</p>
<p>b. write commentaries on literary texts, expressing their opinions and analyses clearly and logically.</p> <p><i>("Lernende sind in der Lage, Kommentare zu literarischen Texten zu schreiben, ihre Meinungen und Analysen klar und logisch auszudrücken(u,s,v,gs)</i></p>	<p>a. Learners participate in a Discussion where they write commentaries on a selected literary text, expressing their opinions and analyses clearly and logically.</p>	<p>a. Observe the learners during the Discussion. Focus on engagement, use of logical articulators, and clarity in writing.</p> <p>b. Converse with the learners about their commentaries. Focus on clarity of explanations, logical structure, and depth of analysis.</p> <p>c. Assess the written commentaries focusing on coherence, cohesiveness, and the use of appropriate literary terminologies.</p>

	<p>b. Learners exchange their written commentaries with peers for review and feedback, using a rubric to provide constructive feedback on each other's work.</p>	<p>a. Observe the peer review process, focusing on constructive feedback, engagement in the review process, and the use of literary terminologies.</p> <p>b. Probe learners for feedback. Look out for the ability to articulate feedback clearly, use of appropriate vocabulary, and the understanding of commentary structure.</p> <p>c. Assess the final edited commentaries, looking out for improvement from initial drafts, coherence, and depth of analysis.</p>
	<p>c. Learners prepare and deliver an oral presentation using slides of their commentary on a literary text, using complex sentence structures and appropriate literary language.</p>	<p>a. Observe the learners during the presentations, focusing on clarity of speech, use of complex sentences, and engagement with the class.</p> <p>b. Conduct a Q & A session after each presentation. Look out for the ability to answer questions clearly, use of appropriate literary language, and the depth of analysis.</p> <p>c. Assess the presentation slides and notes, focusing on organization, coherence, and the use of literary terminologies.</p>

<p>c. Understand the cultural and historical contexts of the literary texts they study, appreciating the societal influences on the themes and characters.</p> <p><i>("Lernende verstehen die kulturellen und historischen Kontexte der literarischen Texte, die sie lernen. Sie schätzen die gesellschaftlichen Einflüsse auf die Themen und Charaktere. (k,u,s,v,gs)</i></p>	<p>a. Learners individually research the cultural and historical contexts of a literary text and present their findings in a report, discussing how these contexts influence the themes and characters.</p>	<p>a. Observe the learners during the research and report creation process. Look out for accuracy in writing focusing on relevance of context to the theme and characters.</p> <p>Converse with the learners about their research findings. Focus on clarity of explanations, understanding of cultural and historical contexts, and depth of analysis.</p> <p>b. Assess the final reports' accuracy, coherence, and depth of analysis.</p>
	<p>b. Learners compare the cultural and historical contexts of two different literary texts and analyse how these contexts influence their themes and characters.</p>	<p>a. Observe the learners during the comparative analysis process. Probe if the learners are engaged, using appropriate vocabulary, and accuracy of comparisons.</p> <p>b. Discuss the comparisons with the learners, focusing on clarity of thought, depth of understanding, and the use of evidence from the texts.</p> <p>c. Assess the comparative analysis essays, focusing on the depth of analysis, and the use of literary terminologies.</p>

	<p>c. Learners engage in a discussion on the cultural significance of the literary texts they have studied, exploring how these texts reflect and shape societal values and norms.</p>	<p>a. Observe the learners' participation in the discussion. Focus on active participation, use of appropriate vocabulary, and respect for differing opinions.</p> <p>b. Facilitate and engage in the discussion, prompting deeper analysis. Focus on the ability to articulate points clearly, and use text evidence, and logical reasoning.</p> <p>c. Assess the written reflection on the discussion, focusing on reflection, coherence, and the use of key elements from the discussion.</p>
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SENIOR 5 TERM 2

TOPIC 6. LISTENING

SCHOOL SYSTEMS AND CULTURAL VALUES

Duration: 8 Periods

Competency: Die Lernenden sind in der Lage, Vorlieben für verschiedene Schultypen auszudrücken, Schulabläufe und Bildungssysteme in Deutschland und Uganda unter Verwendung eines angemessenen Vokabulars zu vergleichen und die Bedeutung zwischenmenschlicher Beziehungen und gesellschaftlicher Verantwortung zu verstehen, wobei sie Reflexivpronomen verwenden, um eine positive Kommunikation und kulturelle Wertschätzung zu fördern.

SUB-TOPIC 6.1: SCHOOL

Duration: 8 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Assessment Strategies
a. express preferences for different types of schools using appropriate vocabulary, enhancing vocabulary related to school life, and following instructions on school activities and responsibilities. ("Lernende können Präferenzen für verschiedene Schultypen mit geeignetem Vokabular ausdrücken, das Vokabular im Zusammenhang mit dem Schulleben erweitern und Anweisungen zu schulischen Aktivitäten und Verantwortlichkeiten befolgen.") (u,s,v,gs)	a. In groups learners match flash cards of different types of schools and school activities with their definitions. b. The learners discuss their choices in groups and justify their choices by making a presentation. c. They role-play various school scenarios such as classroom discussions, following instructions, and school activities.	a. Observe the learners as they play the matching game, looking out for engagement in the activity, and the correct use of vocabulary. b. Converse with the learners to ensure that the definitions are clear and correct. Engage them to find out whether they have used the right vocabulary. c. Assess the role-play focusing on the ability to describe roles and actions, clarity and correctness of vocabulary used, and the understanding of the scenarios. d. Probe content accuracy, vocabulary usage, presentation skills, creativity, and clarity of the presentation or poster from the survey they carried out.

<p>b. Discuss school routines, interpersonal relationships, and educational systems in Germany and Uganda, appreciating cultural differences and similarities. <i>("Lernende können den Schulalltag, zwischenmenschliche Beziehungen und Bildungssysteme in Deutschland und Uganda diskutieren und dabei kulturelle Unterschiede und Gemeinsamkeiten wertschätzen.")(k,u,s,v,gs)</i></p>	<p>a. Learners carry out research on schools in Germany and Uganda individually and in groups create a chart comparing school routines, interpersonal relationships, and educational systems in Germany and Uganda.</p>	<p>a. Observe the accuracy of information, detail, and relevance in the charts, and engagement in the activity. b. Probe understanding of cultural differences, ability to explain choices in the charts, and the use of comparative language. c. Assess accuracy, completeness, appropriate use of comparative language, and the cultural relevance of the completed charts.</p>
	<p>b. In groups, discuss and compare school routines and experiences in Germany and Uganda.</p>	<p>a. Observe learners' participation in the discussion, engagement, and the use of comparative language. b. Probe understanding of cultural differences, ability to articulate thoughts, and the depth of discussion. c. Assess clarity, use of comparative language, depth of understanding, and a detailed summary of the group discussion.</p>
	<p>c. Write individual essays comparing and contrasting school routines, relationships, and educational systems in Germany and Uganda.</p>	<p>a. Observe the Organization of ideas, use of resources, and engagement in the writing process. b. Probe the use of comparative language, understanding of the topic, and the feedback incorporation. c. Assess coherence, use of comparative language, depth of understanding, clarity, and structure of the essays.</p>

<p>c. understand the importance of good interpersonal relationships and societal responsibilities in German and Ugandan schools fostering positive attitudes towards cultural diversity.</p> <p><i>(Lernende verstehen die Bedeutung guter zwischenmenschlicher Beziehungen und gesellschaftlicher Verantwortlichkeiten in deutschen und ugandischen Schulen um positive Einstellungen zur kulturellen Vielfalt zu fördern.)</i>(s,v,gs)</p>	<p>a. In pairs, learners construct sentences using reflexive pronouns in relation to school routines</p> <p>b. the learners role-play scenarios demonstrating good interpersonal relationships and societal responsibilities in schools.</p>	<p>a. Observe use of respectful language, application of reflexive pronouns, interaction quality.</p> <p>b. Probe the reflection on actions, clarity and correctness of language used, understanding of interpersonal skills.</p> <p>c. Assess the depth of understanding focusing on the correct use of reflective pronouns, clarity of language and pronunciation of words, description of interpersonal skills and societal responsibilities applied, clarity of reflection.</p>
	<p>c. Partner with peers from Germany, or German teaching schools in Uganda to exchange letters or emails discussing school life and responsibilities.</p>	<p>a. Observe the regularity of exchanges and respectful interaction.</p> <p>b. Probe for challenges faced during communication and appreciation of cultural differences.</p> <p>c. Assess the exchange by looking out for clarity of language particularly, appropriate use of reflexive pronouns, demonstration of respect, and cultural appreciation in letters or emails.</p>
	<p>d. Learners participate in a debate on School life in German and Ugandan schools.</p>	<p>a. Observe learners' audibility and confidence in the debate focusing on the use of respectful language, application of reflexive pronouns, and the ability to articulate points, reflection on arguments about school life Probe coherence, use of language, understanding of values, clarity, and the structure of post-debate essays.</p>

SUB-TOPIC 6.2: HEALTH

Duration: 8 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. identify and use health-related expressions, including descriptions of good and bad health, to follow and comprehend medical prescriptions and instructions. (Redemittel zum Thema Gesundheit und ärztliche Verschreibungen erwerben und einsetzen)(k,u,s)	a. Learners watch videos of doctor-patient conversations and identify key expressions related to health. b. Learners practice role-playing as patients and doctors, using health-related vocabulary and prescription language. c. Learners match medical terms with corresponding prescriptions or symptoms in written exercises.	a. Observe learners’ ability to identify health-related expressions during listening and role-playing activities, noting pronunciation and fluency. b. Engage learners in discussing their understanding of key health expressions and their use in role-plays. c. Evaluate learners’ written exercises for accuracy in matching terms and prescriptions. Assess role-play scripts for correct usage of health-related vocabulary and grammar.
b. Discuss the benefits of good nutrition and the drawbacks of overeating, and reflect on the societal impact of nutrition and health practices. (Sich mit dem Thema gute Ernährung und dessen Vorteile sowie Nachteile des zu viel Essens auseinandersetzen) (u,s,v,gs)	a. Learners research and prepare short presentations on the benefits of good nutrition and the effects of overeating. b. Learners participate in group discussions, sharing perspectives on the societal impact of health and nutrition practices. c. Learners write reflective essays or reports summarizing their views on the topic, incorporating newly learned vocabulary.	a. Observe Learners’ presentations, noting the use of relevant vocabulary and ability to articulate ideas. b. Converse with learners in their groups about their understanding of the societal impact of nutrition and health practices. c. Review presentations for structure, vocabulary accuracy, and relevance of content. Evaluate reflective essays or reports for depth of understanding, use of appropriate vocabulary, and coherence.

<p>c. Appreciate the importance of sports activities and good health practices, to foster positive attitudes toward health and cultural diversity.</p> <p>(Sich mit dem Thema Sport vertraut machen: Warum Sport? Verletzungen usw.)(u,s,v,gs)</p>	<p>a. Learners watch videos or read texts about the importance of sports and share their opinion in groups.</p> <p>b. Learners create posters or infographics promoting good health practices and the benefits of sports.</p> <p>c. Learners role-play scenarios involving sports-related injuries and prescribing treatments using appropriate health-related vocabulary.</p>	<p>a. Observe learner as they watch the videos or read the texts and share their opinion focusing on learners' engagement and noting how effectively they express themselves using health-related vocabulary.</p> <p>b. Probe learners' understanding of cultural differences in health practices and sports using the 5W questions.</p> <p>c. Evaluate posters or infographics for creativity, clarity, and accurate use of health-related expressions. Review role-play scenarios for appropriate use of prescription language and expressions related to health.</p>
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TOPIC 7: READING

FAMILY LIFE AND CULTURAL VALUES

Duration: 16 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, Texte zu lesen und zu verstehen, die sich auf das Familien- und Heimleben beziehen. Sie können körperliche und moralische Verhaltensweisen effektiv beschreiben, häusliche Anweisungen befolgen und die Rollen und Verantwortlichkeiten innerhalb eines Haushalts einschätzen. Sie werden auch verschiedene elterliche Beziehungen und die kulturellen Nuancen, die mit der Familiendynamik verbunden sind, verstehen.

SUB-TOPIC 7.1. SENTENCE MOODS

Duration: 8 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. Differentiate between active and passive voices in sentences related to school life, <i>(Gebrauch von dem Aktiv und Passiv in Bezug auf das Schulleben)(k,u)</i>	a. Learners individually analyse texts or dialogues from school life (e.g., school reports, classroom instructions) to identify active and passive voices. b. Learners work in pairs to rewrite sentences from active to passive and vice versa, using relevant vocabulary and scenarios related to school. c. Learners engage in group discussions where they interpret school-related situations, discussing them in both active and passive voices.	a. Monitor learners during text analysis and rewriting activities to see if they understand the correct application of active and passive voices. b. , Asking learners to explain why they chose active or passive voice in specific sentences. Observe their ability to justify their choices. c. Review rewritten sentences and group discussion contributions for correct formation and usage of active and passive voices. Look for clarity in how different voices are used to convey different perspectives on school life.
b. Construct sentences in both active and passive voices within the context of school life, using indicative and imperative moods. <i>(Verwendung von dem Aktiv und Passiv mit Bezug auf das Thema Schule.)(k,u,s,v,gs)</i>	a. Learners create a set of school-related sentences, using both active and passive voices, in indicative and imperative moods (e.g., “The teacher explains the lesson” vs. “The lesson is explained by the teacher”). b. Learners participate in role-playing activities	a. Observe learners’ ability to switch between active and passive voices appropriately and use the correct sentence moods in context. Pay attention to fluency and grammatical accuracy. b. Ask learners to explain their reasoning behind their sentence construction and how they

	<p>where they give instructions (imperative mood) or describe actions (indicative mood) related to school activities.</p> <p>c. Learners collaborate in pairs to write a dialogue in which both voices and moods are used, incorporating routines and tasks typical of school life.</p>	<p>used the indicative or imperative moods. Focus on clarity and appropriateness of language in the given context.</p> <p>c. Review written sentences, dialogues, and role-plays for accurate and varied use of active/passive voices and indicative/imperative moods. Evaluate the incorporation of school-related vocabulary and routines.</p>
<p>c. Appreciate the importance of grammatical accuracy and varied sentence structures in conveying messages about school life, developing an understanding of how different sentence moods and voices reflect cultural nuances in German-speaking contexts. <i>(Die Bedeutung grammatischer Genauigkeit und abwechslungsreicher Satzstrukturen beim Vermitteln von Botschaften über das Schulleben schätzen. Ein Verständnis dafür entwickeln, wie verschiedene Satzmodi und -stimmen kulturelle Nuancen im deutschsprachigen Kontext widerspiegeln.)</i></p>	<p>a. Learners participate in activities where they compare school life descriptions in German and their native language, focusing on how sentence structure and moods vary.</p> <p>b. Learners complete exercises where they correct sentences about school life, focusing on grammatical accuracy and appropriate voice/mood usage.</p> <p>c. Learners write short paragraphs about their school life or a fictional school scenario, using a mix of sentence structures and grammatical forms (active/passive, indicative/imperative).</p>	<p>a. Evaluate learners' awareness of grammatical accuracy during exercises and discussions, particularly in their use of correct voices and moods. Observe how they approach sentence construction and correction tasks.</p> <p>b. Discuss with learners how sentence structures in German differ from their native language and how this influences communication in school settings. Focus on their ability to reflect on cultural differences.</p> <p>c. Assess written paragraphs for grammatical accuracy, variety in sentence structures, and appropriate use of active/passive voices and different moods. Evaluate their understanding of how these structures reflect cultural communication styles in German-speaking contexts.</p>

SUB-TOPIC 7.2: IDIOMATIC EXPRESSIONS

Duration: 8 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. recognize and interpret idiomatic expressions related to school life. <i>(Idioms im Zusammenhang mit dem Schulleben in Lesetexten erkennen und interpretieren.)</i>	a. In pairs learners read short passages or dialogues about school life containing idiomatic expressions. b. Learners work individually by underlining or highlighting idiomatic expressions to deduce their meanings from the context. c. In groups learners create flashcards with the idiomatic expressions, their meanings, and examples of sentences.	a. Observe how learners identify idiomatic expressions in the texts and their collaborative work in deducing meanings. Pay attention to their ability to use context clues effectively. b. Ask learners why specific idiomatic expressions were used in the text and their relevance to the school context. c. Assess the learners' flashcards by evaluating, the correct usage of the idiomatic expressions.
b. analyse how idiomatic expressions enhance the meaning and style of written German texts in various school-related contexts. <i>(Lernende können analysieren, wie idiomatische Ausdrücke die Bedeutung und den Stil deutscher Texte, in verschiedenen schulischen Kontexten verbessern.)</i>	a. Learners identify idiomatic expressions in a passage and rewrite the text, replacing them with literal translations to analyse changes in meaning and style. b. Learners compare the original and rewritten versions in small groups, discussing how idiomatic language enhances the text's tone, fluency, and cultural context. c. Learners complete comprehension questions about the passage, focusing on the role of idiomatic expressions in conveying nuanced meanings.	a. Watch how learners engage in comparing the original and rewritten texts, noting their ability to analyse stylistic and meaning differences. b. Ask learners to explain their observations about how idiomatic expressions enhance the text and contribute to fluency. c. Evaluate rewritten texts and responses to comprehension questions for depth of analysis and understanding of the role of idiomatic expressions.

TOPIC 8: SPEAKING

(HEALTHY LIVING AND STRESS MANAGEMENT)

Duration: 16 Periods

Competency: Die Lernenden sind in der Lage, gesunde Essgewohnheiten zu beschreiben, nationale Ess- und Trinkgewohnheiten in Deutschland und Uganda zu vergleichen und Möglichkeiten der Stressvermeidung zu erörtern, wobei sie ein angemessenes Vokabular und Strukturen verwenden, um sich in sinnvolle Gespräche über Gesundheitspraktiken und gesellschaftliche Herausforderungen einzubringen.

SUB-TOPIC 8.1: HOME LIFE - GOOD FEEDING

Duration: 8 Periods

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a. describe healthy eating habits and define fast food, using appropriate vocabulary to discuss the benefits of physical exercise, dieting, health care provision, and the advantages and disadvantages of certain health-related behaviours. (Lernende können gesunde Essgewohnheiten beschreiben und 'Fast Food' definieren. Sie verwenden geeignetes Vokabular, um die Vorteile körperlicher Bewegung, Diäten, Gesundheitsversorgung und die Vor- und Nachteile bestimmter gesundheitsbezogener Verhaltensweisen zu diskutieren.)</p>	<p>a) Learners watch a short video or read an article on healthy eating habits and fast food in German. b) In pairs, learners discuss their eating habits and categorize foods as healthy or fast food using German vocabulary. c) Learners prepare and present a short speech describing their healthy eating habits and explaining the benefits of exercise, dieting, and health care.</p>	<p>a) Monitor learners' participation during the discussions and presentations, focusing on vocabulary usage, fluency, and confidence. b) Ask learners questions about their speech content, checking their understanding of healthy eating habits and related terms. c) Evaluate the speeches for clarity, appropriate use of vocabulary, and the ability to articulate the advantages and disadvantages of health-related behaviours.</p>
<p>b. compare and discuss the national traditions of eating and drinking in Germany and Uganda. (Lernende können die nationalen Ess- und Trinkgewohnheiten in Deutschland und Uganda vergleichen und diskutieren.)</p>	<p>a. In groups learners research the eating and drinking traditions of Germany and Uganda and create a comparison chart in groups.</p>	<p>a. Observe learners' engagement in research and role-plays, noting their use of comparative language and cultural awareness.</p>

	<ul style="list-style-type: none"> b. Learners role-play a conversation between a German and a Ugandan student discussing their favourite meals and eating traditions. c. In pairs learners write and present a short dialogue comparing one traditional German dish and one Ugandan dish. 	<ul style="list-style-type: none"> b. Converse with learners about the similarities and differences they found, asking them to elaborate on their insights. c. Assess the comparison charts and dialogues by evaluating accuracy, creativity, and the effective use of German expressions in comparing traditions.
<ul style="list-style-type: none"> c. understand ways of avoiding stress, using relevant terminologies and expressions. <i>(Lernende können relevante Terminologie und Ausdrücke verwenden, um Stressvermeidung zu verstehen und diskutieren.)</i> 	<ul style="list-style-type: none"> a. In groups learners brainstorm stress-causing factors and ways to avoid them in German, using relevant vocabulary. b. Learners role-play as health counsellors advising a stressed student on how to manage stress. c. Learners make a presentation in plenary in German, giving advice on how to reduce stress and explaining the benefits of healthy practices. 	<ul style="list-style-type: none"> a. Watch learners during brainstorming and role-playing sessions, focusing on their ability to use stress-related vocabulary accurately and fluently. b. Probe learners into a discussion about the advice they gave, focusing on their understanding of preventative health measures. c. Evaluate the presentation for coherence, correct use of vocabulary, and the ability to provide clear and practical advice on stress management.

TOPIC 9: WRITING (FAMILY AND FAMILY ROLES IN UGANDA AND GERMANY)

Duration: 8 Periods

Competency: Die Lernenden sind in der Lage, Kommentare zu den Familienrollen in Deutschland und Uganda zu verfassen, die Bedeutung einer gewaltfreien Umwelt und die Rechte der Tieren zu beschreiben und gut strukturierte Texte zu verfassen, in denen sie mit angemessenem Wortschatz und Strukturen das Familienleben und kulturelle Werte diskutieren.

Sub-topic 9.1: Home Life – Role of the Family in Building Good Citizenship

Duration: 8 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. write commentaries on the role of the family in both Germany and Uganda, expressing ideas on the challenges of growing up, the significance of family. <i>(Lernende können Kommentare zur Rolle der Familie in Deutschland und Uganda schreiben, ihre Ideen zu den Herausforderungen des Erwachsenwerdens, der Bedeutung der Familie äußern.)</i>	b. The learners write comparative commentaries on the role of the family in Germany and Uganda, focusing on the challenges of growing up, the significance of family, and pocket money impressions.	a. Observe learners' engagement in writing, clarity in expressing ideas, and coherence in comparing family roles. b. Evaluate the completeness and accuracy of written commentaries, depth of analysis, and correct use of vocabulary.
	c. The learners participate in peer review sessions, providing feedback on each other's commentaries about family roles in Germany and Uganda.	a. Observe the engagement in peer review, and the quality of feedback provided. b. Check if learners are giving constructive feedback and understand commentary content. c. Evaluate the corrections made by learners based on peer feedback, and improve the quality of commentaries.

	<p>d. Learners engage in group discussions to share and compare their views on the challenges of growing up in Germany and Uganda.</p>	<p>a. Observe participation in discussions, clarity in expressing ideas, and respect for differing opinions.</p> <p>b. Converse with the learners as they discuss the topic in-depth and understand cultural contexts.</p> <p>c. Assess learners' views by focusing on their relevance and coherence to the topic.</p>
<p>b. use the vocabulary and structures needed to discuss family life, challenges of growing up, and relationships, using appropriate linguistic forms to describe and compare family roles in different cultural contexts.</p> <p><i>(Lernende können das Vokabular und die Strukturen beherrschen, die nötig sind, um über das Familienleben, die Herausforderungen des Erwachsenwerdens und Beziehungen zu sprechen. Sie verwenden geeignete sprachliche Formen, um Familienrollen in verschiedenen kulturellen Kontexten zu beschreiben und zu vergleichen.)</i></p>	<p>a. The learners engage in exercises to master the vocabulary and structures needed to discuss family life, including word matching, sentence completion, and role-playing scenarios.</p>	<p>a. Observe the engagement in exercises, and accuracy in using vocabulary and structures.</p> <p>b. Probe the learners to use the new vocabulary in discussions in order to understand linguistic forms.</p> <p>c. Evaluate the completeness and accuracy of exercises, and correct application of vocabulary.</p>
	<p>b. Learners write contextual essays or paragraphs describing family roles and challenges in different cultural contexts, using appropriate vocabulary and structures.</p>	<p>a. Observe the engagement in writing tasks, and clarity in expressing ideas.</p> <p>b. Probe the learners to explain their writing, and understanding of cultural differences.</p> <p>c. Evaluate the coherence and accuracy of written pieces, depth of comparison, and correct use of vocabulary and structures.</p>
	<p>c. Learners participate in interactive role-plays to practice using the vocabulary and structures related to family life and relationships in different cultural contexts.</p>	<p>a. Observe participation in role-plays and fluency in using vocabulary.</p> <p>b. Assess the ability to discuss scenarios and linguistic choices, and understanding of cultural nuances.</p>

		<p>c. Evaluate the reflection on role-play experience and accuracy in using vocabulary and structures.</p>
<p>c. analyse the cultural differences and similarities between family roles and values in Germany and Uganda, appreciating the societal impact of family on good citizenship and cultural practices related to pocket money, relationships, and growing up. <i>(Sie können die kulturellen Unterschiede und Gemeinsamkeiten zwischen Familienrollen und -werten in Deutschland und Uganda analysieren.)</i></p>	<p>a. While in groups, the learners research on family roles and values in Germany and Uganda. They focus on areas such as pocket money, relationships, and growing up. Each group prepares a presentation in form of slides comparing and contrasting the cultural practices in both countries.</p>	<p>a. Observe engagement, collaboration, and accuracy in gathering relevant information. Focus on active participation, use of appropriate research methods, and accuracy in presenting cultural facts.</p> <p>b. Engage the learners in a discussion about their research findings focusing on clarity in explaining the differences and similarities, ability to answer questions confidently.</p> <p>d. Assess the presentations for accuracy, coherence, and depth of analysis. Focus on the, logical structure, and visual appeal of the presentation slides.</p>
	<p>b. Then Learners participate in role-playing activities where they simulate family interactions in both German and Ugandan contexts. They participate in scenarios related to pocket money, relationships, and growing up, using the cultural values and norms they have learned.</p>	<p>a. Observe the engagement, accuracy in portraying cultural roles, and use of appropriate vocabulary. Focus on active participation, authenticity in role-playing, and fluency in using relevant vocabulary.</p> <p>b. Converse with the learners about the role-plays assessing their understanding of cultural differences and similarities. Focusing on clarity in explaining the cultural context, ability to discuss the societal impact and depth of reflection.</p> <p>c. classes the submitted reflection on the learners' role-playing experience, for depth, clarity, and cultural insight. Focusing on the thoroughness of the reflection, insightfulness of the cultural observations, and clarity in writing.</p>

	<p>c. Engage in a structured class debate on the societal impact of family roles and values in Germany and Uganda. They discuss topics such as the importance of good citizenship, pocket money, relationships, and growing up, using evidence from their research.</p>	<p>a. Observe the learners' engagement, use of relevant vocabulary, and logical reasoning during the debate. Pay attention to active participation, use of evidence to support arguments and logical coherence.</p> <p>b. Probe the learners to articulate their points clearly and interact respectfully with each other. Focusing on clarity of speech, respectfulness in dialogue, and depth of arguments.</p> <p>c. Assess the learners' summary of the debate, highlighting the key points discussed and their reflections on the cultural differences and similarities. Pay attention to the accuracy and coherence of the summary, depth of reflection, and use of relevant vocabulary.</p>
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SUB-TOPIC 9.2: HOME LIFE – PREVENTION OF DOMESTIC VIOLENCE
Duration: 10 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. explain the importance of a violence-free environment for children at home, using appropriate vocabulary to discuss the causes of children's rights violations <i>(Lernende können die Bedeutung einer gewaltfreien Umgebung für das Aufwachsen der Kinder zu Hause erklären, geeignetes Vokabular verwenden, um die Ursachen der Kinderrechtsverletzungen zu diskutieren.)</i>	a. In groups learners research about key terms related to domestic violence and children's rights, through flashcards and contextual sentences. b. Learners participate in group discussions to analyse scenarios where children's rights are violated, brainstorming potential solutions. c. Learners write short paragraphs on the importance of a violence-free home environment.	a. Monitor engagement during vocabulary exploration and group discussions, noting appropriate vocabulary use and active participation. b. Converse with the learners to explain key terms researched and discuss scenarios where children's rights are violated in German. c. Evaluate written paragraphs for vocabulary accuracy, relevance to the topic, and correct grammar.
b. construct well-organised texts discussing reasons for respecting children's contributions to family wellbeing, using logical articulators to structure writing coherently and persuasively. <i>("Lernende können gut strukturierte Texte verfassen, in denen sie Gründe für die Beiträge von Kindern zum Wohl der Familie diskutieren. Sie verwenden logische Verknüpfungen, um ihre Texte kohärent und überzeugend zu strukturieren")</i>	a. Learners brainstorm reasons for respecting children's contributions to family wellbeing, organizing ideas under categories. b. Learners create structured essays with an introduction, body paragraphs, and a conclusion using Logical connectors (e.g., "zudem," "außerdem," "jedoch")	a. Assess participation during brainstorming, noting clarity and logical organization of ideas. b. Probe learners to explain their essays orally c. Use a rubric for essays: structure, use of connectors, coherence, and grammar/spelling.

	<p>c. Learners exchange essays with peers for feedback on structure, coherence, and persuasiveness.</p>	
<p>c. appreciate the cultural significance of recognising children’s roles and responsibilities in family wellbeing, and reflecting on cultural norms and values.</p>	<p>a. Learners analyse short texts about cultural practices respecting children’s roles in family wellbeing.</p> <p>b. Learners write reflective journal entries on personal beliefs about children’s roles, linking them to cultural norms and values.</p>	<p>a. Observe group collaboration and presentation delivery, noting the clarity of cultural insights and ethical perspectives shared.</p> <p>b. Engage learners in Q&A sessions after presentations to assess learners’ understanding of cultural perspectives.</p> <p>c. Evaluate reflective journals for depth of analysis, clarity of values discussed), and linkage to cultural norms.</p>

TOPIC 10: LITERATURE IN GERMAN
Duration: 20 Periods

Competency: Die Lernenden sind in der Lage, Themen wie Arbeit und Verantwortungsübernahme in literarischen Texten zu diskutieren und zu analysieren und dabei Textanalyse Instrumente und angemessenes Vokabular zu verwenden, um kulturelle und gesellschaftliche Kontexte in deutschsprachigen Kulturen zu verstehen und die kulturelle Bedeutung dieser Themen in Bezug auf gesellschaftliche Werte und Normen zu erkennen.

SUB-TOPIC 10.3: PARENTS AND THEIR CHILDREN
Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. analyse texts exploring the theme of love among parents and children and also communicate interpretations and appreciation of literary aspects, both orally and in writing. <i>("Die Lernenden sollten in der Lage sein, Texte, die das Thema der Liebe zwischen Eltern und Kindern behandeln zu diskutieren")</i>	a. In small groups, learners carry out assigned tasks in exploring the theme of love among parents and children. Each group will read their text and discuss the themes, characters, and narratives using mastered vocabulary and structures.	a. Observe learners' engagement, use of relevant vocabulary, and participation in group discussions by noting how the learners contribute to and interact during the discussions. b. Engage each group in a follow-up conversation, assessing clarity of thought, depth of understanding, and ability to articulate their interpretations. c. Assess the summary of learners' discussion, for accuracy, coherence, and use of appropriate vocabulary.
	b. In pairs/small groups, learners participate in role-playing activities where they act out scenes from the texts, focusing on the themes of love among parents and children. They use mastered vocabulary and structures to accurately portray the elements of the text.	a. Observe learners' engagement, use of relevant vocabulary, and accuracy in portraying the themes, characters, and narratives by noting the learners' performance and adherence to the text.

		<ul style="list-style-type: none"> b. Probe learners into understanding of the text and their ability to communicate their interpretations. c. Asses the learners' submitted reflection on their role-playing experience, for depth, clarity, and use of appropriate vocabulary.
	<p>c. Individually, learners write essays discussing the themes of love among parents and children in the assigned texts, using mastered vocabulary and structures to express their analyses.</p>	<ul style="list-style-type: none"> a. Monitor learners during the essay writing process focusing on appropriate vocabulary, accuracy of grammar and coherence. b. Converse with the learner during the writing conferences, assessing clarity of thought and depth of analysis through the learners' explanations. c. Assess essays for accuracy, coherence, and use of appropriate vocabulary.
<p>b. analyse literary texts extracting key information, understand the plot, characters, and figurative language.</p> <p><i>(Die Lernenden sollten literarische Texte analysieren, um die Hauptinformationen und die Handlung zu verstehen.)</i></p>	<p>a. In groups Learners read selected literary texts and extract key information, understand the plot, characters, and figurative language used by the authors and thereafter write individual essays</p>	<ul style="list-style-type: none"> a. Observe Learners' engagement, accuracy in extracting key information, and use of relevant vocabulary by observing learners' participation and note-taking. b. Ask learners about their findings, assessing clarity of thought, depth of understanding, and ability to articulate key information. c. Assess the learners' submitted texts/essays for accuracy, completeness, and use of appropriate vocabulary.

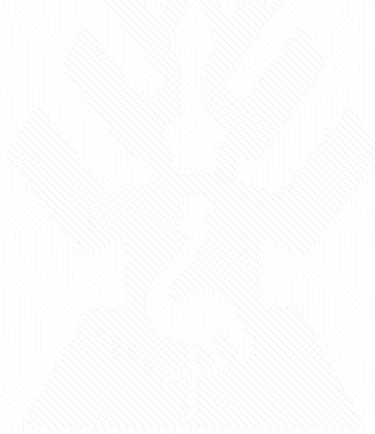
	<p>b. Individually or in groups, learners create charts that analyse the selected texts, focusing on the plot, characters, and figurative language.</p>	<p>a. Observe learners', collaboration, and accuracy in creating the charts by focusing the learners' interactions and participation.</p> <p>b. Converse with the learners about the charts, assessing their understanding and ability to explain their analysis.</p> <p>c. Assess the created charts focusing on accuracy, coherence, and depth of analysis.</p>
	<p>c. Learners write comparative essays analysing the selected literary texts, using mastered vocabulary and structures to convey their understanding of the plot, characters, and figurative language.</p>	<p>a. Observe the learner's essay writing focusing on accuracy of the language and flow of ideas.</p> <p>b. Provide feedback during individual writing conferences, assessing clarity of thought and depth of analysis through the learners' explanations.</p> <p>c. Assess the essays for accuracy, coherence, and depth of analysis.</p>
<p>c. communicate appreciation of figurative language, conveying the theme of love, and also interpret and appreciate how authors use figurative language to convey the theme of love among parents and children.</p>	<p>a. Learners participate in a discuss where they identify and analyse figurative language in literary texts that convey the theme of love among parents and children. They work individually and then share their findings in small groups.</p>	<p>a. Observe learners' engagement, accuracy in identifying figurative language, and use of relevant vocabulary by observing the learners' participation and note-taking.</p> <p>b. Probe the learners in to discussions about their findings, assessing clarity of thought, depth of understanding, and the ability to articulate their analysis.</p>

<p><i>(Die Lernenden sind in der Lage, die Wertschätzung der bildhaften Sprache, die das Thema der Liebe vermittelt, zu kommunizieren und auch zu interpretieren und zu schätzen, wie Autoren die bildhafte Sprache verwenden, um das Thema der Liebe zwischen Eltern und Kindern zu vermitteln.)</i></p>		<p>c. Assess the learners' submitted analysis for accuracy, completeness, and use of appropriate vocabulary.</p>
	<p>b. Learners write a short piece (e.g., poem, short story) that uses figurative language to convey the theme of love among parents and children, applying techniques learned from the literary texts studied.</p>	<p>a. Observe learners' engagement, creativity, and use of figurative language by observing the learners' participation and writing process.</p> <p>b. Provide feedback on the drafts, assessing the learners' ability to incorporate figurative language effectively.</p> <p>c. Assess the learners' final texts/stories/poems for creativity, coherence, and effective use of figurative language.</p>
	<p>c. Learners prepare and deliver an oral presentation where they communicate their appreciation of figurative language in a selected text, focusing on how it conveys the theme of love among parents and children.</p>	<p>a. Observe clarity of speech, use of relevant vocabulary, and engagement with the audience by observing the presentations.</p> <p>b. Conduct a Q & A session after each presentation, assessing the learners' ability to elaborate on their analysis and respond to questions.</p> <p>c. Assess coherence, depth of analysis, and use of appropriate vocabulary</p>

SUB-TOPIC 10.2: SCHOOL LIFE
Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. analyse and illustrate key characters, relationships, and themes in the texts <i>Die Tochter</i> and <i>Die Nacht im Hotel</i> .	a) Learners identify and create character maps to illustrate relationships and character development in the two texts. b) Learners discuss themes and relationships in small groups, sharing insights and interpretations. c) Learners deliver group presentations analysing one key theme or character, supported by quotes from the texts.	a) Monitor group discussions for active participation and use of appropriate vocabulary. b) Observe presentations for clarity, engagement, and ability to link analysis to the text. c) Conduct Q&A sessions after presentations to assess comprehension and depth of analysis. d) Evaluate character maps and presentation outlines for depth of analysis, clarity, and textual evidence.
b. communicate interpretations and insights both orally and in writing, using appropriate literary terminologies and mastering the language structures and vocabulary needed to analyse and appreciate literary texts.	a. Learners write a short essay interpreting a theme or character from <i>Die Tochter</i> or <i>Die Nacht im Hotel</i> . b. Learners participate in a structured debate on the texts' themes, defending their interpretation using evidence. c. Learners create a glossary of literary terms in German and apply these terms during discussions and in written work.	a. Monitor debates for the use of literary terminology, coherence, and ability to support arguments. b. Probe learners into a discussion of their essays or debate points. c. Assess essays using a rubric: use of literary terms, coherence of arguments, and grammatical accuracy. d. Evaluate glossaries for completeness and appropriate usage.

<p>c. appreciate the cultural significance of themes explored in literary texts, understand how these themes relate to societal values and norms and appreciate the artistic and stylistic elements authors use to convey meaning and emotions.</p>	<p>a. Learners analyse excerpts from the texts, identifying themes and their connection to societal values and norms in German-speaking cultures.</p> <p>b. Learners reflect on the artistic and stylistic techniques (e.g., symbolism, tone) used in the texts through individual journal entries.</p> <p>c. Learners participate in group discussions comparing the themes of the texts to current societal issues in their own cultures.</p>	<p>a. Monitor participation in discussions, noting depth of understanding and ability to connect themes to societal values.</p> <p>b. Prompt learners' reflective dialogue where learners explain the relevance of themes in a modern context.</p> <p>c. Evaluate journal entries for depth of reflection, linkage to cultural and societal values, and appreciation of stylistic elements.</p>
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TOPIC 11: SOCIO-CULTURAL STUDIES (CONTINUATION) Duration: 10 Periods

Competency: Die Lernenden sind in der Lage, Themen zu erörtern und zu analysieren, Einsichten zu vermitteln und die kulturelle Bedeutung von Themen in literarischen Texten, die sich auf das Schulleben, die Arbeit und die Übernahme von Verantwortung beziehen, zu würdigen. Dabei verwenden sie ein angemessenes Vokabular und Textanalyseinstrumente, um über die Rolle der Familie sowohl in Uganda als auch in Deutschland zu schreiben, und äußern Ideen zu den Herausforderungen des Erwachsenwerdens und zur Bedeutung der Familie.

SUB-TOPIC 11.1. WORK
Duration: 12 Periods

Learning Outcomes	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a. discuss and analyse the theme of work in literary texts using appropriate vocabulary and expressions. They effectively communicate their insights and interpretations, both orally and in writing, about the narratives and experiences presented in the texts.</p> <p><i>(Die Lernenden sind in der Lage, das Thema Arbeit in literarischen Texten zu diskutieren und zu analysieren, indem sie geeignetes Vokabular und Ausdrücke verwenden. Sie werden ihre Erkenntnisse und Interpretationen über die dargestellten Erzählungen und Erfahrungen in den Texten sowohl mündlich als auch schriftlich effektiv kommunizieren.)</i></p>	<p>a. Learners participate in discussions to analyse the theme of work in literary texts such as "Der Beruf," using appropriate vocabulary and expressions.</p> <p>b. Learners write individual analytical essays on the theme of work in literary texts, using appropriate vocabulary and expressions to communicate their insights and interpretations.</p>	<p>a. Observe learners' engagement in discussions, use of appropriate vocabulary, and ability to analyse themes.</p> <p>b. probe to articulate insights and interpretations, understanding of the narratives and experiences.</p> <p>c. Assess quality of discussion contributions, depth of analysis, and relevance of insights.</p> <p>a. Observe learners' engagement in the writing process, and clarity in expressing ideas.</p> <p>b. Probe learners to discuss their essays and understanding of the theme and literary text.</p>

		<p>c. Evaluate accuracy of essays, coherence and depth of analysis, and correct use of vocabulary.</p>
<p>b. develop the ability to use text analysis tools to extract and understand key information from literary texts such as "Der Beruf."</p> <p><i>(Die Lernenden sind in der Lage, Textanalysetools zu verwenden, um Schlüsselinformationen aus literarischen Texten wie 'Der Beruf' herauszuziehen und zu verstehen.)</i></p>	<p>c. Learners engage in peer review sessions to provide feedback on each other's analytical essays, focusing on the use of vocabulary and depth of analysis.</p>	<p>a. Observe learners' engagement in peer review, and quality of feedback provided.</p> <p>b. Probe learners' ability to articulate constructive feedback and understanding of the theme.</p> <p>c. Assess corrections made based on peer feedback, and improvement in the quality of essays.</p>
	<p>a. Learners participate in discussion to learn how to use text analysis tools to extract key information from literary texts.</p>	<p>a. Observe learners' engagement in discussions, and accuracy in using analysis tools.</p> <p>b. Probe learner's ability to explain the use of analysis tools and understanding of key information extracted.</p> <p>c. Assess accuracy of analysis exercises, and correct use of analysis tools.</p>

	<p>b. Learners' complete exercises to master the vocabulary and language structures needed to describe and analyse aspects of work in literary texts.</p>	<p>a. Observe learners' engagement in exercises, and accuracy in using vocabulary and structures.</p> <p>b. Probe learners' ability to use vocabulary in context, and understanding of language structures.</p> <p>c. Assess accuracy of exercises, and correct application of vocabulary and structures.</p>
	<p>d. Learner writes analytical paragraphs describing and analysing aspects of work depicted in "Der Beruf" using the vocabulary and structures learned.</p>	<p>a. Observe learners' engagement in writing and clarity in expressing analysis.</p> <p>b. Probe learners into discussion of their paragraphs, and understanding of the text.</p> <p>c. Assess accuracy of paragraphs, depth of analysis, and correct use of vocabulary and structures.</p>
<p>c. gain an understanding of the cultural and societal contexts reflected in the literary texts, including the dynamics of work life in German-speaking cultures. They appreciate the cultural significance of the themes explored in the texts and how they relate to societal values and norms regarding work.</p>	<p>a. In groups learners research the cultural and societal contexts of work life in German-speaking cultures and present their findings.</p>	<p>a. Observe learners' engagement in research, accuracy, and relevance of information gathered.</p> <p>b. Probe learners' ability to discuss cultural findings</p>

<p><i>(Die Lernenden sind in der Lage, die kulturellen und gesellschaftlichen Kontexte, die in literarischen Texten reflektiert werden, zu verstehen, einschließlich der Dynamiken des Arbeitslebens in deutschsprachigen Kulturen.)</i></p>		<p>and understanding of societal values and norms.</p> <p>c. Assess the accuracy of research presentations and depth of cultural insights.</p>
	<p>b. Learners write individual reflective essays on the cultural significance of work themes in literary texts, relating them to societal values and norms.</p>	<p>a. Observe learners' engagement in essay writing and clarity in expressing reflections.</p> <p>b. Probe learners' ability to discuss their reflections, and understanding of cultural contexts.</p> <p>c. Assess the accuracy of essays and depth of cultural reflection.</p>
	<p>c. Learners engage in group discussions to explore the societal impact of work themes in literary texts, appreciating how they reflect cultural values and norms.</p>	<p>a. Observe learners' participation in discussions, clarity in expressing ideas, and respect for differing opinions.</p> <p>b. Probe learners' ability to articulate the societal impact of themes and understanding of cultural significance.</p> <p>c. Assess the summary of discussion points, coherence, and relevance in summarising group views.</p>

SENIOR 5 TERM 3

TOPIC 12: LISTENING AND READING (OCCUPATIONS, WORK, AND FREE TIME IN GERMAN SPEAKING COUNTRIES)

Duration: 12 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, zukünftige Berufswünsche und die kulturelle Bedeutung von Freizeit und Arbeit in deutschsprachigen Ländern zu verstehen und zu diskutieren. Sie beherrschen relevante Vokabeln und Ausdrücke, identifizieren verschiedene Berufe und deren Anforderungen und diskutieren die Nachteile der Arbeitslosigkeit. Darüber hinaus werden die Schüler ihr Verständnis und ihre Verwendung von spezifischem Arbeitsplatzvokabular, dem Passiv und der Konjunktion „wenn“ verbessern und erkennen, wie wichtig eine effektive Kommunikation am Arbeitsplatz ist und welche Auswirkungen sie auf den beruflichen Erfolg und die persönliche Zufriedenheit hat.

SUB-TOPIC 12.1: THE WORLD OF WORK

Duration: 28 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. discuss future career aspirations and the value of leisure using appropriate vocabulary and expressions, gaining an understanding of the cultural significance of leisure and work in German-speaking countries, while appreciating the societal impact of employment and joblessness. <i>("Die Lernenden sind in der Lage, zukünftige Berufswünsche und den Wert der Freizeit zu diskutieren, indem sie geeignetes Vokabular und Ausdrücke verwenden und ein Verständnis für die kulturelle Bedeutung von Freizeit und Arbeit in deutschsprachigen Ländern beherrschen.")</i>	a. Learners interview each other about their future career aspirations and the importance of leisure, using a provided set of vocabulary and expressions.	a. Observe the learners during interviews focusing on usage of appropriate vocabulary, engagement, fluency, accuracy, and engagement. b. Probe learners into a debrief discussion about their interviews. Emphasize reflection, vocabulary use, and clarity of thought. c. Evaluate the recorded or transcribed interviews focusing on vocabulary accuracy, fluency, and depth.

	<p>b. They write an essay comparing the cultural significance of leisure and work in German-speaking countries and Uganda.</p>	<p>a. Observe the learners' essay writing process, focusing on engagement, thoughtfulness, and vocabulary use.</p> <p>b. Converse essay writing with the learners, focusing on their comparisons, insight, clarity, and vocabulary.</p> <p>c. Assess the final essays for content, structure, and vocabulary use. Focus on clarity, comparison accuracy, and vocabulary.</p>
	<p>c. Learners engage in group discussions on the societal impact of employment and joblessness, using relevant vocabulary and thereafter they write a summary or report about their findings.</p>	<p>a. Monitor group interactions looking out for active participation, relevance, and vocabulary application.</p> <p>b. Engage in follow-up conversations about the group discussions. Focus on depth of understanding, vocabulary, and critical thinking.</p> <p>c. Assess summaries or reports from group discussions focusing on the accuracy of points, clarity, and relevance of ideas</p>
<p>b. describe different professions and their requirements, discussing the disadvantages of being jobless. In the process, learners develop the ability to understand and use specific vocabulary related to the world of work.</p>	<p>d. Learners role-play different professions, describing their requirements and the disadvantages of being jobless.</p>	<p>a. Observe learners during role-plays for accuracy and engagement. Look out for engagement, accuracy, and vocabulary use.</p>

<p><i>("Die Lernenden sind in der Lage, verschiedene Berufe und deren Anforderungen zu beschreiben und die Nachteile der Arbeitslosigkeit zu diskutieren.)</i></p>		<ul style="list-style-type: none"> b. Debrief with the learners about their role-play experiences. Pay attention to reflection, vocabulary use, and understanding. c. Assess role-play recordings or transcripts for accuracy, vocabulary use, and fluency.
	<p>e. In groups learners research the job market in German-speaking countries and Uganda, presenting their findings.</p>	<ul style="list-style-type: none"> a. Monitor the research and presentation process paying attention to the relevance of information, clarity, and vocabulary. b. Converse with learners about the analysis and presentations, focusing on insight, clarity, and vocabulary. c. Assess the presentations and accompanying materials. Pay attention to content accuracy, presentation clarity, and vocabulary.
	<p>f. Learners listen to audio clips about workplace interactions and discuss the vocabulary and phrases used.</p>	<ul style="list-style-type: none"> a. Observe the learners' reactions and discussions about the audio clips. Pay attention to comprehension, engagement, and vocabulary. b. Engage learners in discussions about the audio clips and vocabulary. Focus on comprehension and detail.

<p>c. apply the passive voice and the conjunction "wenn" in sentences accurately in various contexts, recognising the importance of effective communication in the workplace and how it contributes to professional success and personal satisfaction.</p> <p><i>(Die Lernenden sind in der Lage, das Passiv und die Konjunktion 'wenn' in Sätzen genau in verschiedenen Kontexten anzuwenden)</i></p>	<p>a. Learners conduct sessions where they practice constructing sentences using the passive voice and "wenn."</p>	<p>a. Observe the learners' participation and accuracy in constructing sentences. Focus on engagement, accuracy and application.</p> <p>b. Converse with the learners about their grammar practice and areas of difficulty. Focus on insight, accuracy, and understanding.</p> <p>c. Evaluate the constructed sentences and exercises focusing on grammatical accuracy, context, and complexity.</p>
	<p>b. Learners are assigned writing tasks that require using the passive voice and "wenn" in workplace scenarios.</p>	<p>a. Monitor the writing process for proper grammar use. Focus on accuracy, context relevance, and creativity.</p> <p>b. Probe the learners into discussing their written tasks and grammar use. Focus on clarity, grammar application, and creativity.</p> <p>c. Assess the written tasks for content and grammar, looking out for context relevance and creativity.</p>

	<p>c. Learners create and perform dialogues using the passive voice and "wenn" in various workplace contexts.</p>	<p>a. Observe Learners while they perform the dialogues. Focus on fluency, accuracy, and contextual application.</p> <p>b. Converse with the learners about the dialogues and the use of passive voice and "wenn." Focus on grammar use, relevance, and fluency.</p> <p>c. Review transcripts or recordings of the dialogues. Focus on grammar, context application, and fluency.</p>
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SUB-TOPIC 12.2: SENTENCE TYPES

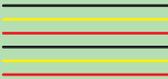
Duration: 14 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>a. identify various types of clauses, such as main and subordinate clauses, in texts about leisure and entertainment, recognising how each clause contributes to the meaning of sentences within this context.</p> <p><i>(Die Lernenden sind in der Lage, verschiedene Arten von Nebensätzen, wie Haupt- und Nebensätze, in Texten über Freizeit und Unterhaltung zu identifizieren.)</i></p>	<p>a. Learners are provided with excerpts from texts about leisure and entertainment. They identify and label the main and subordinate clauses within these texts.</p> <p>b. Learners analyse text sentences to understand how main and subordinate clauses contribute to sentence meaning. They highlight and annotate clauses, explaining their roles.</p>	<p>a. Observe the learners as they work on identifying and labelling clauses. Look out for accuracy of identification, engagement, and method used.</p> <p>b. Converse with the learners about the identified clauses to ensure understanding. Pay attention to comprehension, ability to explain choices, and clarity of thought.</p> <p>c. Review the completed clause identification worksheets. Focus on correctness, completeness, and neatness.</p> <p>a. Observe the learners during the annotation process. Pay attention to engagement, accuracy, and depth of analysis.</p> <p>b. Engage the learners in discussions about their annotations. Focus on depth of understanding, articulation of ideas, and relevance of explanations.</p>

		<p>c. Evaluate the annotated texts. Focus on clarity of annotations, depth of analysis, and understanding of clause roles.</p>
<p>b. construct sentences about leisure activities and forms of entertainment using specific types of clauses, effectively communicating thoughts in diverse sentence forms (declarative, interrogative, exclamatory, imperative) relevant to the topic, and ensuring grammatical accuracy.</p> <p><i>(Die Lernenden sind in der Lage, Sätze über Freizeitaktivitäten und Unterhaltungsformen zu bilden, indem sie spezifische Arten von Nebensätzen verwenden und Gedanken in verschiedenen Satzformen effektiv kommunizieren.)</i></p>	<p>c. Learners receive a mix of clauses on cards and must sort them into main and subordinate clauses, then form sentences related to leisure and entertainment.</p> <p>a. Participate in discussions to construct sentences about leisure activities and forms of entertainment using declarative, interrogative, exclamatory, and imperative forms.</p>	<p>a. Observe the learners sorting and forming sentences. Pay attention to the accuracy of sorting, creativity in sentence formation, and teamwork.</p> <p>b. Probe the learners into sorting and sentence formation. Focus on clarity of thought, comprehension, and explanation of choices.</p> <p>c. Review the sentences formed using the sorted clauses, focusing on accuracy, creativity, and relevance to leisure and entertainment.</p> <p>a. Observe the learners during the discussion. Focus on participation, creativity, and grammatical accuracy.</p> <p>b. Converse with the learners about constructed sentences. Look out for clarity, grammatical understanding, and a variety of sentence forms.</p>

		<p>c. Review the constructed sentences. Focus on accuracy, diversity of sentence forms, and relevance to leisure activities and entertainment.</p>
	<p>b. Learners complete structured writing exercises using newly acquired vocabulary, focusing on coherence and logical flow.</p>	<p>a. Monitor the learners during writing exercises. Pay attention to engagement, use of vocabulary, and coherence.</p> <p>b. Converse with the learners the exercises to ensure understanding. Focus on clarity, logical structuring, and vocabulary use.</p> <p>c. Evaluate the written exercises. Pay attention to accuracy, coherence, and proper use of logical connectors.</p>
	<p>c. Learners write descriptions of holidays and special occasions, using appropriate vocabulary and logical connectors to ensure coherence and structure.</p>	<p>a. Observe the learners as they write their descriptions. Focus on the use of vocabulary, engagement, and logical flow.</p> <p>b. Converse the descriptions with the learners. Look out for an understanding of holidays, clarity, and proper use of connectors.</p> <p>c. Review the written descriptions, paying attention to coherence, accuracy, and completeness.</p>

<p>c. form sentences using a variety of clauses, applying the correct syntax for main clauses, subordinate clauses, declarative sentences, interrogative sentences, exclamatory sentences, and imperative sentences, specifically relating to leisure and entertainment scenarios and World of Work scenarios.</p> <p>"Die Lernenden sind in der Lage, Sätze zu bilden, indem sie eine Vielzahl von Nebensätzen verwenden und die korrekte Syntax für Hauptsätze, Nebensätze, Aussagesätze, Fragesätze, Ausrufesätze und Imperativsätze anwenden, die sich speziell auf Freizeit- und Unterhaltungsszenarien sowie Szenarien der Arbeitswelt beziehen."</p>	<p>a. Learners research specific leisure activities and special occasions in Germany, focusing on their cultural significance and associated customs and traditions. They create a project to present their findings.</p>	<p>a. Observe the learners during the research and project creation process. Pay attention to engagement, thoroughness and accuracy.</p> <p>b. Converse with the learners about their research and project details. Pay attention to the depth of understanding, clarity of explanation, and relevance.</p> <p>c. Evaluate the completed projects. Focus on accuracy, creativity, and cultural understanding.</p>
	<p>b. Learners write detailed essays on specific German parties, including descriptions of attire and cultural customs associated with each event.</p>	<p>a. Observe the learners during the writing process. Look out for engagement, accuracy, and descriptive detail.</p> <p>b. Converse with the learners about their essays to ensure comprehension. Pay attention to clarity, descriptive accuracy, and cultural appreciation.</p> <p>c. Review the final essays. Pay attention to coherence, descriptive detail, and cultural relevance.</p>



	<p>c. Learners create reports on the customs and traditions associated with German parties and festive occasions, highlighting their cultural significance.</p>	<p>a. Observe the learners as they compile their reports. Look out for engagement, accuracy, and depth of understanding.</p> <p>b. Converse with the learners about their reports. Pay attention to insight, clarity, and appreciation of cultural significance.</p> <p>c. Evaluate the learners' final reports. Focus on coherence, accuracy, and cultural understanding.</p>
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TOPIC 13: SPEAKING (LEISURE)
Duration: 12 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, über verschiedene Formen der Freizeitgestaltung und Unterhaltung in Deutschland zu sprechen. Sie erklären, wie die Deutschen ihre Freizeit verbringen, und beschreiben beliebte Aktivitäten, Arten von Festen und typische Kleidung für diese Anlässe. Sie beherrschen den relevanten Wortschatz, einschließlich der Begriffe für Einladungen, Urlaub/Ferien und besondere Anlässe, und verwenden geeignete grammatikalische Strukturen und Ausdrücke, um über Aktivitäten, Ereignisse und soziale Interaktionen zu sprechen. Darüber hinaus erwerben die Schüler ein Verständnis für die kulturelle Bedeutung verschiedener Freizeitaktivitäten und besonderer Anlässe in Deutschland und lernen die Bräuche und Traditionen kennen, die mit deutschen Partys und festlichen Anlässen verbunden sind.

SUB-TOPIC 13.1: LEISURE AND ENTERTAINMENT
Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. discuss various forms of leisure and entertainment in Germany, explaining how Germans spend their free time, describing popular activities, types of parties, and typical attire for these occasions. <i>("Die Lernenden sind in der Lage, verschiedene Formen der Freizeit und Unterhaltung in Deutschland zu diskutieren, zu erklären, wie Deutsche ihre Freizeit verbringen, beliebte Aktivitäten zu beschreiben, Arten von Partys und typische Kleidung für diese Anlässe zu benennen.")</i>	a. Learners research different forms of leisure and entertainment in Germany, including popular activities, types of parties, and typical attire. They then prepare and present their findings to the class.	a. Observe the learners' research process and presentation delivery. Focus on engagement, thoroughness of research and clarity of presentation. b. Converse with the learners about their research findings and presentation content. Focus on depth of understanding, ability to explain findings and use of vocabulary. c. Evaluate the presentation slides and content. Pay attention to their accuracy, comprehensiveness and creativity.

	<p>b. Learners participate in role-playing activities where they act out different leisure scenarios in Germany, such as attending a party or engaging in a popular activity. They must describe the activity, the type of party, and the typical attire.</p>	<p>a. Observe the learners during the role-playing activities. Focus on participation, use of appropriate vocabulary, and accuracy in description.</p> <p>b. Debrief the learners after the role-play, discussing their experiences and descriptions. Focus on reflection, clarity of explanation, and vocabulary use.</p> <p>c. Review any scripts or outlines prepared for the role-playing. Pay attention to detail accuracy and relevance.</p>
	<p>c. Learners engage in guided group discussions about various leisure activities and types of entertainment in Germany, using provided discussion prompts.</p>	<p>a. Observe the learners during discussions. Look out for participation, depth of discussion, and use of relevant vocabulary.</p> <p>b. Engage the learners in follow-up discussions to explore their insights. Pay attention to comprehension, engagement, and clarity.</p> <p>c. Review discussion notes or summaries, paying attention to completeness, accuracy, and depth.</p>

<p>b. use vocabulary related to leisure and entertainment, including terms for invitations, holidays (Urlaub/Ferien), and special occasions.</p> <p>c. use appropriate grammatical structures and expressions to discuss activities, events, and social interactions with clarity and accuracy.</p> <p>("Die Lernenden sind in der Lage, das Vokabular im Zusammenhang mit Freizeit und Unterhaltung zu beherrschen, einschließlich Begriffe für Einladungen, Feiertage (Urlaub/Ferien) und besondere Anlässe, und geeignete grammatische Strukturen und Ausdrücke zu verwenden, um Aktivitäten, Ereignisse und soziale Interaktionen zu diskutieren.)</p>	<p>a. Learners create and use flashcards to practice vocabulary related to leisure and entertainment, including terms for invitations, holidays, and special occasions.</p>	<p>a. Observe the learners during flashcard practice sessions. Focus on engagement, accuracy, and regularity of practice.</p> <p>b. Engage the learners in conversations using the vocabulary from the flashcards. Focus on fluency, accuracy, and relevance of vocabulary use.</p> <p>c. Evaluate the flashcards created by the learners. Focus on accuracy, creativity, and variety of vocabulary.</p>
	<p>b. In groups, learners do regular quizzes to master vocabulary related to leisure and entertainment.</p>	<p>a. Observe the learners during quiz sessions. Focus on engagement, understanding, and accuracy.</p> <p>b. Converse quiz results with the learners to address any gaps in knowledge. Focus on insight, clarity, and accuracy.</p> <p>c. Evaluate quiz answers. Focus on correctness, completeness, and vocabulary use.</p>
	<p>c. Learners participate in interactive scenarios where they use vocabulary and expressions related to invitations, holidays, and special occasions.</p>	<p>a. Observe the learners during interactive scenarios. Pay attention to participation, fluency, and vocabulary use.</p>

		<ul style="list-style-type: none"> b. Debrief with the learners to discuss the use of vocabulary and expressions. Pay attention to reflection, comprehension, and vocabulary accuracy. c. Review any written materials or notes from the scenarios. Focus on completeness, relevance, and vocabulary use.
<p>d. understand the cultural significance of various leisure activities and special occasions in Germany, appreciating the customs and traditions associated with German parties and festive occasions.</p> <p><i>("Die Lernenden sind in der Lage, die kulturelle Bedeutung verschiedener Freizeitaktivitäten und besonderer Anlässe in Deutschland zu verstehen und die damit verbundenen Bräuche und Traditionen bei deutschen Partys und Festlichkeiten zu schätzen.</i></p>	<ul style="list-style-type: none"> a. In groups, the learners research specific leisure activities and special occasions in Germany, focusing on their cultural significance and associated customs and traditions. They create a project to present their findings. 	<ul style="list-style-type: none"> a. Observe the learners during the research and project creation process. Focus on engagement, thoroughness, and accuracy. b. Converse with the learners about their research and project details. Focus on depth of understanding, clarity of explanation, and relevance. c. Evaluate the completed projects. Focus on accuracy, creativity, and cultural understanding.
	<ul style="list-style-type: none"> b. Learners organize sessions where they share information about German and Ugandan leisure activities and special occasions with their peers, simulating a cultural exchange. 	<ul style="list-style-type: none"> a. Observe the learners during the exchange sessions. Focus on participation, engagement, and cultural insights. b. Engage in discussions with the learners about their shared information and cultural insights, comprehension, ability to articulate cultural significance, and engagement.

		<p>c. Review any notes or materials prepared for the exchange. Focus on completeness, accuracy, and cultural relevance.</p>
	<p>c. Individually, learners write essays comparing leisure activities and special occasions in Germany with those in their own culture, highlighting cultural significance and customs.</p>	<p>a. Monitor the essay writing process. Pay attention to engagement, understanding, and clarity.</p> <p>b. Converse with the learners about the essay content and comparisons. Pay attention to insight, comprehension, and cultural awareness.</p> <p>c. Evaluate the completed essays. Focus on clarity, depth of comparison, and cultural relevance.</p>

TOPIC 14: LITERATURE IN GERMAN

Duration: 12 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, verschiedene figurative Stile in literarischen Texten zu erkennen, z.B. Metaphern, Gleichnisse, Personifikationen und Symbolismus, und verstehen deren Zweck im Kontext des Textes. Sie interpretieren diese figurativen Stile sowohl mündlich als auch schriftlich und erklären deren Einfluss auf die Bedeutung und den Ton des Textes unter Verwendung von angemessenem Vokabular und grammatikalischen Strukturen. Darüber hinaus schätzen die Schülerinnen und Schüler die künstlerischen und stilistischen Entscheidungen der Autoren und verstehen, wie diese Entscheidungen zum literarischen Gesamtwerk beitragen, und entwickeln die Fähigkeit, figurative Sprache in ihren eigenen Texten zu verwenden, um ihre Ausdrucksfähigkeit und stilistische Bandbreite zu verbessern.

SUB-TOPIC 14.1: FIGURATIVE STYLES IN THE TEXT

Duration: 14 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>a. identify various figurative styles in literary texts, such as metaphors, similes, personification, and symbolism, and understand their purpose within the context of the text.</p> <p><i>(Die Lernenden sind in der Lage, verschiedene bildhafte Stilmittel in literarischen Texten zu identifizieren, wie Metaphern, Vergleiche, Personifikationen und Symbole, und deren Zweck im Kontext des Textes zu verstehen.)</i></p>	<p>a. Learners read selected literary texts and highlight examples of metaphors, similes, personification, and symbolism. They then create a chart categorising each example and explaining its purpose within the text.</p>	<p>a. Observe the learners as they read and highlight texts. Focus on engagement, accuracy in identification, and note-taking.</p> <p>b. Converse with the learners about their findings and the purpose of the figurative language. Look out for; understanding, clarity of explanations, and use of appropriate terminologies.</p> <p>c. Review the completed charts. Pay attention to; correct identification, clear explanations, and organised presentation.</p>

	<p>b. In groups, learners discuss the figurative language they found in different texts, sharing examples and analysing their purposes. Each group presents their findings to the class.</p>	<p>a. Observe group interactions and discussions, looking out for participation, accuracy, and depth of analysis.</p> <p>b. Engage groups in further discussion to delve deeper into their findings. Pay attention to insight, clarity, and understanding of the purpose of figurative language.</p> <p>c. Evaluate group presentation and summaries. Focus on thoroughness, accuracy, and clarity of presentation.</p>
	<p>c. Learners complete worksheets that guide them through the process of identifying and analysing figurative language in selected texts.</p>	<p>a. Monitor the learners as they work on their worksheets. Focus on engagement, accuracy, and application of analytical skills.</p> <p>b. Converse with the learners about the worksheet answers to ensure understanding. Focus on depth of comprehension, clarity, and use of appropriate vocabulary.</p> <p>c. Review and grade the completed worksheets, paying attention to accuracy, depth of analysis, and clarity of answers.</p>

<p>b. interpret these figurative styles both orally and in writing, explaining their impact on the meaning and tone of the texts, using appropriate vocabulary and grammatical structures.</p> <p><i>(Die Lernenden sind in der Lage, diese bildhaften Stilmittel sowohl mündlich als auch schriftlich zu interpretieren, ihre Auswirkungen auf die Bedeutung und den Ton der Texte zu erklären und dabei geeignetes Vokabular und grammatische Strukturen zu verwenden.)</i></p>	<p>a. Learners prepare and deliver oral presentations on the figurative language found in a chosen text, explaining its impact on the meaning and tone.</p>	<p>a. Observe the preparation and delivery of presentations. Focus on confidence, clarity, and engagement during the presentations.</p> <p>b. Converse with the learners about their presentations while providing feedback. Pay attention to insight, clarity, and use of appropriate vocabulary and grammatical structures.</p> <p>c. Evaluate the presentation slides and notes. Focus on organization, accuracy, and thoroughness.</p>
	<p>b. Learners write essays analysing the figurative language in a text, explaining how it affects the meaning and tone of the work.</p>	<p>a. Observe the essay-writing process. Focus on engagement, use of analytical skills, and coherence.</p> <p>b. Converse with the learners their essay drafts to provide constructive feedback. Pay attention to clarity, depth of analysis, and use of appropriate terminologies.</p> <p>c. Assess the final essays. Pay attention to accuracy, depth of interpretation, and clarity of argument.</p>

	<p>c. Learners participate in debates about the use and impact of figurative language in various texts, arguing for or against its effectiveness.</p>	<p>a. Observe the debates focusing on participation, clarity of arguments, and use of figurative language terms.</p> <p>b. Converse with the learners about their feedback during and after the debates. Focus on insight, clarity, and appropriate use of vocabulary and structures.</p> <p>c. Evaluate debate outlines and summaries. Focus on organisation, clarity, and depth of analysis.</p>
<p>c. appreciate the artistic and stylistic choices made by authors, understand how these choices contribute to the overall literary work, and develop the ability to use figurative language in their writing to enhance expressive capabilities and stylistic range.</p> <p><i>(Die Lernenden sind in der Lage, die künstlerischen und stilistischen Entscheidungen der Autoren zu schätzen und zu verstehen, wie diese Entscheidungen zum gesamten literarischen Werk beitragen, und die Fähigkeit zu entwickeln, bildhafte Sprache in ihrem eigenen Schreiben zu verwenden, um ihre Ausdrucksmöglichkeiten und stilistische Bandbreite zu erweitern.)</i></p>	<p>a. Learners compare and contrast the figurative language used by different authors in their works, discussing how these choices impact the literary work.</p>	<p>a. Observe group discussions and comparisons. Focus on engagement, accuracy, and depth of analysis.</p> <p>b. Engage the learners in discussions to deepen their understanding. Focus on insight, clarity, and understanding of stylistic choices.</p> <p>c. Review comparison charts and summaries. Focus on accuracy, thoroughness, and clarity.</p>

	<p>b. Learners write their own short stories or poems, incorporating various figurative styles to enhance their expressive capabilities.</p>	<p>a. Observe the writing process. Pay attention to creativity, use of figurative language, and engagement.</p> <p>b. Converse with the learners about their creative pieces while providing feedback. Look out for insight, clarity, and use of figurative language.</p> <p>c. Evaluate the final creative writing pieces. Focus on creativity, effective use of figurative language, and overall coherence.</p>
	<p>c. Learners keep journals where they reflect on the figurative language choices made by authors in their readings, discussing how these choices influence their own writing.</p>	<p>a. Check journal entries regularly. Focus on consistency, depth of reflection, and engagement.</p> <p>b. Converse with the learners about their journal entries to provide feedback. Pay attention to insight, clarity and understanding of stylistic choices.</p> <p>c. Review and assess the reflective journals. Focus on depth of reflection, clarity, and application of figurative language concepts.</p>

TOPIC 15: SOCIAL CULTURAL STUDIES
Duration: 12 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, Artikel, Berichte und andere Pressematerialien, die sich mit Fragen der Geschlechtergleichstellung befassen zu analysieren, und ihre Gedanken und Analysen sowohl mündlich als auch schriftlich unter Verwendung von angemessenem Vokabular und Ausdrücken im Zusammenhang mit der Geschlechtergleichstellung effektiv zu kommunizieren. Sie eignen sich das notwendige Vokabular und die Strukturen an, um Texte zu verstehen und zu analysieren, und erkennen und verwenden gleichstellungsspezifische Begriffe und Pressesprache in ihren eigenen Texten und Diskussionen. Darüber hinaus verstehen die Schülerinnen und Schüler den kulturellen und gesellschaftlichen Kontext von Gleichstellungsfragen, wie er in der Presse dargestellt wird, erkennen die Rolle der Medien bei der Bildung der öffentlichen Meinung und gesellschaftlicher Normen und erkennen Fortschritte und Herausforderungen in diesem Bereich.

SUB-TOPIC 15.1: GENDER EQUALITY IN PRESS
Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. analyse articles, reports, and other press materials addressing gender equality issues, communicating thoughts and analyses both orally and in writing, using appropriate vocabulary and expressions related to gender equality. <i>("Die Lernenden sind in der Lage, Artikel, Berichte und andere Pressematerialien zu geschlechtsspezifischen Gleichstellungsfragen zu analysieren, Gedanken und Analysen sowohl mündlich als auch schriftlich zu kommunizieren und geeignetes Vokabular und Ausdrücke im Zusammenhang mit Geschlechtergleichstellung zu verwenden.")</i>	a. Learners read selected articles and reports on gender equality issues. They analyse the content, identifying key points, arguments, and the use of vocabulary related to gender equality. They then participate in group discussions to share their analyses and interpretations.	a. Observe the learners during reading and group discussions focusing on engagement, accuracy of analysis and use of relevant vocabulary. b. Engage the learners in discussions to further explore their analyses. Focus is put on depth of analysis, clarity of thought and vocabulary use. c. Review the learners' analysed notes and discussion summaries. Focus on accuracy, thoroughness and clarity.

	<p>b. In pairs, learners analyse specific articles or reports on gender equality, discussing the main points, supporting arguments, and the impact of the language used.</p>	<p>a. Monitor the essay-writing process focusing on engagement, coherence, and use of analytical skills.</p> <p>b. Probe learners into giving feedback on essay drafts, focusing on clarity, depth of analysis, and vocabulary use.</p> <p>c. Evaluate the final essays focusing on accuracy, depth of analysis, and clarity of expression.</p>
	<p>c. Learners prepare and deliver oral presentations on their analysis of gender equality issues in the press, using appropriate vocabulary and expressions.</p>	<p>a. Observe the preparation and delivery of presentations. Focus on confidence, clarity, and engagement.</p> <p>b. Probe learners into giving feedback on presentations held. Focus on insight, clarity, and use of relevant vocabulary.</p> <p>c. Evaluate presentation materials and notes. Pay attention to organisation, accuracy, and thoroughness.</p>
<p>b. acquire the vocabulary and structures needed to understand and analyse texts, discuss gender equality, develop the ability to recognise and use terms and phrases specific to gender equality, and language of the press in their writing and discussions.</p>	<p>a. Learners participate in exercises such as flashcards, matching games, and vocabulary quizzes to acquire terms and phrases related to gender equality and press language.</p>	<p>a. Observe the learners during vocabulary exercises. Pay attention to engagement, accuracy and recall of vocabulary.</p> <p>b. Engage the learners in discussions using the</p>

<p><i>("Die Lernenden sind in der Lage, das Vokabular und die Strukturen zu erwerben, um Texte zur Geschlechtergleichstellung zu verstehen und zu analysieren.")</i></p>		<p>new vocabulary. Focus on fluency, accuracy and relevance of vocabulary use.</p> <p>c. Review completed exercises and quizzes looking out for correctness, completeness, and creativity.</p>
	<p>b. Learners complete structured writing exercises using newly acquired vocabulary, focusing on coherence and logical flow in texts as they discuss gender equality.</p>	<p>a. Monitor the learners during writing activities. Focus on engagement, use of vocabulary, and coherence.</p> <p>b. Converse with learners about their writing activities. Focus on clarity, logical structuring, and vocabulary use.</p> <p>c. Evaluate the written exercises focusing on accuracy, coherence, and proper use of vocabulary.</p>
	<p>c. Learners write reports analysing press coverage on gender equality, using specific terms and phrases they have learned.</p>	<p>a. Observe learners during the process of report writing focusing on proper use of vocabulary, engagement, and logical flow of ideas.</p> <p>b. Probe learners into giving feedback on written reports, focusing on insight, and clarity.</p> <p>c. Review the final reports emphasising the proper use of terminologies.</p>

<p>c. understand the cultural and societal contexts surrounding gender equality issues as presented in the press, appreciating the role of the media in shaping public opinion and societal norms related to gender equality, and recognising both progress and challenges in this area.</p> <p><i>(Die Lernenden sind in der Lage, die kulturellen und gesellschaftlichen Kontexte im Zusammenhang mit Geschlechtergleichstellungsfragen zu verstehen, wie sie in der Presse dargestellt werden.)</i></p>	<p>a. In groups, learners research on the cultural and societal contexts of gender equality issues presented in various press materials, creating presentations on their findings.</p>	<p>d. Assess the accuracy, thoroughness, and relevance of the written reports.</p> <p>a. Observe the research and presentation preparation. Assess engagement, accuracy, and depth of research.</p> <p>b. Converse with learners about the research findings and presentations focusing on insight, clarity, and cultural understanding.</p> <p>c. Evaluate the final presentations for thoroughness, accuracy, and cultural relevance.</p>
	<p>b. Individually, learners write essays analysing the role of the media in shaping public opinion and societal norms related to gender equality, discussing both progress and challenges.</p>	<p>a. Monitor the essay-writing process focusing on engagement, coherence, and analytical depth.</p> <p>b. Converse with the learners about their essay drafts to provide feedback based on insight, clarity, and understanding of media influence.</p> <p>c. Review and grade the final essays focusing on accuracy, depth of analysis, and cultural understanding.</p>

	<p>c. Learners participate in panel discussions on gender equality issues, exploring cultural and societal contexts as presented in the press, and debating the role of the media.</p>	<p>a. Observe the panel discussions, emphasising participation, clarity of arguments, and cultural insights. b. Provide feedback during and after the discussions, focusing on insight, clarity, and use of relevant terminologies. c. Evaluate panel discussion summaries and notes for organisation, clarity, and depth of analysis.</p>
<p>d. research and summarise information about three German companies involved in vehicle manufacturing, highlighting their impact on the economy of their hometowns.</p> <p><i>(Die Lernenden sind in der Lage, Informationen über drei deutsche Unternehmen, die im Fahrzeugbau tätig sind, zu recherchieren und zusammenzufassen, und betonen ihren Einfluss auf die Wirtschaft ihrer Heimatstädte.</i></p>	<p>a. Research three German companies involved in vehicle manufacturing, focusing on their impact on the economy of their home towns. They gather information from various sources and compile a report.</p>	<p>a. Observe the learners as they research the companies, noting their engagement, use of reliable sources, and research skills. b. Probe accuracy and comprehensiveness of the information gathered by learners. c. Assess their ability to synthesise information from various sources.</p>
	<p>b. In groups, create and deliver a presentation summarizing the information about the three German vehicle manufacturing companies and their economic impact on their home towns.</p>	<p>a. Observe learners' participation in group discussions to guide the preparation of the presentation, assessing collaboration and use of relevant vocabulary. b. Evaluate the clarity, coherence, and engagement of the group presentations.</p>

		<p>c. Question the learners during the presentations to probe their depth of understanding and ability to articulate economic impact.</p>
	<p>c. Write a report comparing the three German vehicle manufacturing companies, highlighting their economic impact on their home towns and comparing them with vehicle companies from other countries.</p>	<p>a. Observe the learners through the essay writing process, looking at their ability to compare and contrast the economic impact of the companies.</p> <p>b. Converse with the learners their drafts to ensure clarity, coherence, and accuracy of information.</p> <p>c. Evaluate the final reports for depth of analysis, logical structure, and the quality of comparisons.</p>
<p>e. master and apply vocabulary related to business institutions, vehicle manufacturing, and vehicle components, using comparative expressions and conditional clauses to analyse economic activities in German towns. <i>(Die Lernenden sind in der Lage, das Vokabular im Zusammenhang mit Wirtschaftsinstitutionen, Fahrzeugbau und Fahrzeugkomponenten zu beherrschen und anzuwenden, indem sie vergleichende Ausdrücke und Bedingungssätze verwenden, um wirtschaftliche Aktivitäten in deutschen Städten zu analysieren.)</i></p>	<p>d. Engage in activities such as flashcards, quizzes, and games to master vocabulary related to business institutions, vehicle manufacturing, and vehicle components.</p>	<p>a. Observe the learners' engagement and accuracy in matching terms with definitions during flashcard activities.</p> <p>b. Converse with the learners about their performance and correctness in answering questions during quizzes.</p> <p>c. Evaluate the learners' vocabulary usage and application in various game scenarios.</p>

	<p>e. Participate in a workshop where they use comparative expressions and conditional clauses to analyse economic activities and business institutions based on reading materials.</p>	<p>a. Observe group discussions, assessing the learners' use of comparative expressions and conditional clauses.</p> <p>b. Probe the learners into analysing economic activities, noting the depth and accuracy of their comparisons.</p> <p>c. Evaluate the learners' written or spoken responses for clarity and proper usage of language structures.</p>
	<p>f. Participate in role-playing scenarios where they use vocabulary related to business institutions and vehicle manufacturing to discuss and solve economic issues.</p>	<p>a. Observe the learners' engagement and fluency in using vocabulary during role-playing scenarios.</p> <p>b. Guide the role-playing discussions, assessing the learners' problem-solving skills and use of relevant terms.</p> <p>c. Assess learners' understanding by asking questions related to the scenarios to evaluate depth and coherence.</p>

SENIOR SIX TERM 1

TOPIC 16: LISTENING AND READING

ENVIRONMENTAL PROTECTION

Duration: 48 Periods

Competency: Der Lernende hört zu, versteht und analysiert Diskussionen über Umweltpraktiken in Deutschland und Uganda, wirtschaftliche Aktivitäten in deutschen Städten sowie Themen wie Fahrzeugherstellung und Abfallentsorgung. Er fasst die wichtigsten Punkte zusammen, vergleicht Praktiken und verwendet relevante Vokabeln und Konditionalsätze, um über globale Erwärmung und wirtschaftliche Auswirkungen zu sprechen, und entwickelt ein umfassendes Verständnis für wirtschaftliche Aktivitäten und Institutionen.

SUB-TOPIC 16.1. NATURAL ENVIRONMENT

Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
<p>a. understand how Germans protect their environment using relevant vocabulary and expressions, comparing Ugandan measures to those in Germany.</p> <p><i>(Die Lernenden sind in der Lage, darüber zu diskutieren, wie die Deutschen ihre Umwelt schützen, indem sie relevantes Vokabular und Ausdrücke verwenden und die Maßnahmen in Uganda mit denen in Deutschland vergleichen.)</i></p>	<p>a. Learners research on environmental protection in Germany and compare these measures to those in Uganda. They prepare and deliver a presentation using relevant vocabulary and expressions.</p>	<p>a. Observe learners' engagement during activities, the use of appropriate vocabulary in their interactions, and the accuracy of the information they present.</p> <p>b. Probe learners to talk about environmental protection, using relevant vocabulary during discussions, and their ability to compare environmental protection measures in Germany and Uganda.</p> <p>c. Examine the coherence of the learners' responses, their grammatical accuracy, and the depth of their comparisons between the environmental measures of both countries.</p>

	<p>b. Learners engage in group discussions and debates about environmental protection measures in Germany and Uganda, using relevant vocabulary and expressions.</p>	<p>a. Observe the learners' participation, use of appropriate vocabulary, and engagement during activities.</p> <p>b. Evaluate the clarity of thought, ability to articulate points, and use of text evidence during discussions.</p> <p>c. Examine the depth of reflection, coherence, and use of key elements from the discussion.</p>
	<p>c. Learners write an essay comparing environmental protection measures in Germany and Uganda, using relevant vocabulary and expressions.</p>	<p>a. Observe learners' engagement, use of appropriate vocabulary, and coherence during their activities and presentations.</p> <p>b. Evaluate the clarity of thought, depth of analysis, and use of relevant vocabulary during discussions.</p> <p>c. Examine the accuracy, coherence, and depth of comparison through targeted questions.</p>
<p>b. master vocabulary related to environmental protection and global warming, providing advice on global warming using German terms related to environmental protection.</p>	<p>a. Learners engage in activities such as flashcards, quizzes, and games to master vocabulary related to environmental protection and global warming.</p>	<p>a. Assess the learners' engagement, accuracy, and participation during their research and presentation activities.</p> <p>b. Evaluate the clarity of explanations, accuracy of vocabulary use, and engagement during discussions.</p>

<p><i>(Die Lernenden sind in der Lage, das Vokabular im Zusammenhang mit Umweltschutz und globaler Erwärmung zu beherrschen und Ratschläge zur globalen Erwärmung zu geben, indem sie deutsche Begriffe im Zusammenhang mit Umweltschutz verwenden.)</i></p>		<p>c. Examine the accuracy, completeness, and creativity of the learners' responses through targeted questions.</p>
	<p>b. Learners participate in a panel discussion where they provide advice on global warming using German terms related to environmental protection.</p>	<p>a. Observe the learners as they demonstrate engagement, use of appropriate vocabulary, and clarity in providing advice during their activities and presentations.</p> <p>b. Discuss the clarity of explanations, use of German terms, and depth of understanding during a post-presentation discussion.</p> <p>c. Probe the accuracy, coherence, and use of relevant vocabulary through targeted questions to assess the learners' grasp of the topic.</p>
	<p>c. Learners participate in role-playing scenarios where they use vocabulary related to environmental protection and global warming and discuss and solve environmental issues.</p>	<p>a. Observe the learners as they demonstrate the use of appropriate vocabulary, fluency, and engagement during their activities and presentations.</p> <p>b. Discuss with the learners the clarity of thought, use of vocabulary, and problem-solving skills during a post-presentation discussion.</p>

		<p>c. Probe the reflection depth, vocabulary accuracy, and coherence through targeted questions to assess the learners' understanding of the topic.</p>
<p>c. listen to and comprehend passages about environmental issues, use appropriate vocabulary and language structures to discuss and respond to them, and develop translation skills by translating texts about the environment from German to English.</p> <p><i>("Die Lernenden sind in der Lage, Passage über Umweltprobleme zu hören und zu verstehen, indem sie geeignetes Vokabular und Sprachstrukturen verwenden, um darüber zu diskutieren und darauf zu antworten. Sie entwickeln ihre Übersetzungsfähigkeiten, indem sie Texte über die Umwelt aus dem Deutschen ins Englische übersetzen.")</i></p>	<p>a. Learners listen to passages about environmental issues and complete comprehension exercises, using appropriate vocabulary and language structures to discuss and respond to them.</p>	<p>a. Observe the learners as they listen to passages about environmental issues, noting their engagement, use of appropriate vocabulary, and ability to follow the content.</p> <p>b. Discuss the passages with the learners, assessing their clarity of thought, depth of understanding, and use of relevant vocabulary during the discussion.</p> <p>c. Probe the learners' comprehension by asking targeted questions to evaluate their understanding, coherence in responses, and accuracy in using language structures.</p>
	<p>b. Learners translate texts about the environment from German to English, ensuring the original meaning and context are preserved.</p>	<p>a. Observe the learners as they work on translating texts from German to English, noting their engagement, use of appropriate vocabulary, and adherence to the original meaning and context.</p> <p>b. Discuss the translated texts with the learners, assessing their clarity of</p>

		<p>thought, understanding of the content, and accuracy in preserving the original context and meaning during discussions.</p> <p>c. Probe the learners' comprehension by asking targeted questions to evaluate their understanding of the source text, their ability to maintain coherence in the translation, and the accuracy of vocabulary used.</p>
	<p>c. In groups learners discuss environmental issues, using appropriate vocabulary and language structures to discuss and respond to the passages they have listened to.</p>	<p>a. Monitor the learners' participation in group discussions, noting their engagement, use of appropriate vocabulary, and effective communication of ideas.</p> <p>b. Facilitate the discussion by guiding the learners to use relevant vocabulary and language structures, assessing their ability to articulate responses and understand environmental issues.</p> <p>c. Evaluate the learners' responses by probing their depth of understanding, coherence in their arguments, and appropriateness of vocabulary used.</p>

SUB-TOPIC 16.2. HOME TOWN AND ECONOMIC ACTIVITIES

Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. analyse texts describing business institutions in selected German towns and discuss their role in the local economy, including economic activities, vehicle companies, and waste management practices. <i>("Die Lernenden sind in der Lage, Texte zu analysieren, die Wirtschaftsinstitutionen in ausgewählten deutschen Städten beschreiben, und deren Rolle in der lokalen Wirtschaft zu diskutieren, einschließlich wirtschaftlicher Aktivitäten, Fahrzeugunternehmen und Abfallwirtschaftspraktiken.")</i>	a. Learners read and analyse texts describing business institutions in selected German towns. They identify key information and discuss the role of these institutions in the local economy, including economic activities, vehicle companies, and waste management practices.	a. Observe the learners as they read and analyse texts, noting their engagement and ability to identify key information about business institutions. b. Monitor the learners' ability to recognise economic activities, vehicle companies, and waste management practices. c. Evaluate their use of appropriate vocabulary and language structures while discussing the role of these institutions in the local economy.
	b. In groups, learners analyse different texts and prepare a presentation discussing the role of business institutions in the local economy of selected German towns.	a. Facilitate group discussions to assess collaboration, clarity of thought, and understanding of the texts. b. Guide the learners in preparing their presentations, and evaluating the use of relevant vocabulary and economic terminologies.

		<p>c. Examine the depth of analysis and coherence in their arguments during the group presentations.</p>
	<p>c. Write an essay comparing the role of business institutions in the local economies of selected German towns, based on their analyses of the texts.</p>	<p>a. Guide the learners through the essay writing process, assessing their ability to compare and contrast the roles of business institutions.</p> <p>b. Review drafts to ensure clarity, coherence, and accurate use of vocabulary and economic terms.</p> <p>c. Evaluate the final essays for depth of comparison, logical structure, and the quality of analysis.</p>
<p>b. search for information about three German companies involved in vehicle manufacturing and summarize their impact on the economy of their home towns, comparing them with vehicles from other countries.</p> <p><i>("Die Lernenden sind in der Lage, Informationen über drei deutsche Unternehmen, die im Fahrzeugbau tätig sind, zu recherchieren und zusammenzufassen, und deren Einfluss auf die Wirtschaft ihrer Heimatstädte mit Fahrzeugen aus anderen Ländern zu vergleichen)</i></p>	<p>a. Learners research three German companies involved in vehicle manufacturing, focusing on their impact on the economy of their home towns. They will gather information from various sources and compile a report</p>	<p>a. Observe the learners as they research the companies, noting their engagement, use of reliable sources, and research skills.</p> <p>b. Monitor the accuracy and comprehensiveness of the information they gather.</p> <p>c. Assess their ability to synthesise information from various sources.</p>

	<p>b. Learners work in groups to create and deliver a presentation summarising the information about the three German vehicle manufacturing companies and their economic impact on their home towns.</p>	<p>a. Facilitate group discussions to guide the preparation of the presentation, assessing collaboration and use of relevant vocabulary.</p> <p>b. Evaluate the clarity, coherence, and engagement of the group presentations.</p> <p>c. Question the learners during the presentations to probe their depth of understanding and ability to articulate economic impact.</p>
	<p>c. Learners write a report comparing the three German vehicle manufacturing companies, highlighting their economic impact on their hometowns and comparing them with vehicle companies from other countries.</p>	<p>a. Guide the learners through the report writing process, assessing their ability to compare and contrast the economic impact of the companies.</p> <p>b. Review drafts to ensure clarity, coherence, and accuracy of information.</p> <p>c. Evaluate the final reports for depth of analysis, logical structure, and the quality of comparisons.</p>
<p>c. master vocabulary related to business institutions, vehicle manufacturing, and vehicle components, and analyse economic activities and business institutions in German towns using comparative expressions and conditional clauses.</p>	<p>a. Learners engage in activities such as flashcards, quizzes, and games to master vocabulary related to business institutions, vehicle manufacturing, and vehicle components.</p>	<p>a. Monitor the learners' engagement and accuracy in matching terms with definitions during flashcard activities.</p>

<p><i>(Die Lernenden sind in der Lage, das Vokabular im Zusammenhang mit Wirtschaftsinstitutionen, Fahrzeugbau und Fahrzeugkomponenten zu beherrschen und wirtschaftliche Aktivitäten und Wirtschaftsinstitutionen in deutschen Städten mithilfe von vergleichenden Ausdrücken und Bedingungssätzen zu analysieren.)</i></p>		<p>b. Evaluate the learners' performance in quizzes, checking for correctness and speed.</p> <p>c. Assess the learners' ability to apply vocabulary in context through various game scenarios.</p>
	<p>b. Learners participate in a workshop where they use comparative expressions and conditional clauses to analyse economic activities and business institutions based on reading materials.</p>	<p>a. Facilitate group discussions to guide the use of comparative expressions and conditional clauses.</p> <p>b. Observe the learners' engagement and effectiveness in analysing economic activities and business institutions.</p> <p>c. Evaluate written or spoken analyses for accuracy and proper usage of language structures.</p>
	<p>c. Learners participate in role-playing scenarios where they use vocabulary related to business institutions and vehicle manufacturing to discuss and solve economic issues.</p>	<p>a. Observe the learners' engagement and fluency in using relevant vocabulary during role-playing scenarios.</p> <p>b. Guide role-playing activities, assessing problem-solving skills and use of appropriate terms.</p> <p>c. Probe the learners' understanding through targeted questions, evaluating depth and coherence.</p>

SUB-TOPIC 16.3: THE GERMAN SENTENCE AND ITS COMPONENTS
Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Strategies	Sample Assessment Strategies
a. analyse different sentence components (e.g., subject, predicate, object) in the context of describing home towns and their economic activities. (<i>Die Lernenden sind in der Lage, verschiedene Satzbestandteile (z. B. Subjekt, Prädikat, Objekt) im Zusammenhang mit der Beschreibung von Heimatstädten und deren wirtschaftlichen Aktivitäten zu analysieren.</i>)	a. Learners participate in a workshop where they identify and label sentence components (subject, predicate, object) in sentences describing hometowns and their economic activities. They work in pairs to analyse provided sentences and discuss their findings.	a. Observe the learners as they work in pairs, noting their engagement and collaboration in identifying and labelling sentence components. b. Evaluate the accuracy of their labelling of subjects, predicates, and objects in the provided sentences. c. Facilitate discussions to assess the learners' understanding and ability to articulate their findings.
	b. Learners read a text about home towns and economic activities, identifying and annotating the sentence components (subject, predicate, object) in the text.	a. Monitor the learners as they read and annotate the text, noting their engagement and thoroughness in identifying sentence components. b. Assess the accuracy and completeness of their annotations. c. Question the learners to probe their understanding of the text and sentence structure.

	<p>c. Learners participate in an interactive quiz where they identify sentence components in sample sentences related to home towns and economic activities.</p>	<p>a. Observe the learners' participation and engagement during the interactive quiz.</p> <p>b. Evaluate the correctness and speed of their responses to quiz questions.</p> <p>c. Facilitate discussions after the quiz to review and reinforce learning.</p>
<p>b. differentiate between various word types (nouns, verbs, adjectives, etc.) in sentences related to hometowns and economic activities, mastering the identification and use of sentence components such as subjects, predicates, objects, and adverbial elements. (Die Lernenden sind in der Lage, zwischen verschiedenen Wortarten (Nomen, Verben, Adjektive usw.) in Sätzen, die sich auf Heimatstädte und wirtschaftliche Aktivitäten beziehen, zu unterscheiden und die Identifizierung und Verwendung von Satzbestandteilen wie Subjekten, Prädikaten, Objekten und adverbialen Elementen zu beherrschen.)</p>	<p>a. Learners are given a list of sentences related to home towns and economic activities. They identify and sort the words into categories: nouns, verbs, adjectives, etc.</p> <p>b. Construct sentences related to home towns and economic activities using words from each category (nouns, verbs, adjectives, etc.), focusing on the correct identification and use of sentence components.</p>	<p>a. Observe the learners as they categorise words, noting their engagement and accuracy in identifying nouns, verbs, adjectives, etc.</p> <p>b. Monitor their ability to sort words correctly, assessing their understanding of each category.</p> <p>c. Evaluate the completeness and correctness of their sorted lists.</p> <p>a. Guide the learners in constructing sentences, evaluating their correct identification and use of sentence components.</p> <p>b. Observe the learners' engagement and fluency in using words from each category.</p>

		<p>c. Assess the accuracy and coherence of the constructed sentences.</p>
	<p>c. Participate in interactive games that involve identifying and using various word types in sentences related to hometowns and economic activities.</p>	<p>a. Facilitate interactive games, assessing the learners' engagement and correctness in identifying and using various word types.</p> <p>b. Monitor their performance and ability to apply vocabulary in-game scenarios.</p> <p>c. Evaluate their accuracy and speed in responding to game prompts.</p>
<p>c. construct sentences in the correct word order, following given structures related to home towns and economic activities, ensuring grammatical accuracy and coherence in both written and spoken forms.</p> <p><i>(Die Lernenden sind in der Lage, Sätze in der korrekten Wortstellung zu bilden, vorgegebene Strukturen im Zusammenhang mit Heimatstädten und wirtschaftlichen Aktivitäten zu befolgen und grammatische Genauigkeit und Kohärenz in schriftlicher und mündlicher Form zu gewährleisten.)</i></p>	<p>a. Learners practice constructing sentences in the correct word order, following given structures related to home towns and economic activities. They work individually to create grammatically accurate and coherent sentences.</p>	<p>a. Observe the learners as they practice constructing sentences, noting their engagement and accuracy in following the given structures.</p> <p>b. Monitor the grammatical accuracy and coherence of the sentences they create.</p> <p>c. Evaluate the clarity and logical flow of their constructed sentences.</p>

	<p>b. Learners are given scrambled sentences related to hometowns and economic activities. They reconstruct the sentences in the correct word order, ensuring grammatical accuracy and coherence.</p>	<p>a. Observe the learners as they work on reconstructing scrambled sentences, noting their problem-solving strategies and engagement.</p> <p>b. Assess the accuracy and coherence of the reconstructed sentences.</p> <p>c. Evaluate their ability to maintain grammatical accuracy while rearranging words.</p>
	<p>c. Learners participate in role-playing scenarios where they construct sentences related to hometowns and economic activities in real-time conversations, ensuring grammatical accuracy and coherence.</p>	<p>a. Facilitate role-playing scenarios, assessing the learners' fluency and accuracy in constructing sentences in real-time conversations.</p> <p>b. Monitor their engagement and use of appropriate vocabulary during the scenarios.</p> <p>c. Probe their understanding and ability to construct grammatically accurate and coherent sentences through targeted questions.</p>

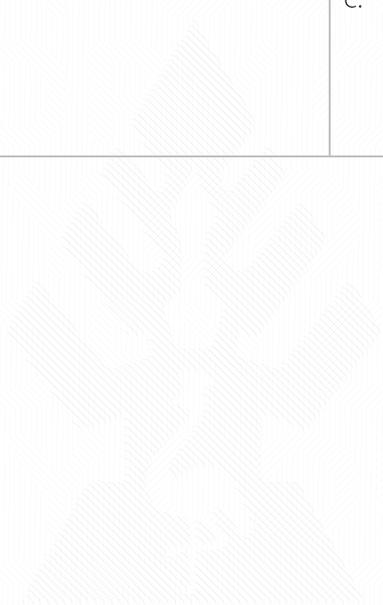
SUB-TOPIC 16.4. FUNCTIONS OF WORDS IN SENTENCE **Duration: 12 Periods**

Learning Outcomes The learner should be able to:	Suggested Learning Strategies	Sample Assessment Strategies
a. master the use of different word types, including nouns, pronouns, verbs, adverbs, adjectives, and conjunctions, when discussing economic activities and features of their home town. <i>("Die Lernenden sind in der Lage, die Verwendung verschiedener Wortarten, einschließlich Nomen, Pronomen, Verben, Adverbien, Adjektive und Konjunktionen, beim Diskutieren über wirtschaftliche Aktivitäten und Merkmale ihrer Heimatstadt zu beherrschen.</i>	a. Learners identify and sort the words into categories: nouns, pronouns, verbs, adverbs, adjectives, and conjunctions.	a. Observe the learners during the activity, noting their engagement, accuracy in identifying and sorting word types, and collaboration with peers. b. Discuss with the learners their reasoning for categorising each word, focusing on the clarity of their explanations and understanding of different word types. c. Evaluate the submitted sorted lists of words for accuracy, completeness, and organisation.
	b. Learners use the sorted words to construct sentences related to economic activities and features of their hometown. They focus on using different word types accurately.	a. Observe the learners during sentence construction activities, noting their engagement, use of relevant vocabulary, and grammatical accuracy. b. Discuss the constructed sentences with the learners, providing feedback on their use of different word types and ensuring they understand the grammatical structures. c. Evaluate the constructed sentences for accuracy, coherence, and grammatical correctness, ensuring that they meet the required standards.
	c. Learners participate in role-playing scenarios where they use different word types to discuss economic activities and features of their hometown.	a. Observe the learners during the role-play, noting their use of appropriate vocabulary, fluency, and engagement.

		<ul style="list-style-type: none"> b. Discuss the role-play scenarios with the learners, providing feedback on their use of different word types and clarity of communication. c. Evaluate the written reflections on the role-playing experience for depth, vocabulary accuracy, and coherence.
<p>b. join sentences using appropriate conjunctions to describe the relationship between different aspects of their hometown, economic activities, and the broader community, ensuring clarity and coherence in their communication.</p> <p><i>("Die Lernenden sind in der Lage, Sätze mit Hilfe geeigneter Konjunktionen zu verbinden, um die Beziehung zwischen verschiedenen Aspekten ihrer Heimatstadt, wirtschaftlichen Aktivitäten und der weiteren Gemeinschaft zu beschreiben, und dabei Klarheit und Kohärenz in ihrer Kommunikation zu gewährleisten.")</i></p>	<ul style="list-style-type: none"> a. Learners identify and highlight the conjunctions used in each sentence and rewrite the sentences using different appropriate conjunctions. 	<ul style="list-style-type: none"> a. Observe the learners during the activity, noting their engagement, accuracy in identifying conjunctions, and creativity in rewriting sentences. b. Discuss with the learners their choices of conjunctions, focusing on the clarity of their explanations and understanding of conjunction usage. c. Evaluate the rewritten sentences for accuracy, coherence, and appropriate use of conjunctions.
	<ul style="list-style-type: none"> b. Learners practice joining sentences related to their hometown, economic activities, and the broader community using appropriate conjunctions, ensuring clarity and coherence in their communication. 	<ul style="list-style-type: none"> a. Observe the learners during the sentence joining activity, noting their engagement, use of relevant vocabulary, and grammatical accuracy. b. Review the joined sentences with the learners, providing feedback on the use of conjunctions and ensuring coherence. c. Evaluate the joined sentences for accuracy, coherence, and grammatical correctness.

	<p>c. Engage the learners in group discussions about their hometown, economic activities, and the broader community. They construct sentences using appropriate conjunctions to describe relationships between different aspects, ensuring clarity and coherence in their communication.</p>	<p>a. Observe the learners during the group discussions, noting their active participation, use of appropriate vocabulary, and clarity in sentence construction.</p> <p>b. Facilitate the discussions, providing feedback on the use of conjunctions and ensuring coherence in communication.</p> <p>c. Evaluate the written summaries of the group discussions for clarity, coherence, and appropriate use of conjunctions.</p>
<p>c. differentiate between adjectives and adverbs in the context of discussing economic activities and local characteristics, applying them correctly in sentences to effectively convey their thoughts and ideas.</p> <p>("Die Lernenden sind in der Lage, Adjektive und Adverbien im Zusammenhang mit der Diskussion über wirtschaftliche Aktivitäten und lokale Merkmale zu unterscheiden und sie korrekt in Sätzen anzuwenden, um ihre Gedanken und Ideen effektiv zu vermitteln.")</p>	<p>a. Learners identify and highlight the adjectives and adverbs in each sentence, explaining their functions.</p>	<p>a. Observe the learners during the activity, noting their engagement, accuracy in identifying adjectives and adverbs, and understanding of their functions.</p> <p>b. Discuss with the learners their choices and explanations, focusing on clarity and understanding of the roles of adjectives and adverbs.</p> <p>c. Evaluate the highlighted sentences and explanations for accuracy and completeness.</p>
	<p>b. Individually, learners construct sentences related to economic activities and local characteristics, using adjectives and adverbs correctly to convey their thoughts and ideas.</p>	<p>a. Observe the learners during the sentence construction activity, noting their engagement, use of relevant vocabulary, and grammatical accuracy.</p> <p>b. Review the constructed sentences with the learners, providing feedback on their use of adjectives and adverbs, and ensuring they understand the grammatical structures.</p>

		<p>c. Evaluate the constructed sentences for accuracy, coherence, and grammatical correctness.</p>
	<p>c. Learners write a descriptive paragraph about their hometown, incorporating economic activities and local characteristics, using adjectives and adverbs correctly.</p>	<p>a. Observe the learners during the writing activity, noting their engagement, use of descriptive language, and adherence to instructions.</p> <p>b. Confer with the learners individually, providing feedback on clarity of thought and use of adjectives and adverbs.</p> <p>c. Evaluate the descriptive paragraphs for accuracy, completeness, and overall quality.</p>



TOPIC 17: SPEAKING (UGANDA AND GERMANY COMPARISONS)

Duration: 12 Periods

Competency: Die Lernenden navigieren kompetent durch reale Szenarien, die Transport-, Reise- und Markttransaktionen in einem deutschsprachigen Kontext, und verwenden dabei den entsprechenden Wortschatz und die Sprachstrukturen, um Systeme zu vergleichen, Buchungen zu simulieren und effektiv zu verhandeln.

SUB-TOPIC 17.1: THE INTERNATIONAL WORLD

Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. compare the differences between transport systems in Germany and Uganda, using appropriate vocabulary related to travel, tourism, and transport systems. ("Die Lernenden sind in der Lage, die Unterschiede zwischen den Verkehrssystemen in Deutschland und Uganda zu vergleichen und dabei geeignetes Vokabular im Zusammenhang mit Reisen, Tourismus und Verkehrssystemen zu verwenden.")	a. Learners research on transport systems in Germany and Uganda. They create a presentation comparing the differences, using appropriate vocabulary related to travel, tourism, and transport systems. b. In a group, engage the learners in discussion and debate, comparing the transport systems of Germany and Uganda. They use relevant vocabulary and discuss the advantages and disadvantages of each system.	a. Observe the learners during the research activity, noting their engagement and accuracy in gathering relevant information. b. Discuss the research process with the learners, assessing the clarity of their explanations and understanding of transport systems. c. Evaluate the final presentations for accuracy, coherence, and use of appropriate vocabulary. a. Observe the learners during the discussion and debate, noting their active participation, use of appropriate vocabulary, and logical reasoning.

		<p>b. Facilitate the discussion, assessing the learners' ability to articulate their points clearly and logically.</p> <p>c. Evaluate the written reflections on the debate for depth, clarity, and use of relevant vocabulary.</p>
<p>b. simulate booking a lodge, air ticket, or restaurant reservation using relevant terminologies and logical articulators, and give clear directions using a map to locate a place in an unfamiliar town.</p> <p><i>(Die Lernenden sind in der Lage, die Buchung einer Lodge, eines Flugtickets oder einer Restaurantreservierung zu simulieren, indem sie relevante Terminologie und logische Verknüpfungen verwenden, und klare Wegbeschreibungen geben, um einen Ort in einer unbekannten Stadt auf einer Karte zu finden.)</i></p>	<p>c. Learners write essays comparing the transport systems in Germany and Uganda, using appropriate vocabulary related to travel, tourism, and transport systems.</p> <p>a. In role-playing scenarios, learners simulate booking a lodge, air ticket, or restaurant reservation, using relevant terminology and logical articulators.</p>	<p>a. Observe the learners during the essay writing process, noting their engagement and focus.</p> <p>b. Confer with the learners individually, providing feedback on clarity of thought and use of appropriate vocabulary.</p> <p>c. Evaluate the essays for accuracy, coherence, and depth of comparison.</p> <p>a. Observe the learners during the role-play, noting their engagement, accuracy in using relevant terminologies, and fluency.</p> <p>b. Discuss the scenarios with the learners, assessing their ability to use logical articulators and relevant terminologies effectively.</p>

		<p>c. Evaluate the written scripts of their role-play for accuracy, coherence, and use of relevant terminologies.</p>
	<p>b. Learners practise giving clear directions using a map to locate a place in an unfamiliar town. They use relevant vocabulary and logical articulators to ensure clarity.</p>	<p>a. Observe the learners during the map-reading and direction-giving activity, noting their engagement and accuracy in reading the map and providing directions.</p> <p>b. Discuss the directions with the learners, assessing their clarity and use of relevant vocabulary.</p> <p>c. Evaluate the written set of directions for accuracy, coherence, and clarity.</p>
	<p>c. In a simulation, the learners participate in booking a lodge, air ticket, or restaurant reservation, and then receive feedback from the teacher and peers on their performance.</p>	<p>a. Observe the learners during the simulation, noting their engagement and accuracy in using relevant terminologies.</p> <p>b. Discuss the simulation with the learners, providing feedback and assessing their ability to use logical articulators and relevant terminology effectively.</p>

		<p>c. Evaluate the written reflections on their simulation experience for depth, clarity, and use of relevant vocabulary.</p>
<p>c. bargain prices at the market in a German-speaking country, using vocabulary for merchandise, bargaining phrases, and financial transactions, ensuring effective communication and proficiency in using specific vocabulary. (Die Lernenden sind in der Lage, Preise auf dem Markt in einem deutschsprachigen Land zu verhandeln, indem sie Vokabular für Waren, Verhandlungssätze und finanzielle Transaktionen verwenden, und dabei effektive Kommunikation und Beherrschung des spezifischen Wortschatzes sicherstellen.)</p>	<p>a. Engage the learners in vocabulary-building exercises related to merchandise, bargaining phrases, and financial transactions. They practice using this vocabulary in sentences.</p>	<p>a. Observe the learners during practice exercises, noting their engagement and accuracy in using the vocabulary.</p> <p>b. Discuss the vocabulary with the learners, assessing their understanding and ability to use the terms correctly.</p> <p>c. Evaluate the completed vocabulary worksheets for accuracy and completeness.</p>
	<p>b. Learners participate in a role-playing activity where they simulate bargaining prices at a market in a German-speaking country, using relevant vocabulary and phrases.</p>	<p>a. Observe the learners during the role-play, noting their engagement, fluency, and accuracy in using bargaining vocabulary.</p> <p>b. Discuss the role-play with the learners, assessing their ability to use logical articulators and relevant terminologies effectively.</p>

		<p>c. Evaluate the written reflections on their role-playing experience for depth, clarity, and use of relevant vocabulary.</p>
	<p>c. In a market simulation exercise, learners use German money and relevant vocabulary to bargain for merchandise, ensuring effective communication.</p>	<p>a. Observe the learners during the market simulation, noting their engagement, accuracy in using vocabulary and financial terms, and effectiveness in bargaining.</p> <p>b. Provide feedback on the simulation, assessing the learners' ability to use relevant vocabulary and logical articulators effectively.</p> <p>c. Evaluate the submitted reports on their market simulation experience for accuracy, coherence, and use of relevant vocabulary.</p>

TOPIC 18: Literature in German (Continued)

Duration: 36 Periods

Competency: Die Lernenden entwickeln ihre Fähigkeit, Informationen aus literarischen Texten herauszuziehen und zu analysieren, indem sie die fünf „W“-Fragen verwenden, Hauptpunkte und Themen prägnant zusammenfassen und ihre Interpretationen und Analysen von Themen, Figuren und Erzählungen effektiv vermitteln, wobei sie sowohl in mündlicher als auch in schriftlicher Form Klarheit und Kohäsion gewährleisten.

SUB-TOPIC 18.1: INTRODUCTION TO LITERARY TEXTS (CONTINUATION)

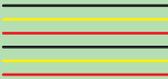
Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a. extract information from literary texts using the five “Wh-” interrogatives (Who? Where? When? What? Why?) to analyse and discuss texts like “Unser Ausland” and “Aussteigen”.</p> <p><i>("Die Lernenden" sind in der Lage, Informationen aus literarischen Texten mithilfe der fünf W-Fragen (Wer? Wo? Wann? Was? Warum?) zu extrahieren, um Texte wie 'Unser Ausland' und 'Aussteigen' zu analysieren und zu diskutieren.")</i></p>	<p>a. Learners read texts such as "Unser Ausland" and "Aussteigen" in small groups. Each group is assigned one of the five “Wh-” interrogatives (Who? Where? When? What? Why?) to focus on while reading. They create a list of questions and answers based on their assigned interrogative.</p>	<p>a. Observe the learners during group discussions, noting their engagement, participation, and ability to focus on the assigned interrogative.</p> <p>b. Engage each group in a conversation, assessing the clarity and relevance of their questions and answers.</p> <p>c. Evaluate the list of questions and answers for completeness, accuracy, and depth of analysis.</p>
	<p>b. Learners participate in an interactive class discussion where they use the five “Wh-” interrogatives to analyse and discuss key aspects of the texts. They take turns playing the roles of characters from the texts, answering questions posed by their classmates.</p>	<p>a. Observe the learners during role-playing activities, noting their active participation, use of appropriate vocabulary, and ability to stay in character.</p> <p>b. Facilitate the discussion, assessing the learners’ ability to ask and answer “Wh-” questions effectively.</p>

		<p>c. Evaluate the written reflections on their role-playing experience for depth, clarity, and engagement with the texts.</p>
<p>a) describe key elements in literary texts, such as the author's intentions and communication, using mastered vocabulary and structures.</p> <p><i>(Die Lernenden sind in der Lage, Schlüsselemente in literarischen Texten zu beschreiben, sowie die Absichten und die Kommunikation des Autors, indem sie beherrschendes Vokabular und Strukturen verwenden.)</i></p>	<p>c. Create a chart or graphic organizer that maps out the answers to the five "Wh-" interrogatives for the texts they have read. They present their charts to the class.</p> <p>a. In a workshop, learners analyse key elements (e.g., author's intentions, communication) in literary texts such as "Unser Ausland" and "Aussteigen". They work individually and then share their findings in small groups.</p>	<p>a. Observe the learners during the chart creation process, noting their engagement and accuracy in presenting information.</p> <p>b. Discuss the charts with the learners, assessing their understanding of the texts and the accuracy of the information presented.</p> <p>c. Evaluate the charts for accuracy, clarity, and visual organization.</p> <p>a. Observe the learners during the analysis activity, noting their engagement and accuracy in analysing text elements.</p> <p>b. Discuss the analysis with the learners, assessing their understanding and ability to articulate their findings.</p> <p>c. Evaluate the submitted analysis reports for completeness, coherence, and use of appropriate vocabulary.</p>

	<p>b. Learners prepare and deliver a presentation describing the author’s intentions and communication in selected literary texts. They use mastered vocabulary and structures to support their analysis.</p>	<p>a. Observe the learners during their presentations, noting their engagement, clarity of presentation, and use of appropriate vocabulary.</p> <p>b. Conduct a Q & A session after each presentation, assessing the learners’ ability to defend and elaborate on their analysis.</p> <p>c. Evaluate the presentation slides and notes for accuracy, coherence, and depth of analysis.</p>
	<p>c. Each learner writes an essay comparing the key elements of two literary texts, focusing on the authors’ intentions and communication. They use mastered vocabulary and structures to convey their analysis.</p>	<p>a. Observe the learners during the essay writing process, noting their engagement and focus.</p> <p>b. Confer with the learners individually, providing feedback on clarity of thought and use of appropriate vocabulary.</p> <p>c. Evaluate the essays for accuracy, coherence, and depth of comparison.</p>

<p>b. convey the impact of the writing on readers, appreciating the authors' artistic choices and how they contribute to the overall literary work, including developing characters, plot, setting, and figurative styles.</p> <p>(Die Lernenden sind in der Lage, die Wirkung des Schreibens auf die Leser zu vermitteln, die künstlerischen Entscheidungen des Autors zu schätzen und wie sie zum gesamten literarischen Werk beitragen, einschließlich der Entwicklung von Charakteren, Handlung, Schauplatz und bildhaften Stilen.)</p>	<p>a. Keep a reflection journal where the learners write about the impact of the texts they read, noting the authors' artistic choices and how they contribute to the overall work. They focus on elements such as characters, plot, setting, and figurative styles.</p>	<p>a. Observe the learners during the reflection writing process, noting their engagement and thoughtfulness.</p> <p>b. Conduct individual conferences with the learners to discuss their reflections, assessing the depth of understanding and ability to articulate the impact of the writing.</p> <p>c. Evaluate the reflection journals for depth, clarity, and engagement with the texts.</p>
	<p>b. Learners prepare and deliver a presentation analysing the author's artistic choices in a selected text, focusing on how these choices contribute to the characters, plot, setting, and overall impact on readers.</p>	<p>a. Observe the learners during their presentations, noting their engagement, clarity of presentation, and use of appropriate vocabulary.</p> <p>b. Conduct a Q & A session after each presentation, assessing the learners' ability to defend and elaborate on their analysis.</p> <p>c. Evaluate the presentation slides and notes for accuracy, coherence, and depth of analysis.</p>



	<p>c. Individually, learners write short stories or scenes inspired by the texts they have read, incorporating similar artistic choices and styles. They focus on developing characters, plot, setting, and figurative language to create a compelling narrative.</p>	<p>a. Observe the learners during the writing process, noting their engagement and creativity in crafting their pieces.</p> <p>b. Provide feedback on the drafts, assessing the learners' ability to incorporate artistic choices and styles effectively.</p> <p>c. Evaluate the final written pieces for creativity, coherence, and effective use of literary elements.</p>
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SUB-TOPIC 18.2: COMMENTARY
Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. summarize literary texts, capturing the main points and themes concisely, using mastered language structures and vocabulary. <i>(Die Lernenden sind in der Lage, literarische Texte zusammenzufassen, die Hauptpunkte und Themen prägnant zu erfassen und dabei beherrschte Sprachstrukturen und Vokabular zu verwenden.)</i>	a. Learners participate in a workshop where they read a selected literary text and write a summary, focusing on capturing the main points and themes concisely, using mastered language structures and vocabulary.	a. Observe the learners during the summarising activity, noting their engagement, use of relevant vocabulary, and accuracy in identifying main points and themes. b. Discuss the summaries with the learners, assessing the clarity of their explanations and understanding of the text. c. Evaluate the written summaries for accuracy, coherence, and completeness in capturing the key elements of the text.
	b. In groups, learners analyse a literary text, identify key elements (main points and themes), and collaboratively write a summary.	a. Observe the learners during group activities, noting their collaboration, use of relevant vocabulary, and accuracy in identifying key elements. b. Engage each group in a conversation about their analysis and summary, assessing clarity of thought and depth of analysis.

		<p>c. Evaluate the group summaries for accuracy, coherence, and completeness in capturing the main points and themes.</p>
	<p>c. Learners read a longer literary text and write a concise summary, focusing on the main points and themes, using mastered language structures and vocabulary.</p>	<p>a. Observe the learners during the summary writing process, noting their engagement, and the use of relevant vocabulary.</p> <p>b. Discuss the summaries with each learner while assessing the clarity of thought and understanding of the text.</p> <p>c. Evaluate the individual summaries for accuracy, coherence, and thoroughness in addressing key elements.</p>
<p>b. write clear and coherent commentaries on literary texts, expressing their opinions and analyse logically and persuasively, using logical connectors and expressions of opinion.</p> <p><i>(Die Lernenden sind in der Lage, literarische Texte zusammenzufassen, die Hauptpunkte und Themen prägnant zu erfassen und dabei beherrschte Sprachstrukturen und Vokabular zu verwenden.)</i></p>	<p>a. Engage the learners in a workshop where they write commentaries on a selected literary text, expressing their opinions and analyses logically and persuasively, using logical connectors and expressions of opinion.</p>	<p>a. Observe the learners during the writing process, noting their engagement, use of logical connectors, and clarity in their writing.</p> <p>b. Discuss the commentaries with the learners, assessing the clarity of their explanations and the logical structure of their arguments.</p> <p>c. Evaluate the written commentaries for coherence, persuasiveness, and use of appropriate language structures.</p>

	<p>b. Learners exchange their written commentaries with peers for review and feedback, using a rubric to provide constructive feedback on each other's work.</p>	<p>a. Observe the learners during the peer review process, noting their engagement and the quality of the feedback they provide.</p> <p>b. Discuss the feedback process with the learners, assessing their ability to articulate feedback clearly and the use of appropriate vocabulary.</p> <p>c. Evaluate the final edited commentaries for improvement, coherence, and depth of analysis.</p>
	<p>c. Learners prepare and deliver oral presentations of their commentaries on a literary text, using logical connectors and expressions of opinion to ensure clarity and cohesion.</p>	<p>a. Observe the learners during their presentations, noting the clarity of their speech, use of logical connectors, and engagement with the audience.</p> <p>b. Conduct a Q & A session after each presentation, assessing the learners' ability to answer questions clearly and use appropriate language structures.</p> <p>c. Evaluate the presentation slides and notes for organisation, coherence, and use of logical connectors.</p>

<p>c. use logical connectors and expressions of opinion to structure their commentaries on literary texts, ensuring clarity, cohesion, and compelling analyses.</p> <p><i>(Die Lernenden sind in der Lage, logische Verknüpfungen und Meinungsäußerungen zu verwenden, um ihre Kommentare zu literarischen Texten zu strukturieren und dabei Klarheit, Kohärenz und überzeugende Analysen zu gewährleisten.)</i></p>	<p>a. Completion of exercises by the learners, focusing on the use of logical connectors and expressions of opinion to structure sentences, ensuring clarity and cohesion in their writing.</p>	<p>a. Observe the learners during the exercises, noting their engagement, accuracy in using logical connectors, and grammatical correctness.</p> <p>b. Discuss the exercises with the learners, assessing their understanding and application of logical connectors.</p> <p>c. Evaluate the completed exercises for accuracy, coherence, and use of appropriate language structures.</p>
	<p>b. Learners practice writing commentaries on selected literary texts, using logical connectors and expressions of opinion to ensure clarity, cohesion, and compelling analyses.</p>	<p>a. Observe the learners during the writing process, noting their engagement, use of logical connectors, and clarity in their writing.</p> <p>b. Review the commentaries with the learners, providing feedback on the logical structure and use of language.</p> <p>c. Evaluate the written commentaries for coherence, cohesion, and effective use of logical connectors.</p>

	<p>c. Learners work in groups to analyse a literary text and collaboratively write commentaries, using logical connectors and expressions of opinion to structure their analysis.</p>	<p>a. Observe the learners during group activities, noting their collaboration, use of relevant vocabulary, and accuracy in using logical connectors.</p> <p>b. Discuss the group commentaries with the learners, assessing clarity of thought and depth of analysis.</p> <p>c. Evaluate the group commentaries for coherence, cohesion, and effective use of logical connectors.</p>
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SUB-TOPIC 18.3: CHILDHOOD

Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. discuss themes, characters, and narratives in literary texts related to childhood, such as "Die Nacht im Hotel" and "Ich bin hier zu Hause," using mastered vocabulary and structures. <i>(Die Lernenden sind in der Lage, Themen, Charaktere und Erzählungen in literarischen Texten im Zusammenhang mit der Kindheit zu diskutieren, wie z.B. 'Die Nacht im Hotel' und 'Ich bin hier zu Hause,' und dabei beherrschtes Vokabular und Strukturen zu verwenden.)</i>	a. Learners sit in groups and read and discuss the themes, characters, and narratives of different sections of the texts "Die Nacht im Hotel" and "Ich bin hier zu Hause." b. In role-playing activities, learners act out scenes from the texts, focusing on the themes, characters, and narratives. They use mastered vocabulary and structures to accurately portray the elements of the text.	a. Observe the learners during group discussions, noting their engagement, use of relevant vocabulary, and participation. b. Engage each group in a conversation about their discussions, assessing clarity of thought and depth of understanding. c. Evaluate the group summaries for accuracy, coherence, and use of appropriate vocabulary. a. Observe the learners during the role-playing activity, noting their engagement, use of relevant vocabulary, and accuracy in portraying the themes, characters, and narratives. b. Discuss the role-plays with the learners, assessing their understanding of the text and ability to communicate their interpretations. c. Evaluate the written reflections on their role-playing experience for depth, clarity, and use of appropriate vocabulary.

	<p>c. Learners write essays discussing the themes, characters, and narratives in "Die Nacht im Hotel" and "Ich bin hier zu Hause," using mastered vocabulary and structures to express their analyses.</p>	<p>a. Observe the learners during the essay writing process, noting their engagement and focus.</p> <p>b. Confer with the learners individually, providing feedback on clarity of thought and depth of analysis.</p> <p>c. Evaluate the essays for accuracy, coherence, and use of appropriate vocabulary.</p>
<p>b. extract key information from texts, understanding the plot, characters, and figurative language used by the authors, to engage deeply with the material and appreciate the nuances of the literary works.</p> <p><i>(Die Lernenden sind in der Lage, wesentliche Informationen aus Texten zu extrahieren, den Handlungsverlauf, die Charaktere und die bildhafte Sprache der Autoren zu verstehen, um sich intensiv mit dem Material auseinanderzusetzen und die Feinheiten der literarischen Werke zu schätzen.)</i></p>	<p>a. The learners create plot maps for "Die Nacht im Hotel" and "Ich bin hier zu Hause," identifying key events, characters, and figurative language used by the authors.</p> <p>b. Learners create character analysis charts for the main characters in the texts, noting their traits, motivations, and relationships with other characters.</p>	<p>a. Observe the learners during the plot map creation process, noting their engagement and accuracy in presenting the plot elements.</p> <p>b. Discuss the plot maps with the learners, assessing their understanding of the plot and characters.</p> <p>c. Evaluate the plot maps for accuracy, completeness, and visual organisation.</p> <p>a. Observe the learners during the creation of character analysis charts, noting their engagement and accuracy in presenting character details.</p>

		<p>b. Discuss the character charts with the learners, assessing their understanding of the characters and their development.</p> <p>c. Evaluate the character analysis charts for accuracy, depth of analysis, and clarity.</p>
<p>c. analyse themes, characters, and narratives in literary texts, communicating their interpretations and appreciation both orally and in writing, ensuring clarity and cohesion in their analyses.</p> <p><i>("Die Lernenden sind in der Lage, Themen, Charaktere und Erzählungen in literarischen Texten zu analysieren, ihre Interpretationen und Wertschätzungen sowohl mündlich als auch schriftlich zu kommunizieren und dabei</i></p>	<p>c. Learners search for examples of figurative language in "Die Nacht im Hotel" and "Ich bin hier zu Hause," noting how these examples contribute to the overall narrative and themes.</p>	<p>a. Observe the learners during the identification of figurative language, noting their engagement and accuracy.</p> <p>b. Discuss the identified examples with the learners, assessing their understanding of figurative language and its impact.</p> <p>c. Evaluate the figurative language logs for accuracy, completeness, and depth of analysis.</p>
	<p>a. Learners prepare and deliver a presentation comparing themes, characters, and narratives in "Die Nacht im Hotel" and "Ich bin hier zu Hause," communicating their interpretations both orally and in writing.</p>	<p>a. Observe the learners during their presentations, noting the clarity of their presentation, use of relevant vocabulary, and engagement with the audience.</p> <p>b. Conduct a Q & A session after each presentation, assessing the learners' ability to elaborate on their analysis and respond to questions.</p>

<p>Klarheit und Kohärenz in ihren Analysen sicherzustellen.")</p>		<p>c. Evaluate the presentation slides and notes for coherence, depth of analysis, and use of appropriate vocabulary.</p>
	<p>b. Learners write analytical essays examining the themes, characters, and narratives in the selected texts, ensuring clarity and cohesion in their writing.</p>	<p>a. Observe the learners during the essay writing process, noting their engagement and focus.</p> <p>b. Confer with the learners individually, providing feedback on clarity of thought and depth of analysis.</p> <p>c. Evaluate the essays for accuracy, coherence, and depth of analysis.</p>
	<p>c. Learners exchange their analytical essays with peers for review and feedback, using a rubric to provide constructive feedback on each other's work.</p>	<p>a. Observe the learners during the peer review process, noting their engagement and the quality of feedback provided.</p> <p>b. Discuss the feedback process with the learners, assessing their ability to articulate feedback clearly and use appropriate vocabulary.</p> <p>c. Evaluate the final edited essays for improvement, coherence, and depth of analysis.</p>

SENIOR SIX TERM 2

TOPIC 19.: LISTENING (WORK)

Duration: 9 Periods

Competency: Die Lernenden sind in der Lage, die Arbeitsmoral, die Arbeitszeiten und den Lebensstandard von Beamten in Deutschland und Uganda zu vergleichen und einzuschätzen, sich relevantes Vokabular in Bezug auf soziale Dienste, Beamte und Organisationen der sozialen Sicherheit anzueignen und ihre Hörkompetenz durch das Verstehen von Passagen unter Beweis zu stellen öffentliche Dienste, soziale Sicherheit und das Leben der Rentner in Deutschland.

Sub-topic 19.1: Public Services

Duration: 14 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a. appreciates the work ethic of German civil servants in relation to what happens in their own country comparing working hours and standard of living of a civil servant according to the social services in Germany and Uganda</p> <p><i>(Die Lernenden sind in der Lage, die Arbeitsmoral deutscher Beamter/ugandischer Beamter zu vergleichen, und die Arbeitszeiten und den Lebensstandard eines Beamten gemäß den Sozialämtern in Deutschland und Uganda wertzuschätzen.) (s,v,gs)</i></p>	<p>a. In groups, learners research working hours and the standard of living for civil servants in both Germany and Uganda. Use appropriate German descriptive expressions to create comparative charts and write reports.</p>	<p>a. Observe the learners during the research and chart creation process, noting their engagement, accuracy in using German descriptive expressions, and thoroughness of research.</p> <p>b. Converse with the learners about their findings with the learners, focusing on their understanding and ability to articulate comparisons.</p> <p>c. Evaluate the comparative charts and written reports for accuracy, detail, clarity, and use of German expressions.</p>

	<p>b. Learners role-play interviews where one learner acts as a German civil servant and the other as a Ugandan civil servant. They discuss their working hours, standard of living, and work ethic, using appropriate German descriptive expressions.</p>	<p>a. Observe the learners during the role-playing sessions, noting their participation, accuracy in using descriptive expressions, and engagement.</p> <p>b. Debrief the learners as they role play to ensure comprehension and reflection, focusing on their insight, clarity, and understanding of comparisons.</p> <p>c. Evaluate the interview scripts and recordings for accuracy, detail, relevance, and use of German expressions.</p>
	<p>c. Discuss their research findings on the working hours and standard of living for civil servants in Germany and Uganda. They prepare and deliver presentations to the class.</p>	<p>a. Observe the learners during group discussions and presentations, noting their engagement, use of relevant vocabulary, and clarity.</p> <p>b. Converse with each group to provide feedback, focusing on their comprehension, articulation of comparisons, and use of vocabulary.</p> <p>c. Evaluate the presentation materials and content for accuracy, detail, relevance, and clarity.</p>

<p>b. acquire the vocabulary related to social services, civil servants, and social security organizations including public services, and the life of pensioners in Germany and Uganda.</p> <p>(Die Lernenden sind in der Lage, den Wortschatz im Zusammenhang mit sozialen Diensten, Beamten und Organisationen der sozialen Sicherheit einschließlich öffentlicher Dienste sowie dem Leben von Rentnern in Deutschland und Uganda zu erwerben.) (k,u,s)</p>	<p>a. Learners participate in exercises such as flashcards, matching games, and vocabulary quizzes to acquire terms and phrases related to social services, civil servants, and social security organisations in Germany.</p>	<p>a. Observe the learners during vocabulary exercises, noting their engagement, accuracy, and recall of vocabulary.</p> <p>b. Converse with the learners ensuring that they use the new vocabulary, assessing their fluency, accuracy, and relevance of vocabulary use.</p> <p>c. Evaluate the completed exercises and quizzes for correctness, completeness, and creativity.</p>
	<p>b. Learners shall complete structured writing exercises using newly acquired vocabulary, focusing on coherence and logical flow in texts, discussing public services and the life of pensioners in Germany.</p>	<p>a. Observe the learners during writing activities, noting their engagement, use of vocabulary, and coherence.</p> <p>b. probe the learners about their writing exercises, focusing on clarity, logical structuring, and vocabulary use.</p> <p>c. Evaluate the written exercises for accuracy, coherence, and proper use of vocabulary.</p>
	<p>c. In groups, learners make projects where they use the vocabulary related to working hours, social services, civil servants, and social security organisations in Germany. They present their projects to the class.</p>	<p>a. Observe the learners during the project creation and presentation phases, noting their engagement, accuracy, and use of vocabulary.</p>

		<ul style="list-style-type: none"> b. Converse with the learners about their, focusing on their insights, clarity, and use of vocabulary in context. c. Evaluate the final projects for accuracy, detail, relevance, and quality of presentation.
<p>c. demonstrate proficiency in listening to passages about public services, social security organisations, and the life of a pensioner in Germany using appropriate German.</p> <p><i>(Die Lernenden sind in der Lage, Texte über öffentliche Dienstleistungen, Sozialversicherungsträger und das Leben eines Rentners in Deutschland anhand angemessener Deutschkenntnisse zu hören.) (u,s,v)</i></p>	<p>a. Learners listen to passages about public services in Germany and answer comprehension questions to demonstrate their understanding and use of appropriate vocabulary.</p>	<ul style="list-style-type: none"> a. Observe the learners during listening exercises, noting their engagement, attentiveness, and accuracy in responses. b. Probe the learners into questions about what they have listened to ensuring comprehension, understanding, and appropriate use of vocabulary. c. Evaluate the comprehension questions and answers for accuracy, completeness, and use of vocabulary.
	<p>b. Learners listen to passages about social security organisations in Germany and gather information to create reports. They list the organisations and describe the life of a pensioner in Germany using appropriate German vocabulary.</p>	<ul style="list-style-type: none"> a. Observe the learners during listening and information-gathering activities, noting their engagement, accuracy in note-taking, and use of vocabulary.

		<ul style="list-style-type: none"> b. Converse with the learners about the gathered information, focusing on comprehension, accuracy, and use of vocabulary. c. Evaluate the final reports for accuracy, detail, coherence, and use of vocabulary.
	<ul style="list-style-type: none"> c. Learners participate in role-playing discussions where they use appropriate vocabulary and language structures to discuss public services and the lives of pensioners in Germany. 	<ul style="list-style-type: none"> a. Observe the learners during the role-playing sessions, noting their participation, accuracy in using vocabulary and structures, and engagement. b. Debrief the role-plays with the learners to ensure comprehension and reflection, focusing on clarity, understanding, and use of vocabulary. c. Evaluate the role-playing scripts and recordings for accuracy, detail, relevance, and use of German vocabulary.

TOPIC 20: READING (SCHULE)
Duration: 18 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, die schulische Infrastruktur und die Autoritäten zu benennen und dabei einen angemessenen Wortschatz und Ausdrücke auf Deutsch zu verwenden. Sie beschreiben die Beziehungen zu Schulbehörden und Mitschülern unter Verwendung von Reflexivpronomen, und verstehen Texte, in denen es um Schulklima, Respekt und Disziplin geht. Sie erörtern die Auswirkungen der Unruhen auf die schulischen Leistungen und äußern ihre Meinung über Personen, die die Schulbehörden und das Eigentum der Schule nicht respektieren, indem sie die Situationen in Deutschland und Uganda vergleichen. Darüber hinaus beherrschen die Schülerinnen und Schüler den Wortschatz zur Vorbeugung von Krankheiten und Beschwerden, analysieren Texte zu gesundheitsbezogenen Themen und geben ihren Mitschülern Ratschläge für eine gute Gesundheitspraxis, indem sie Sätze verwenden, die Ursachen und Auswirkungen erklären.

SUB-TOPIC 20.1: SCHOOL
Duration: 14 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. describe school infrastructure and authorities in Germany, use appropriate German expressions in role-play scenarios, and master related vocabulary through interactive activities. <i>(Die Lernenden sind in der Lage, die Schulinfrastruktur und Behörden in Deutschland zu beschreiben, verwenden passende deutsche Ausdrücke in Rollenspielen und beherrschen den dazugehörigen Wortschatz durch interaktive Aktivitäten.)</i> <i>(k,u,s,v,gs)</i>	a. Learners take a virtual tour of a school in Germany, noting the different types of infrastructure and authorities. They then describe what they see using appropriate German vocabulary and expressions orally and in writing.	a. Observe the learners during the virtual tour and their reaction, noting their engagement, and attention to detail. b. Probe the learners, asking them to describe different parts of the school and their functions, focusing on clarity of descriptions, use of vocabulary, and understanding of infrastructure roles. c. Evaluate the learners' written descriptions of the school infrastructure and authorities for accuracy, detail, clarity, and use of German expressions.

	<p>b. Learners role-play scenarios where they interact with school authorities and classmates, using reflexive pronouns and appropriate German expressions.</p>	<p>a. Observe the learners during the role-playing sessions, noting their participation, accuracy in using reflexive pronouns, and engagement.</p> <p>b. Debrief the role-plays with the learners to ensure comprehension and reflection, focusing on the clarity of interactions, use of reflexive pronouns, and understanding of relationships.</p> <p>c. Evaluate the role-playing scripts and recordings for accuracy, detail, relevance, and use of German vocabulary.</p>
	<p>c. Learners participate in exercises to master vocabulary related to school infrastructure, authorities, and relationships, such as matching games, flashcards, and vocabulary quizzes.</p>	<p>a. Observe the learners during vocabulary exercises, noting their engagement, accuracy, and recall of vocabulary.</p> <p>b. Converse with the learners focusing on the use of new vocabulary, assessing their fluency, accuracy, and relevance of vocabulary usage.</p> <p>c. Evaluate the completed exercises and quizzes for correctness, completeness, and creativity.</p>

<p>b. understand texts that discuss school environment, respect, and discipline, and comparing situations in Germany and Uganda.</p> <p><i>("Die Lernenden sind in der Lage, Texte zu verstehen, die Schulumgebungen, Respekt und Disziplin zu behandeln, und die Situationen in Deutschland und Uganda zu vergleichen.") (u,s,v)</i></p>	<p>a. Learners read texts about school environment, respect, and discipline in Germany and Uganda. They analyse these texts and participate in group discussions to compare the situations.</p>	<p>a. Observe the learners during individual reading and group discussions, noting their engagement, use of textual evidence, and clarity of explanations.</p> <p>b. Engage in conversations with groups to delve deeper into their analyses, focusing on depth of analysis, ability to articulate comparisons, and use of literary terms.</p> <p>c. Evaluate the written summaries of group discussions for accuracy, detail, and use of textual evidence.</p>
	<p>b. Learners write reflective essays on the importance of mutual respect among learners and school authorities, articulating their opinions on individuals who do not respect school authorities and property, and comparing the situations in Germany and Uganda.</p>	<p>i) Observe the learners during the essay-writing process, noting the use of relevant vocabulary, coherence, and use of textual evidence.</p> <p>ii) Converse with the learners about their essays to ensure clarity and depth, focusing on clarity, depth of analysis, and use of literary terms and evidence.</p> <p>iii) Evaluate the final essays for accuracy, detail, coherence, and use of textual evidence.</p>

	<p>c. Learners participate in role-playing debates on the importance of mutual respect and discipline in schools, using information from the texts they have read.</p>	<p>i) Observe the learners during the debates, noting their participation, use of evidence, and clarity of arguments.</p> <p>ii) Probe the learners into questions about their arguments, focusing on insight, clarity, and depth of analysis.</p> <p>iii) Evaluate the debate scripts and recordings for accuracy, detail, relevance, and use of textual evidence.</p>
<p>c. Discuss the impact of riots on school performance, using reflexive pronouns accurately to describe relationships and interactions clearly and coherently.</p> <p><i>(Die Lernenden sind in der Lage, die Auswirkungen der Unruhen auf die Schulleistung zu diskutieren, und verwenden dabei Reflexivpronomen, um Beziehungen und Interaktionen klar und kohärent zu beschreiben.)</i> <i>(s,v,gs)</i></p>	<p>a. In groups, Learners analyse case studies of riots in schools and their impact on school performance providing informed opinions and arguments.</p>	<p>i) Observe the learners during group discussions, noting their engagement, use of evidence, and clarity of explanations.</p> <p>ii) Engage in conversations with groups to delve deeper into their analyses, focusing on depth of analysis, ability to articulate impact, and use of reflexive pronouns.</p> <p>iii) Evaluate the written summaries of group discussions for accuracy, detail, and use of evidence.</p>
	<p>b. Learners participate in panel discussions where they discuss the impact of riots on school performance, providing informed opinions and arguments.</p>	<p>a. Observe the learners during panel discussions, noting their participation, clarity of arguments, and use of reflexive pronouns.</p>

		<ul style="list-style-type: none"> b. Engage in conversations with panellists to provide feedback, focusing on their insight, clarity, and depth of analysis. c. Evaluate the panel discussion summaries and notes for accuracy, detail, relevance, and clarity.
	<ul style="list-style-type: none"> c. Write informative essays discussing the impact of riots on school performance, using reflexive pronouns accurately in sentences to describe relationships and interactions, ensuring clarity and coherence in communication. 	<ul style="list-style-type: none"> a. Observe the learners during the essay-writing process, noting their engagement, coherence, and use of reflexive pronouns. b. Probe learners into questions about their essay drafts to ensure clarity and depth, focusing on clarity, depth of analysis, and use of reflexive pronouns. c. Evaluate the final essays for accuracy, detail, coherence, and use of reflexive pronouns.

SUB-TOPIC 20.2: HEALTH

Duration: 14 Periods

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Strategies	Sample Assessment Strategies
a. Use vocabulary related to the prevention of diseases and ailments, including terms for common health issues and preventive measures. <i>(Die Lernenden sind in der Lage, das Vokabular im Zusammenhang mit der Vorbeugung von Krankheiten und Beschwerden zu beherrschen, einschließlich Begriffe für häufige Gesundheitsprobleme und vorbeugende Maßnahmen.)</i> (k,u)	a. Learners Participate in exercises such as flashcards, matching games, and vocabulary quizzes to acquire terms related to the prevention of diseases and ailments.	a. Observe the learners during vocabulary exercises, noting their engagement, accuracy, and recall of vocabulary. b. Converse with the learners focusing on their use of the new vocabulary, fluency, accuracy, and relevance. c. Evaluate the completed exercises and quizzes for correctness, completeness, and creativity.
	b. Learners write sentences and short paragraphs using vocabulary related to health issues and preventive measures, focusing on expressions of cause and effect.	a. Observe the learners during writing activities, noting their engagement, coherence, and the use of cause-effect expressions. b. Converse with learners while they write their pieces, focusing on clarity, logical flow, and use of relevant vocabulary. c. Evaluate the written sentences and paragraphs for accuracy, clarity, and use of cause-effect expressions

	<p>c. Learners prepare and deliver presentations on common health issues and preventive measures, using the newly acquired vocabulary and expressions of cause and effect.</p>	<p>a. Observe the learners during the preparation and delivery of presentations, noting their confidence, clarity, and engagement.</p> <p>b. Probe learners into questions during their presentations with, focusing on their understanding, reasoning, expression and use of relevant vocabulary.</p> <p>c. Evaluate the presentation materials and notes for organisation, accuracy, and thoroughness.</p>
<p>b. analyse texts about health-related topics such as environmental pollution, ailments, and rampant obesity in urban areas. <i>(Die Lernenden sind in der Lage, Texte im Bezug auf Gesundheitsthemen wie Umweltverschmutzung, Krankheiten und weit verbreitete Fettleibigkeit zu analysieren.)</i> <i>(u,s,v,gs)</i></p>	<p>a. In groups, learners read and analyse texts about health-related topics, focusing on the language used to convey information. They discuss these texts, highlighting the causes, effects, and impact of environmental pollution and ailments.</p>	<p>a. Observe the learners during group discussions, noting their engagement, use of textual evidence, and clarity of explanations.</p> <p>b. Engage in conversations with groups to delve deeper into their analyses, focusing on depth of analysis, ability to articulate points, and use of cause-effect language.</p> <p>c. Evaluate the written summaries of group discussions for accuracy, detail, and use of textual evidence.</p>

	<p>b. Learners write essays discussing activities that pollute the environment and their impact, providing informed arguments and suggestions on related health issues such as rampant obesity in urban areas.</p>	<p>a. Observe the learners during the essay-writing process, noting their engagement, coherence, and use of textual evidence.</p> <p>b. Converse with the learners to provide feedback on essay drafts to ensure clarity and depth, focusing on clarity, depth of analysis, and use of relevant language.</p> <p>c. Evaluate the final essays for accuracy, detail, and coherence.</p>
	<p>c. Learners participate in panel discussions where they discuss the impact of environmental pollution on health and provide suggestions to mitigate these issues.</p>	<p>a. Observe the learners during the panel discussions, noting their participation, clarity of arguments, and use of cause-effect language.</p> <p>b. Engage in conversations with panellists to provide feedback, focusing on their insight, clarity, and depth of analysis.</p> <p>c. Evaluate the panel discussion notes and recordings for accuracy, detail, and relevance.</p>
<p>c. Advise peers on good health practices using phrases that explain causes and effects. (Die Lernenden sind in der Lage, ihre Mitschüler Über gute Gesundheitspraktiken zu beraten.) (s,v,gs)</p>	<p>a. Learners role-play scenarios where they advise peers on good health practices, using phrases that explain causes and effects.</p>	<p>a. Observe the learners during the role-playing sessions, noting their participation, accuracy in using cause-and-effect phrases, and engagement.</p>

		<p>b. Debrief the role-plays with the learners to ensure comprehension and reflection, focusing on clarity, understanding, and use of relevant phrases.</p> <p>c. Evaluate the role-playing scripts and recordings for accuracy, detail, and relevance.</p>
	<p>b. Learners write short notices to prohibit bad practices, expressing their ideas clearly and persuasively using appropriate language structures.</p>	<p>a. Observe the learners during the writing exercises, noting their engagement, coherence, and use of persuasive language. Converse with learners about the notices to provide feedback, focusing on clarity, persuasiveness, and use of relevant language.</p> <p>b. Evaluate the written notices for accuracy, clarity, and persuasiveness.</p>
	<p>c. Practice using direct and indirect speech to express others' opinions and statements about health practices. They write and share dialogues incorporating these structures.</p>	<p>a. Observe the learners during practice activities, noting their engagement, accuracy in using speech structures, and clarity.</p> <p>b. Probe the learners into questions about their dialogues focusing on clarity, understanding, and use of direct and indirect speech.</p> <p>c. Evaluate the written dialogues for accuracy, coherence, and use of speech structures.</p>

TOPIC 21: LITERATURE IN GERMAN (CONTINUED)

Duration: 6 Periods

Competency: Die Lernenden diskutieren und analysieren Texte, die sich mit Themen wie die Liebe zwischen Eltern und Kindern, das Schulleben, Beziehungen am Arbeitsplatz, usw. Sie beherrschen den Wortschatz und die grammatikalischen Strukturen, die zur Beschreibung und Analyse dieser Themen erforderlich sind, und entwickeln die Fähigkeit, Schlüsselinformationen aus Texten zu entnehmen und zu verstehen. Darüber hinaus werden sie ihre Interpretationen und ihre Wertschätzung für die literarischen Aspekte vermitteln und verstehen, wie Autoren figurative Sprache, Erzähltechniken und stilistische Entscheidungen nutzen, um diese Themen zu vermitteln.

SUB-TOPIC 21.1. PARENTS AND THEIR CHILDREN

Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. analyse and illustrate key characters, relationships, and themes in the texts <i>Die Tochter</i> and <i>Die Nacht im Hotel</i> , and effectively communicate their findings through group discussions and presentations.	a. Learners create character relationship charts for both texts, labelling the emotional and narrative connections between characters. b. Learners discuss in small groups how the themes of parent-child relationships are presented, supported by specific examples from the texts. c. Learners prepare and deliver a group presentation on the key themes, using visuals such as mind maps or slides to illustrate relationships and literary elements.	a. Monitor group discussions for equal participation, focus on the task, and use of appropriate vocabulary. b. Conduct Q&A sessions after presentations, assessing the ability to explain character motivations and relationships. c. Evaluate character charts and presentation materials for clarity accurate analysis and effective integration of textual evidence.
b. Communicate interpretations and insights both orally and in writing, using appropriate literary terminologies and mastering the language structures and vocabulary needed to analyse and appreciate literary texts.	a. Learners write short essays analysing a parent-child relationship from one of the texts, focusing on literary elements like tone and symbolism. b. Learners participate in a debate: "Which text better portrays the complexities of parent-child relationships?"	a. Observe participation in debates, noting the ability to defend opinions with textual evidence and clarity of arguments. b. Facilitate oral reflections where learners summarize their essays and justify their points of view.

	<p>c. Learners compile a glossary of literary terms used in their analyses (e.g., "Symbolik," "Erzählperspektive").</p>	<p>c. Assess essays using a rubric: use of literary terminology (5 points), coherence of argument (5 points), and grammatical accuracy (5 points). d. Evaluate glossaries for completeness and correct usage of terms (5 points).</p>
<p>c. Appreciate the cultural significance of themes explored in literary texts, understanding how these themes relate to societal values and norms, and appreciating the artistic and stylistic elements authors use to convey meaning and emotions.</p>	<p>a. Learners compare the societal values reflected in the parent-child relationships in both texts with those in their own culture, preparing a written comparison. b. Learners reflect on the emotional impact of artistic and stylistic elements (e.g., use of imagery, tone) in journal entries. c. Learners participate in a group discussion exploring how the themes relate to societal norms in German-speaking cultures.</p>	<p>a. Observation: Monitor group discussions for active engagement and depth of cultural comparisons. b. Lead follow-up dialogues where learners explain the relevance of the themes to societal norms. c. Evaluate written comparisons for depth of cultural analysis, clarity, and proper use of vocabulary (5 points). d. Assess journal entries for emotional reflection (5 points), identification of stylistic elements (5 points), and language use (5 points).</p>

SUB-TOPIC 21.2: SCHOOL LIFE

Duration: 12 Periods

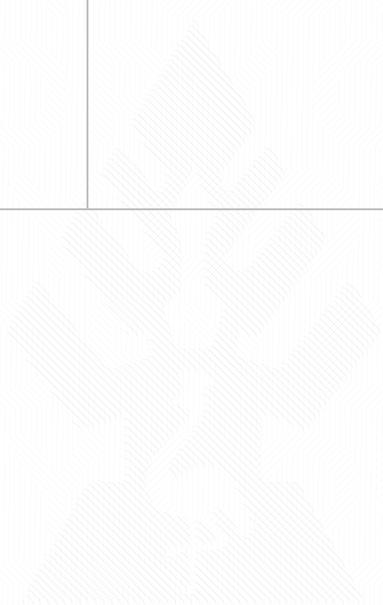
Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a. analyse texts that explore themes related to school life, effectively communicating insights both orally and in writing, and expressing interpretations and appreciation of literary texts by providing detailed explanations supported with evidence.</p> <p><i>(Die Lernenden sind in der Lage, Texte zu analysieren, die Themen im Zusammenhang mit dem Schulleben zu behandeln, und ihre Erkenntnisse sowohl mündlich als auch schriftlich effektiv zu kommunizieren.)</i></p>	<p>a. Learners read selected texts that explore themes related to school life. They analyse these texts in groups, focusing on the plot, characters, themes, and evidence supporting their interpretations.</p>	<p>a. Observe the learners during group discussions, noting their engagement, use of textual evidence, and clarity of interpretations.</p> <p>b. Engage with groups to delve deeper into their analyses, focusing on depth of analysis, ability to articulate interpretations, and use of literary terms.</p> <p>c. Evaluate the written summaries of group discussions for accuracy, detail, and use of textual evidence.</p>
	<p>b. Prepare and deliver oral presentations on their analysis of themes related to school life in the selected texts. They communicate their insights and appreciation of the literary aspects.</p>	<p>a. Observe the learners during the preparation and delivery of presentations, noting their confidence, clarity, engagement, and use of textual evidence.</p> <p>b. Discuss the presentations with the learners to provide feedback, focusing on their insight, clarity, and depth of analysis.</p> <p>c. Evaluate the presentation materials and notes for organisation, accuracy, and thoroughness.</p>

	<p>c. Write analytical essays discussing themes related to school life in the selected texts. They provide detailed explanations and support their points with evidence from the text.</p>	<p>a. Observe the learners during the essay-writing process, noting their engagement, coherence, and use of textual evidence.</p> <p>b. Provide feedback on essay drafts to ensure clarity and depth, focusing on clarity, depth of analysis, and use of literary terms and evidence.</p> <p>c. Evaluate the final essays for accuracy, detail, coherence, and use of textual evidence.</p>
<p>b. master the vocabulary and grammatical structures needed to describe and analyse aspects of school life in literary texts, recognising narrative techniques and stylistic choices used by authors in texts like "Der Streber" and "Momente."</p> <p><i>(Die Lernenden sind in der Lage, das Vokabular und die grammatikalischen Strukturen, die notwendig sind, zu beherrschen um Aspekte des Schullebens in literarischen Texten zu beschreiben und zu analysieren, und die Erzähltechniken und stilistischen Entscheidungen der Autoren in Texten wie 'Der Streber' und 'Momente' zu erkennen.</i></p>	<p>a. Participate in exercises such as flashcards, matching games, and vocabulary quizzes to acquire terms and structures related to describing and analysing aspects of school life.</p>	<p>a. Observe the learners during vocabulary exercises, noting their engagement, accuracy, and recall of vocabulary.</p> <p>b. Engage the learners in discussions using the new vocabulary, assessing their fluency, accuracy, and relevance of vocabulary use.</p> <p>c. Evaluate the completed exercises and quizzes for correctness, completeness, and creativity.</p>
	<p>b. Participate in workshops focused on mastering grammatical structures needed to describe and analyse aspects of school life.</p>	<p>a. Observe the learners during workshop activities, noting their engagement, use of vocabulary, and grammatical accuracy.</p>

	<p>They practice using these structures in sentences and short paragraphs.</p>	<p>b. Discuss the use of grammatical structures with the learners to provide feedback, focusing on clarity, logical structuring, and vocabulary use.</p> <p>c. Evaluate the written exercises for accuracy, coherence, and proper use of grammatical structures.</p>
	<p>c. Read selected texts and identify the narrative techniques and stylistic choices used by authors to convey themes related to school life. They discuss these findings in pairs or small groups.</p>	<p>d. Observe the learners during the identification and discussion activities, noting their engagement, accuracy in identifying techniques, and clarity.</p> <p>e. Discuss the findings with the learners to ensure comprehension, focusing on understanding, clarity, and use of literary terms.</p> <p>f. Evaluate the technique identification worksheets for accuracy, thoroughness, and clarity.</p>

<p>c. extract and understand key information from texts, recognising how authors convey themes and messages, and appreciating the nuances of narrative techniques and stylistic choices in depicting school life. (Die Lernenden sind in der Lage, wesentliche Informationen aus Texten zu extrahieren und zu verstehen, zu erkennen, wie Autoren Themen und Botschaften vermitteln, und die Nuancen von Erzähltechniken und stilistischen Entscheidungen in der Darstellung des Schullebens zu schätzen.)</p>	<p>a. Learners engage in exercises where they extract key information from selected texts, focusing on themes, messages, and narrative techniques.</p>	<p>a. Observe the learners during the extraction activities, noting their engagement, accuracy, and attention to detail.</p> <p>b. Discuss the extracted information with the learners to ensure comprehension, focusing on depth of understanding, clarity, and use of literary terms.</p> <p>c. Evaluate the extraction worksheets for accuracy, completeness, and clarity.</p>
	<p>b. Participate in discussions where they analyse the themes and messages conveyed by authors in the selected texts. They appreciate the nuances of narrative techniques and stylistic choices.</p>	<p>a. Observe the learners during the discussions, noting their engagement, use of evidence, and clarity of analysis.</p> <p>b. Engage in conversations with the learners to provide feedback, focusing on insight, clarity, and depth of analysis.</p> <p>c. Evaluate the discussion notes and summaries for accuracy, detail, and relevance.</p>

	<p>c. Create projects where the learners compare how different authors use narrative techniques and stylistic choices to depict themes related to school life. They present their findings to the class.</p>	<p>a. Observe the learners during project creation and presentations, noting their engagement, accuracy, and use of literary terms and techniques.</p> <p>b. Discuss the projects with the learners to provide feedback, focusing on insight, clarity, and understanding of literary aspects.</p> <p>c. Evaluate the final projects for accuracy, detail, coherence, and presentation quality.</p>
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SUB-TOPIC 21.3: WORK (RELATIONSHIPS AT WORKPLACE)
Duration: 12 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a. discuss the relationships at the workplace by analysing texts and effectively communicating insights both orally and in writing. Learners express their interpretations and appreciation of workplace-related literary texts, providing detailed explanations and supporting their views with evidence from the text. <i>(Lernende können Beziehungen am Arbeitsplatz durch die Analyse von Texten diskutieren und ihre Erkenntnisse sowohl mündlich als auch schriftlich effektiv kommunizieren.)</i>	a. Learners read selected workplace-related literary texts and analyse the relationships depicted. They discuss their interpretations in groups, focusing on how relationships are portrayed and their significance.	a. Observe the learners during group discussions, noting their engagement, use of textual evidence, and clarity of interpretations. b. Engage with groups to delve deeper into their analyses, focusing on depth of analysis, ability to articulate interpretations, and use of literary terms. c. Evaluate the written summaries of group discussions for accuracy, detail, and use of textual evidence.
	b. Prepare and deliver oral presentations on their analysis of workplace relationships in the selected texts. They communicate their insights and appreciation of the literary aspects.	a. Observe the learners during the preparation and delivery of presentations, noting their confidence, clarity, engagement, and use of textual evidence. b. Discuss the presentations with the learners to provide feedback, focusing on their insight, clarity, and depth of analysis.

		<p>c. Evaluate the presentation materials and notes for organisation, accuracy, and thoroughness.</p>
<p>b. apply vocabulary and grammatical structures to describe and analyse workplace relationships in literary texts. Learners will extract and understand key information from texts like <i>Der Beruf</i>, identifying narrative techniques and stylistic choices used by the author.</p> <p><i>(Lernende können Vokabular und grammatische Strukturen anwenden, um Arbeitsplatzbeziehungen in literarischen Texten zu beschreiben und zu analysieren. Sie werden Schlüsselinformationen aus Texten wie 'Der Beruf' extrahieren und verstehen, narrative Techniken und stilistische Mittel des Autors identifizieren.)</i></p>	<p>c. Write analytical essays discussing workplace relationships in the selected texts. They provide detailed explanations and support their points with evidence from the text.</p> <p>a. Participate in exercises such as flashcards, matching games, and vocabulary quizzes to acquire terms and structures related to describing and analysing workplace relationships.</p>	<p>a. Observe the learners during the essay-writing process, noting their engagement, coherence, and use of textual evidence.</p> <p>b. Provide feedback on essay drafts to ensure clarity and depth, focusing on clarity, depth of analysis, and use of literary terms and evidence.</p> <p>c. Evaluate the final essays for accuracy, detail, coherence, and use of textual evidence.</p> <p>a. Observe the learners during vocabulary exercises, noting their engagement, accuracy, and recall of vocabulary.</p> <p>b. Engage the learners in discussions using the new vocabulary, assessing their fluency, accuracy, and relevance of vocabulary use.</p>

		<p>c. Evaluate the completed exercises and quizzes for correctness, completeness, and creativity.</p>
	<p>b. Participate in panel discussions focusing on mastering grammatical structures needed to describe and analyse workplace relationships. They practice using these structures in sentences and short paragraphs.</p>	<p>a. Observe the learners during panel activities, noting their engagement, use of vocabulary, and grammatical accuracy.</p> <p>b. Discuss the use of grammatical structures with the learners to provide feedback, focusing on clarity, logical structuring, and vocabulary use.</p> <p>c. Evaluate the written exercises for accuracy, coherence, and proper use of grammatical structures.</p>
	<p>c. Read "Der Beruf" and identify the narrative techniques and stylistic choices used by the author to depict workplace relationships. They discuss these findings in pairs or small groups.</p>	<p>a. Observe the learners during the identification and discussion activities, noting their engagement, accuracy in identifying techniques, and clarity.</p> <p>b. Discuss the findings with the learners to ensure comprehension, focusing on understanding, clarity, and use of literary terms.</p>

		<p>c. Evaluate the technique identification worksheets for accuracy, thoroughness, and clarity.</p>
<p>c. compare different perspectives on workplace relationships in literary texts, discussing the themes and characters in oral and written form. Learners practice critical thinking by identifying and contrasting the viewpoints presented in texts, supporting their analysis with examples and evidence.</p> <p><i>(Lernende können verschiedene Perspektiven auf Arbeitsplatzbeziehungen in literarischen Texten vergleichen, indem sie die Themen und Charaktere mündlich und schriftlich diskutieren. Sie üben kritisches Denken, indem sie die in den Texten dargestellten Standpunkte identifizieren und gegenüberstellen und ihre Analyse mit Beispielen und Beweisen untermauern.)</i></p>	<p>a. Read multiple literary texts that depict workplace relationships and compare the different perspectives presented. They analyse themes, characters, and viewpoints, and discuss their findings in groups.</p>	<p>a. Observe the learners during group discussions, noting their engagement, use of textual evidence, and clarity of comparisons.</p> <p>b. Engage with groups to delve deeper into their analyses, focusing on depth of analysis, ability to articulate comparisons, and use of literary terms.</p> <p>c. Evaluate the written summaries of group discussions for accuracy, detail, and use of textual evidence.</p>
	<p>b. Participate in a debate where they defend different perspectives on workplace relationships based on their readings. They practice critical thinking and support their arguments with evidence from the texts.</p>	<p>a. Observe the learners during the debate, noting their participation, clarity of arguments, and use of textual evidence.</p> <p>b. Discuss the debate with the learners to provide feedback, focusing on insight, clarity, and depth of analysis.</p>

		<p>c. Evaluate the debate notes and recordings for accuracy, detail, and relevance.</p>
	<p>c. Write comparative essays where the learners contrast the different perspectives on workplace relationships depicted in the literary texts. They support their analysis with examples and evidence from the texts.</p>	<p>a. Observe the learners during the essay-writing process, noting their engagement, coherence, and use of textual evidence.</p> <p>b. Provide feedback on essay drafts to ensure clarity and depth, focusing on clarity, depth of analysis, and use of literary terms and evidence.</p> <p>c. Evaluate the final essays for accuracy, detail, coherence, and use of textual evidence.</p>

SENIOR SIX TERM 3

TOPIC 22: DIE WELT DER ARBEIT

Duration: 16 Periods

Competency: Die Lernenden können die verschiedenen Aspekte der Arbeitswelt, wie Berufe, Arbeitsbedingungen und Entwicklungen auf dem Arbeitsmarkt analysieren, vergleichen und kritisch bewerten. Sie sind in der Lage, über eigene Berufswünsche und Perspektiven zu reflektieren und diese in Gesprächen oder schriftlichen Beiträgen überzeugend darzustellen. Sie entwickeln die Fähigkeit, gesprochene Beschreibungen darüber zu verstehen, wie Menschen in Uganda Arbeitsplätze für sich selbst schaffen.

SUB-TOPIC 22.1: WORK AND CAREER

Duration: 16 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a. describe how people create jobs for themselves in Uganda using relevant vocabulary and expressions, discussing the challenges of creating jobs while engaging in meaningful discussions. (s,v)</p> <p><i>(Lernende beschreiben, wie Menschen in Uganda Arbeitsplätze für sich selbst schaffen, indem sie relevantes Vokabular und Ausdrücke verwenden, die Herausforderungen bei der Schaffung von Arbeitsplätzen diskutieren während sie sich auf bedeutungsvolle Diskussionen einlassen.)</i></p>	<p>a. in Groups, Learners analyse case studies of Ugandans who have created jobs for themselves. They identify key strategies and challenges faced by these individuals and discuss them in groups.</p>	<p>a. Observe the learners during group discussions, noting their articulation of points, exchange of ideas and opinions, using relevant vocabulary, and depth of analysis.</p> <p>b. Converse with the learners their group findings focusing on clarity of ideas, comprehension, and ability to explain key points.</p> <p>c. Evaluate the discussed summaries of the case studies for accuracy, use of vocabulary, and expressions.</p>
	<p>b. Role-play interviews as entrepreneurs and investors from Germany and Uganda about job creation strategies and challenges.</p>	<p>a. Observe the learners during the role-playing sessions, noting their articulation of vocabulary, confidence, and engagement.</p>

		<p>Probe learners regarding role-plays, focusing on reflection, clarity, and understanding of job creation.</p> <p>b. Evaluate the interview scripts and recordings for accuracy, detail, and use of expressions and vocabulary.</p>
	<p>c. In groups, learners discuss the challenges of job creation in Uganda and present their findings to the class.</p>	<p>a. Observe the learners during group discussions and presentations, noting their engagement, use of relevant vocabulary, and clarity.</p> <p>b. Probe learners regarding their presentations in each group, focusing on comprehension, articulation of challenges, and use of vocabulary.</p> <p>c. Evaluate the presentation materials for accuracy, detail, clarity, and relevance.</p>
<p>b. project their job aspirations after school, articulating plans and wishes using expressions of wishes and "If-clauses" (wenn) in German to discuss future job aspirations. (k,s,v)</p> <p><i>(Lernende können ihre eigenen Berufswünsche nach der Schule in Aussicht nehmen, ihre Pläne und Wünsche klar artikulieren und dabei Wunschäußerungen und</i></p>	<p>a. Participate in panel discussions where they articulate their future job aspirations, using "If-clauses" (wenn) in German to express their plans and wishes and later write their future job plans</p>	<p>a. Observe the learners during the panel discussions, noting their voice projection, accuracy in using "If-clauses," and clarity.</p> <p>b. Probe learners to talk about their job aspirations focusing on clarity of ideas, articulation of plans, and use of expressions.</p>

<p>"Wenn-Sätze" im Deutschen verwenden, um zukünftige Berufswünsche zu diskutieren.)</p>		<p>c. Evaluate the learners' written job plans for accuracy, detail, and use of "If-clauses" and vocabulary.</p>
	<p>b. Learners write individual essays about their future job aspirations, incorporating "If-clauses" (wenn) to discuss their plans and wishes in German.</p>	<p>a. Observe the learners during the essay-writing process, taking note of their engagement, accuracy in using expressions, and flow of ideas.</p> <p>b. Check learners' essay drafts to enhance clarity, depth of aspirations, and use of vocabulary.</p> <p>c. Evaluate the final essays for accuracy, detail, coherence, and use of "If-clauses."</p>
	<p>c. Learners participate in peer review sessions where they share their job aspirations and receive feedback on their use of "If-clauses" and expressions of wishes.</p>	<p>a. Monitor learners during peer review interactions, noting their participation, accuracy, and constructive feedback.</p> <p>b. Probe learners as they give peer feedback, focusing on values like respect for divergent views, confidence, clarity, and use of expressions.</p>
<p>c. acquire vocabulary related to job creation, including terms like creative, entrepreneurial skills, and related expressions, developing the ability to use active and passive voice structures to describe different careers and their requirements accurately. (k,u,v) (Lernende können</p>	<p>a. In plenary, Learners participate in vocabulary building activities such as flashcards games, matching games, and quizzes focused on job creation terms and expressions.</p>	<p>a. Observe the learners during vocabulary activities and games, noting their engagement, accuracy, and recall of vocabulary.</p>

<p>Vokabular im Zusammenhang mit der Schaffung von Arbeitsplätzen erwerben.</p> <p><i>Dabei entwickeln sie die Fähigkeit, aktive und passive Satzstrukturen zu verwenden, um verschiedene Berufe und deren Anforderungen genau zu beschreiben.)</i></p>		<ul style="list-style-type: none"> b. Engage learners in discussions of the new vocabulary, assessing their fluency, accuracy, and relevance of vocabulary use. c. Evaluate the completed exercises and quizzes for correctness, completeness, and creativity.
	<p>Learners write individual detailed descriptions of different careers, using active and passive voice structures to highlight career requirements and skills.</p>	<ul style="list-style-type: none"> a. Observe the learners during the writing process, noting their engagement, accuracy in using structures, and coherence. b. Probe learners regarding their career descriptions focusing on clarity, detail, and use of active/passive voice
	<p>b. Create projects that showcase their understanding of job creation, using relevant vocabulary and expressions. They present their projects to the class.</p>	<ul style="list-style-type: none"> a. Observe the learners during b. project creation and presentations, noting their engagement, accuracy, and use of vocabulary and expressions. c. Probe learners regarding their projects to provide feedback, focusing on insight, clarity, and use of vocabulary and structures. d. Evaluate the final projects for accuracy, detail, coherence, and presentation quality.

TOPIC 23: CATEGORISATION OF SENTENCES IN GERMAN

Duration: 16 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, verschiedene Arten von Sätzen zu identifizieren und zu unterscheiden und ihre Rolle im Satzbau zu verstehen, einschließlich Hauptsätzen, Nebensätzen, deklarativen, interrogativen, aufrufenden und imperativen Sätzen. Sie bilden Sätze unter Verwendung spezifischer Klauseln und gewährleisten Klarheit und Genauigkeit in der Kommunikation, indem sie zwischen Haupt- und Nebensätzen unterscheiden und dieses Wissen anwenden, um kohärente Sätze zu bilden. Darüber hinaus üben die Schülerinnen und Schüler, Sätze unter Verwendung verschiedener Satzarten zu bilden, die grammatikalische Präzision und Vielseitigkeit zu verbessern und geeignete grammatikalische Strukturen für eine klare und kohärente Kommunikation zu verwenden.

SUB-TOPIC 23.1: SENTENCE TYPES (CONTINUATION)

Duration: 16 Periods

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a. identify various types of clauses, understanding their roles in sentence construction, for example, main clauses, subordinate clauses, declarative, interrogative, exclamatory, and imperative sentences. (k,u)</p> <p><i>(Lernende können verschiedene Arten von Nebensätzen identifizieren und deren Rollen im Satzbau verstehen, einschließlich Hauptsätze, Nebensätze, Aussagesätze, Fragesätze, Ausrufesätze und Imperativsätze.</i></p>	<p>a. Learners identify sentences and label the different sentence clause like main clause, subordinate clause, declarative, interrogative, exclamatory, or the imperative.</p>	<p>a. Observe the learners as they identify sentences and label the different clauses noting their engagement, accuracy in identifying sentence clauses, and attention to detail.</p> <p>b. Converse with learners the identified clauses to ensure comprehension, focusing on their ability to explain their reasoning, clarity of thought, and understanding of clause types.</p> <p>c. Evaluate the completed worksheets for correctness, completeness, and neatness.</p>

	<p>b. They participate in a game where the learners sort clause cards into categories: main clauses, subordinate clauses, declarative, interrogative, exclamatory, and imperative sentences.</p>	<p>a. Observe the learners during the sorting activity, noting their accuracy in sorting, teamwork, and engagement.</p> <p>b. Probe learners to explain the sorted clauses to provide feedback, focusing on clarity of explanations and understanding of the roles of clauses.</p> <p>c. Evaluate the sorted cards for accuracy, completeness, and organization.</p>
	<p>c. Learners, in groups analyse a provided text to identify different types of clauses and discuss their roles in sentence construction.</p>	<p>a. Observe the learners during text analysis, noting their engagement, accuracy, and attention to detail. Probe learners on the roles of identified clauses to provide feedback, focusing on depth of analysis, clarity of thought, and understanding of clause functions.</p> <p>b. Evaluate the analysis notes for accuracy, thoroughness, and clarity.</p>
<p>b. construct sentences using specific clauses, ensuring clarity and accuracy in communication by differentiating between main and subordinate clauses, and applying this knowledge to form coherent sentences. (u,v)</p> <p><i>(Lernende können Sätze mit spezifischen Nebensätzen bilden, indem sie zwischen Haupt- und Nebensätzen unterscheiden und dieses Wissen anwenden, um klare</i></p>	<p>a. In pairs, learners construct sentences using the main and subordinate clauses provided in a list, ensuring clarity and grammatical accuracy.</p>	<p>a. Observe the learners during the exercise, noting their engagement, accuracy, and use of main and subordinate clauses. Probe learners to explain the constructed sentences, focusing on clarity, coherence, and understanding of sentence construction.</p>

<p>und genaue Kommunikation sicherzustellen und kohärente Sätze zu bilden)</p>		<p>b. Evaluate the constructed sentences for accuracy, coherence, and correct use of clauses.</p>
	<p>b. Learners participate in a Quiz where they receive prompts to construct sentences using specific types of clauses.</p>	<p>a. Observe the learners during the Quiz, noting their engagement, creativity, and accuracy in sentence construction. Probe learners to explain the sentences constructed during the workshop, focusing on clarity, understanding, and use of clause types.</p> <p>b. Evaluate the sentences constructed during the Quiz for accuracy, creativity, and clarity.</p>
	<p>c. They write sentences using specific clauses and exchange them with peers for review and feedback.</p>	<p>a. Observe the learners during the peer review process, noting their engagement, accuracy, and constructive feedback.</p> <p>b. Probe learners in the feedback process with the learners, focusing on clarity, understanding of feedback, and use of clause types.</p> <p>c. Evaluate the final sentences with incorporated feedback for accuracy, coherence, and proper use of clauses.</p>
<p>c. practise constructing sentences using various types of clauses, enhancing grammatical precision and versatility, and using appropriate grammatical structures for clear and coherent communication. (k,u,s,v)</p>	<p>a. Learners engage in writing drills to practice constructing sentences using various types of clauses, focusing on grammatical precision and versatility.</p>	<p>a. Observe the learners during writing drills, noting their engagement, accuracy, and use of diverse clauses.</p> <p>b. Probe learners to discuss the writing drills to provide feedback,</p>

<p><i>(Lernende können das Bilden von Sätzen mit verschiedenen Arten von Nebensätzen üben, die grammatische Präzision und Vielseitigkeit verbessern und geeignete grammatische Strukturen für eine klare und kohärente Kommunikation verwenden.)</i></p>		<p>focusing on clarity, grammatical accuracy, and versatility in sentence construction.</p> <p>c. Evaluate the sentences written during the drills for accuracy, coherence, and use of diverse clauses.</p>
	<p>b. Learners create complex sentences using a mix of main and subordinate clauses, declarative, interrogative, exclamatory, and imperative sentences, ensuring grammatical precision.</p>	<p>a. Observe the learners during the sentence creation process, noting their engagement, creativity, and grammatical accuracy.</p> <p>b. Engage learners to discuss complex sentences focusing on clarity, understanding, and use of clause types.</p> <p>c. Evaluate the created sentences for accuracy, coherence, and grammatical precision.</p>
	<p>c. Learners write short paragraphs or essays using various types of clauses to describe real-world scenarios, ensuring grammatical precision and versatility.</p>	<p>a. Observe the learners during the writing process, noting their engagement, use of diverse clauses, and clarity.</p> <p>b. probe learners to discuss the written paragraphs or essays, focusing on clarity, grammatical accuracy, and versatility in sentence construction.</p> <p>c. Evaluate the final written pieces for accuracy, coherence, and use of appropriate clauses and structures.</p>

TOPIC 24: SOCIO-CULTURAL STUDIES

Duration: 16 Periods

Competency: Die Lernenden entwickeln die Fähigkeit, Texte zu diskutieren und zu analysieren, die sich mit dem Thema der Übernahme von Verantwortung befassen, und ihre Gedanken sowohl mündlich als auch schriftlich klar zu formulieren. Sie beherrschen den Wortschatz und die grammatikalischen Strukturen, die zur Beschreibung und Analyse dieses Themas erforderlich sind, und erkennen die Erzähltechniken und stilistischen Entscheidungen, die von den Autoren verwendet werden, um Verantwortung zu vermitteln. Darüber hinaus bringen die Schüler ihre Interpretationen und Wertschätzung dieser literarischen Aspekte zum Ausdruck, indem sie diese Techniken in ihren eigenen Texten anwenden, um ihre Ausdrucksfähigkeit und stilistische Bandbreite zu erweitern.

SUB-TOPIC 24.1: ACCEPTING RESPONSIBILITY

Duration: 16 Periods

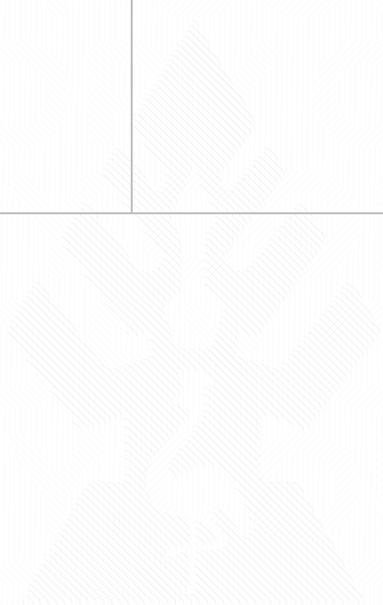
Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a. discuss and analyse texts that explore the theme of accepting responsibility, articulating their thoughts clearly, both orally and in writing, expressing their interpretations and appreciation of the literary aspects of texts, and providing detailed explanations and supporting points with evidence from the text. (k,u,v, a)</p> <p><i>(Texte, die das Thema der Verantwortungsübernahme untersuchen, diskutieren und analysieren, ihre Gedanken klar sowohl mündlich als auch schriftlich artikulieren, ihre Interpretationen und Wertschätzungen der literarischen Aspekte der Texte ausdrücken und detaillierte Erklärungen sowie unterstützende Punkte mit Beweisen aus dem Text liefern.)</i></p>	<p>a. Learners read selected literary texts that explore the theme of accepting responsibility. They analyse the texts in groups, discussing their interpretations and supporting their points with evidence from the text.</p> <p>b. Learners prepare and deliver oral presentations of their analysis of the theme of accepting responsibility in the selected texts by articulating their thoughts clearly and providing detailed explanations supported by evidence from the text.</p>	<p>a. Observe the learners during group discussions, noting their engagement, use of evidence from the text, and clarity of explanations.</p> <p>b. Engage in conversations with the groups to delve deeper into their analyses, focusing on the depth of analysis, ability to articulate interpretations, and use of literary terms.</p> <p>a. Observe the learners during the preparation and delivery of presentations, noting their confidence, clarity, engagement, and use of textual evidence.</p> <p>b. Probe learners on their presentations focusing on insight, clarity, and depth of analysis.</p>

		<p>c. Evaluate the presentation materials and notes for organisation, accuracy, and use of literary terms and evidence.</p>
<p>b. master the vocabulary and grammatical structures needed to describe and analyse the theme of accepting responsibility in literary texts, develop the ability to extract and understand key information from texts, and recognising the narrative techniques and stylistic choices used by the author to convey the theme of responsibility. (k,u,s)</p> <p><i>(Die lernenden beherrschen das Vokabular und die grammatischen Strukturen, die notwendig sind, um das Thema der Verantwortungsübernahme in literarischen Texten zu beschreiben und zu analysieren, entwickeln die Fähigkeit, wichtige Informationen aus den Texten zu extrahieren und zu verstehen, und</i></p>	<p>a. Learners engage in activities like flashcard game, matching games, and vocabulary quizzes to acquire terms related to the theme of accepting responsibility and literary analysis.</p>	<p>a. Observe the learners during the essay-writing process, noting their engagement, coherence, and use of textual evidence.</p> <p>b. Converse with learners regarding the essay drafts to ensure clarity and depth, focusing on clarity, depth of analysis, and use of literary terms and evidence.</p> <p>c. Evaluate the final essays for accuracy, detail, coherence, and use of textual evidence.</p> <p>a. Observe the learners during vocabulary activities, noting their engagement, accuracy, and recall of vocabulary.</p> <p>b. Probe learners to express themselves using the new vocabulary, assessing their fluency, accuracy, and relevance of vocabulary use.</p> <p>c. Evaluate the completed exercises and quizzes for correctness, completeness, and creativity.</p>

<p><i>erkennen die narrativen Techniken und stilistischen Mittel, die der Autor verwendet, um das Thema der Verantwortung zu vermitteln.")</i></p>	<p>b. Learners individually read selected texts and analyse the narrative techniques and stylistic choices used by the author to convey the theme of accepting responsibility and write down their analyses</p>	<p>a. Observe the learners during text analysis, noting their engagement, accuracy, and attention to detail.</p> <p>b. prompt learners to discuss the identified techniques to ensure comprehension, focusing on understanding, clarity, and use of literary terms.</p> <p>c. Evaluate the analysis notes of each learner for accuracy, thoroughness, and clarity.</p>
	<p>c. Learners in groups complete worksheets that guide them through the process of analysing the theme of accepting responsibility in selected texts, focusing on key vocabulary and grammatical structures.</p>	<p>a. Observe the learners as they work on their worksheets, noting their engagement, accuracy, and application of analytical skills.</p> <p>b. converse with learners about their worksheet answers to ensure understanding, focusing on depth of comprehension, clarity, and use of appropriate vocabulary.</p> <p>c. Evaluate the completed worksheets for accuracy, depth of analysis, and clarity of answers.</p>

<p>c. express their interpretations and appreciation of the literary aspects of texts related to accepting responsibility, recognising and articulating how authors use narrative techniques and stylistic choices to convey their themes, and using these techniques in their writing to enhance their expressive capabilities. k,u,s,v)</p> <p><i>(Ihre Interpretationen und Wertschätzungen der literarischen Aspekte von Texten zum Thema Verantwortungsübernahme ausdrücken, erkennen und artikulieren, wie Autoren narrative Techniken und stilistische Mittel verwenden, um ihre Themen zu vermitteln, und diese Techniken in ihrem eigenen Schreiben nutzen, um ihre Ausdrucksfähigkeiten zu verbessern.)</i></p>	<p>d. Learners keep journals where they reflect on the literary aspects of texts related to accepting responsibility, discussing how authors use narrative techniques and stylistic choices to convey their themes.</p>	<p>a. Observe the learners by regularly checking their journal entries, noting their consistency, depth of reflection, and engagement.</p> <p>b. Probe learners to discuss the journal entries with the learners, focusing on insight, clarity, and understanding of narrative techniques.</p> <p>c. Evaluate the reflective journals for depth of reflection, clarity, and application of literary concepts.</p>
	<p>e. Write their own short stories or poems, incorporating various narrative techniques and stylistic choices to convey the theme of accepting responsibility.</p>	<p>a. Observe the learners during the writing process, noting their creativity, use of narrative techniques, and engagement.</p> <p>b. Engage learners to discuss the creative pieces with the learners, providing feedback focused on insight, clarity, and use of literary techniques.</p> <p>c. Evaluate the final creative writing pieces for creativity, effective use of narrative techniques, and coherence.</p>

	<p>f. Create projects that showcase their understanding of how authors use narrative techniques and stylistic choices to convey the theme of accepting responsibility.</p>	<p>a. Observe the learners during project creation and presentations, noting their engagement, accuracy, and use of literary terms and techniques.</p> <p>b. Probe learners as they discuss their projects providing feedback focused on insight, clarity, and understanding of literary aspects.</p> <p>c. Evaluate the final projects for accuracy, detail, coherence, and presentation quality.</p>
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3.0 ASSESSMENT

3.1 Assessing the New Expectations for Learning

The adapted curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on the application of knowledge and deeper learning that leads to the acquisition of skills. These Learning Outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabi are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k, u, s v & a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable, and are long-term aspirations. This does not mean that values and attitudes are not important or cannot be assessed. They too can be assessed but not easily done through tests and examinations. Values and attitudes can be assessed over a period of time through observing and having interactions with the learner.

So, this section focuses on knowledge, understanding and skills. Each has its own implications for learning and assessment.

To assess knowledge and its application, understanding and skills, we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills, application of what is learnt and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

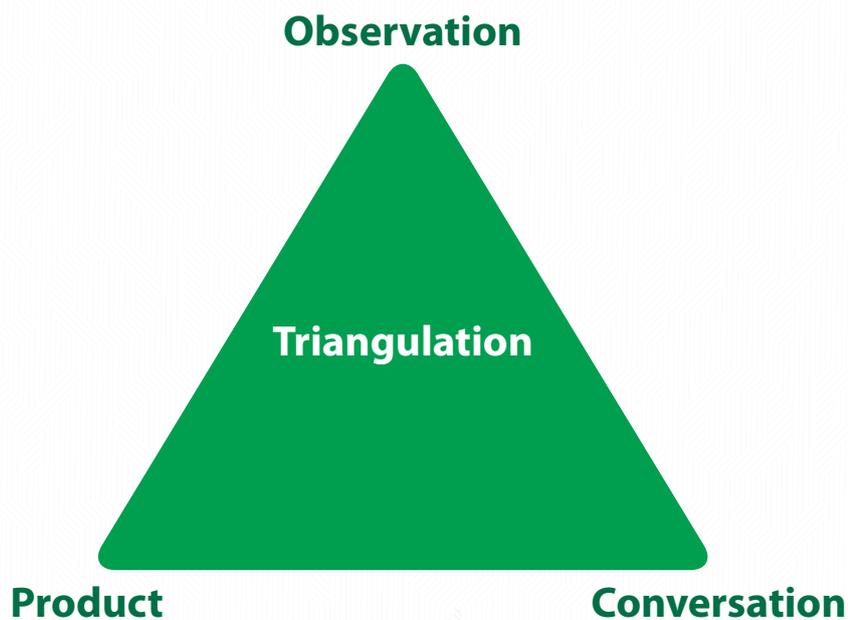
3.2 Formative Assessment

In this aligned curriculum, the teacher’s assessment role is not only to write tests for learners but to make professional judgments about learners’ learning in the course of the normal teaching and learning process. Professional judgment is about how far the learner achieves the learning outcomes that are set out in this syllabus. To make these judgments the teacher needs to look at how well the learners are performing in terms of each learning outcome.

The formative assessment opportunities occur in three forms. They can be done through:

- a. **Observation** – watching learners working (good for assessing skills, values, and attitudes)
- b. **Conversation** – asking questions and talking to learners (good for assessing knowledge and understanding)
- c. **Product** – appraising the learner’s work (writing, report, translation, presentation, etc). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from anyone can be checked against the other two forms of assessment opportunity (e.g. evidence from “observation” can be checked against evidence from “conversation” and “product”). This is often referred to as “triangulation”.



3.3 Assessing Generic Skills

The generic skills have been built into the syllabuses and are part of the learning outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the generic skills, and so they are assessed as part of the subject learning outcomes. Assessing generic skills is done with the help of **an observation checklist and scoring rubric**.

3.4 Assessing Values/Attitudes

It is not possible to assess values and attitudes in the same way as knowledge, understanding, and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess through tests and examinations. However, values and attitudes can be assessed over a long period of time through observation and interactions.

3.5 Assessment of Project-based learning

Project-based learning is a teaching method in which learners or participants gain knowledge and skills by engaging for an extended period of time to investigate and respond to an authentic challenge. The task must have a driving question and it involves sustained inquiry. Project-based learning is assessed using a rubric and an observation checklist.

3.6 Examinations

There will be only one school-based summative assessment at the end of the year. There will no longer be examinations or tests set at the beginning and end of every term. Instead, there will be a summing up of ongoing teacher assessments made in the context of learning through end-of-topic scenario-based tasks (Activities of Integration). The learners will also be subjected to the end-of-cycle assessment for certification.

3.7 Record Keeping

In competency-based learning, accurate and comprehensive record-keeping is crucial to track learners' progress and achievements. Therefore, the teacher and school **must keep accurate records of learners' achievements.**

Various assessment tools and strategies are employed to capture learners' demonstration of abilities and achievements, including observation checklists, rubrics, and scoring grids. These tools provide a holistic picture of learners' strengths, weaknesses, and areas for improvement. The collected data and evidence from these assessments are correctly recorded and maintained in learners' files, portfolios and anecdotal notes.

GLOSSARY OF KEY TERMS

Term	Definition
competency curriculum	one in which learners develop the ability to apply their learning with confidence in a range of situations
differentiation	the design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities
formative assessment	process of judging a learner's performance, by interpreting the responses to tasks, to gauge progress and inform subsequent learning steps
generic skills	skills deployed in all subjects which enhance the learning of those subjects. These skills also equip learners for work and life.
inclusion	an approach to planning learning experiences that allows each student to feel confident, respected, safe, and equipped to learn at his or her full potential
learning outcome	a statement that specifies what the learner should know, understand, or be able to do within a particular aspect of a subject
process skill	capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area
sample assessment activity	activity that allows a learner to show the extent to which she/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process and not something extra at the end of a topic.
suggested learning activity	aspect of the normal teaching and learning process that enables a formative assessment to be made



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