THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY
CURRICULUM

LATIN LANGUAGE
SYLLABUS

NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

2025

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FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), aligned the Advanced Level Curriculum with the competency-based Lower Secondary Curriculum (LSC) to ensure a smooth learner transition from lower secondary to advanced level.

The two-year aligned Advanced Secondary Curriculum adopted learner-centered approaches, inquiry-based, and discovery methods. The learning outcomes give the learner hands-on experiences in real-life situations while being cognizant of different learner abilities and learning styles. The syllabus focuses on assessment for learning with emphasis on criterion-referenced assessment. It further provides learners with the opportunity to enhance the 21st-century skills and values that were acquired at the lower secondary level.

This Latin Language syllabus fosters the practical application of knowledge in areas such as resource utilisation, environmental conservation, disaster management, and crisis response. It promotes Higher-order Thinking Skills (HOTS), including inquiry, creativity, innovation, decision-making, critical thinking, and problem-solving. The syllabus advocates for learner-centred pedagogies that emphasise hands-on experience in real-life situations while catering for diverse learning abilities and styles.

As the Minister responsible for Education, I endorse this syllabus as the official document for teaching and learning **Latin Language** at the Advanced Level of secondary education in Uganda.

Hon. Janet Kataaha Museveni
First Lady and Minister of Education & Sports

ACKNOWLEDGEMENTS

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Director
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1.0 INTRODUCTION

The Advanced Secondary Curriculum has been aligned with the Lower Secondary competency-based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the Advanced Level 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, a number of syllabuses had content that is no longer necessary for today's contemporary society and the 21st century.

1.1 Changes in the Curriculum

The alignment of the A -level Curriculum to that of the Lower Secondary led to changes in the pedagogies of learning from a knowledge- and objective-based, to an integrated and learner-centred competency-based approach. The adapted syllabus, therefore, is a result of rationalising, 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 programme planner details the learning progression derived from the learning outcomes. The detailed syllabus section unfolds the learning experiences with corresponding assessment strategies.

This **Latin Language** syllabus is part of the adapted A Level Curriculum for learners who have studied Latin under the Revised Lower Secondary Curriculum. It is important that you read the whole syllabus before planning your teaching programme since some topics have been upgraded. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from Lower Secondary level, adapting topics and content with familiar features that are of value to the learner and the society. In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads.

1.2 Classroom-based Assessment

This syllabus requires classroom learning to be experiential, through the suggested learning activities for the acquisition of the learning outcomes. This is the gist of a learner-centred and activity-based approach to learning, which emphasises the acquisition of required competencies.

Formative assessment in Latin Language will focus on the acquisition of knowledge and skills, through performance of the learning activities. The learning activities sprout from the learning outcomes, which are evidenced by acquiring and demonstrating the application of the desired skills, to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observation, conversation, and product, for the acquisition of the desired knowledge, skills, values, and attitudes. **(See detailed syllabus)**

1.3 Learners with Special Educational Needs

The Advanced Secondary Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to not only reach their full potential but also to 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 emphasizes 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 and proposing solutions
iv) Predicting outcomes and making reasoned decisions
v)   Evaluating different solutions

2

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

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

4

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

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

6

Information and Communication Technology (ICT) Proficiency
i)   Using technology to create, manipulate and process information
ii) Using technology to collaborate, communicate and refine work

7

Diversity and Multicultural Skills
i) Appreciate cultural diversity
ii) Respectfully responding to people of all cultures
iii) Respecting positive cultural practices
iv) Appreciating ethnicity as a cradle for creativity and innovation

1.5 Cross-cutting Issues

These are issues which young people need to learn about. They are not confined to a particular subject but are studied across subjects. They help learners to 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 speciality. They are infused in 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. 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 environment
ii)   Honesty, uphold and defend the truth at all times
iii) Justice and fairness in 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 during lessons, and they are not assessed by pen and paper. However, they are incorporated in some learning outcomes and are developed as 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. In Latin, the learner will be required to prepare a creative piece of written art in Latin on a topic of the learner's choice as a project. This project will promote creativity in communication and develop writing skills.   Teachers are encouraged to guide learners to engage in projects that can easily be linked to what is happening in their local environment. Writing a creative piece in Latin that is coherent and well-structured will allow the learner to engage in personal research under the teacher's guidance.

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 co-operation.

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 emerging needs of society and the economy.

v)   provide up-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 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, self-improvement through learning and development of social, physical and leadership skills such as those 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 in their 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.

xi)   develop a positive attitude towards learning as a lifelong process.

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1.10 Aims of the Advanced Secondary 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 life and promote life-long learning

iv)   To adopt an integrated approach to learning that develops the ability of learners to apply what is learnt

v)   To improve on assessment by incorporating school-based assessment into End of Cycle Assessment

vi)   To emphasise learner's participation through engagement with the community

vii)   To prepare for further education.

1.11 Rationale for Teaching Latin at A-Level

The learning of **Latin** at A level aims at:

 i)   equipping learners with deeper understanding of English words that originated from Latin;

 ii)   enabling learners to translate authentic documents written in Latin into various disciplines.

1.12 Subject 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:

i)   Latin Accidence and Syntax: Learners are expected to demonstrate a strong grasp of Latin vocabulary, morphology and syntax and to apply them accurately in constructing and analysing sentences across various and textual contexts.

ii) Pronouns and Verbs in Clauses: Learners are expected to demonstrate effective understanding of the clauses in Latin sentences and develop reading skills to understand Latin texts.

iii) Parts of Speech (Pronouns and Verbs):

iv) Syntax in Writing: Learners are expected to demonstrate the skill of using nouns, pronouns and verbs to construct sentences following the Latin sentence structure.

v) Prose: Learners are expected to demonstrate creative thinking to appreciate the value of prose for their aesthetic and imaginative growth and development of a critical and analytical mind to make an informed judgment.

vi) Plays: Learners are expected to demonstrate creative thinking to appreciate the value of drama for their aesthetic and imaginative growth and development of a critical and analytical mind to make an informed judgment.

vii) Verse (Roman Poetry): Learners are expected to read, understand, appreciate and analyse a range of aesthetic, ethical, linguistic, political, religious and social issues written in Latin.

All these are embedded in the topics listed in the Scope and sequence Chart below.
During this study, the learner will;

i)   receive, produce and mediate information to solve communication problems for socio-economic development;

ii)   appropriately respond to aural/oral messages in Latin;

iii)   extract the main information from a straightforward text written in Latin on familiar topics or religious issues (Bible);

iv)   produce (orally and in writing) detailed information fluently, coherently and chronologically on a range of familiar topics within a given field of interest;

v)   give a clear description or narration of a familiar topic or situation from various fields of interest presenting it coherently and chronologically in straightforward messages;

vi)   write simple, coherent, meaningful and creative texts in the form of articles, letters, speeches, dialogues or stories in Latin;

vii)   apply Latin grammatical, lexical and phonological elements for effective communication;

viii) use a wide range of vocabulary demonstrating knowledge of synonyms, antonyms, omissions, repetitions, reduplications and combinations focusing on the contextual meaning of the words used to effectively communicate in Latin;

ix)   identify and accurately use sounds that form syllables, words and sentences, recognising variations in tone and intonation, to attach distinct meanings to those sounds appropriately for effective communication in Latin;

x)   reflect on and interact with literary and socio-cultural aspects in Latin, appreciating and comparing his/her culture with that of the Roman Empire for personal and national development;

xi)   interact with others by reflecting on and appreciating literary and socio-cultural aspects in Latin and own culture for social well-being and harmonious living;

xii)   appreciate, compare and analyse Latin texts focusing on style, structure and literary devices to critique and create texts in Latin;

xiii) appreciate the culture of his/ her community and that of the Roman Empire;

xiv)   interact respectfully in culturally diverse situations and analyse selected texts on the Latin;

xv)   interpret messages by paraphrasing, summarising, interpreting and translating texts using Latin and other languages for effective communication;

xvi)   study and interpret a wide variety of audio and video literary materials containing socio-cultural aspects from Latin to English and from English to Latin through reflection and interaction, for personal and national development;

xvii) understand, analyse and translate a wide range of texts, audio-visual messages and other forms of literary communication such as charts, banners, flyers, posters etc. from English to Latin and from Latin to English for personal and national development;

xviii) improve the knowledge of English language since many English words are derived from Latin;

xix) participate effectively in the Catholic Church communication since Latin is the official language;

xx) understand key terminologies used in different disciplines (law, medicine, science, mathematics, etc.).

1.13 Time Allocation

The learners shall be engaged for Eight (8) periods per week, each of which is 40 minutes, from senior five to senior six.

1.14 Suggested Approaches to Teaching Latin

The suggested approaches enhance learning and empower teachers to support learners as they prepare for assessments. This will necessitate teachers to work alongside learners to guide, direct, support and supervise them as they progress through the research process. These approaches include:

i) Inquiry-based learning where learners are encouraged to investigate through research directed by their interest and solve problems through a series of questions and scenarios enhancing critical thinking, communication and research skills.

ii) Experiential learning where learners actively participate in hands-on experiences during research and learn through reflecting upon what they are doing which leads to development of reflective skills.

iii) Problem and project-based learning where learners find solutions to problems through their experience in research and projects. This leads to development of critical thinking, social and research skills.

iv) Case-based learning where learners refer to real-life scenarios to discuss and analyse them which enables them to develop critical thinking, analytical and research skills.

v) Discovery learning where learners construct their own knowledge through active participation, exploration and inquiry which encourages them to critically think, ask questions and hypothesise through research.

1.15 Programme Planner

Class/Term	Topic	Sub-topic		Period
Senior Five Term 1	Topic 1: Latin Accidence and Syntax	1.1	Latin Nouns	4
		1.2	Latin Adjectives	4
		1.3	Forming Adverbs	4
		1.4	Using adverbs to Compare Actions	8
	Topic 2: Parts of Speech (Conjunctions, Verbs in Clauses)	2.1	Complex sentences	16
	Topic 3: Syntax in Writing Skills	3.1	Syntax	6
		3.2	Partitive Genitives and Prolative Verbs	8
Senior Five Term 2	Topic 3: Syntax in Writing Skills (contd.)	3.3	Asking Questions	6
		3.4	Commands and Prohibitions	8
		3.5	Clauses with Indicatives	8
		3.6	Translating Information on Environment	6
		3.7	Expressions of Fear	6
	Topic 4: Introduction to Prose	4.1	Biography of An Author of Prose	4
		4.2	Comprehension of Prose	8
		4.3	Figurative Styles in Prose	6
		4.4	The Mood in Prose	4
Senior Five Term 3	Topic 5: Introduction to Roman plays	5.1	Introduction to Roman plays	6
		5.2	Characteristics of Roman Theatre in the Golden Age	16
		5.3	Characteristics of Roman Theatre in the Medieval Period	16
Class /Term	Topic	Subtopic		Period
Senior Six Term 1	Topic 6 : Introduction to Roman Verse	6.1	Linguistic Content of Roman Verse	7
		6.2	Access to the Meaning of a Text	7
		6.3	Thematic Content of Roman Verse	7
		6.4	The Message of Roman Verse	7

		6.5	Characters in Roman Verse	7
	Topic 7: Seen Prose Passages (Prescribed Literature)	7.1	Biography of the Author of Prose	8
		7.2	Language of the Author of Prose	8
		7.3	The Setting of the Story in the Prose Passage	8
		7.4	Themes in Prose	8
Senior Six Term 2	Topic 8: City Life in Roman Italy	8.1	History of Roman Cities	11
		8.2	Social Classes in the Roman Cities	11
		8.3	The Use of Domestic Space	11
	Topic :9 Virgil and the World of the Hero	9.1	The Biography of the Author of the Play	11
		9.2	The Setting and the Plot (Scenes and Acts) of the Play	11
		9.3	Figurative Styles Used in the Play	11
		9.4	Characterisation and Themes in the Play	10
	Topic 10: Virgil's Relationship to the Regime of Augustus	10.1	Virgil's Relationship to the Regime of Augustus	10
		10.2	Political and Historical Background of the *Aeneid*	10
Senior Six Term 3	Topic 11: The Use and Abuse of Power in Roman History	11.1	The Fall of the Roman Republic 81–31 BC	8
		11.2	Efforts Made by the Romans against their Fall from 81-31BC	8
		11.3	The Invention of Imperial Rome 31 BC–96AD	8
		11.4	The Administration of the City of Rome	8
		11.5	Ruling the Roman Empire AD 14–117	8

The syllabus details for all subjects are set out in three columns:

Learning outcomes	Suggested learning activities	Sample assessment strategy
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 sorts of hands on and minds on engagements, which include the generic skills that will help learners achieve the Learning Outcomes. They 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. Teachers can also devise other means of assessments that are in line with the activities.

Teachers should prepare their lesson plans in line with the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities; therefore, teachers are encouraged to extend these and devise their own activities that are appropriate to their classroom situation.

In addition, teachers should adapt these activities to suit the different special educational needs of their learners.

2.0 DETAILED SYLLABUS

SENIOR FIVE TERM 1

TOPIC 1: LATIN ACCIDENCE AND SYNTAX   **Duration:** 20 Periods

SUB-TOPIC 1.1: LATIN NOUNS

Competency: The learner demonstrates a strong grasp by accurately applying Latin vocabulary, morphology, and syntax in order to construct/ produce and analyse Latin sentences across various textual contexts.

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. create nouns from verbs in Latin scripts;	a. Read a chosen Latin text and identify verbal nouns and common suffixes used to form nouns *(e.g., -ndum, -or, -tio, -tor, -trix, -sor, -tura, -ium)*
	b. In groups, discuss how verb roots change when forming nouns, with examples (e.g., *amor* from *amare*).
	c. Write sentences using verbal nouns.
	d. In pairs, interpret in Latin each other's English sentences using verbal nouns.
		a. Observe the learner as he/she accurately derives nouns from verbs in the chosen Latin text.
		b. Hold a conversation with the learner to find out if he/she correctly uses verbal nouns from the chosen text in their written sentences.
		c. Evaluate the sentences looking out for:
		   i) Coherence.
		   ii) syntax.
		   iii) vocabulary.

b. Use nouns to describe the state of other nouns related to social life.	c. From a chosen text, identify nouns that describe the state of other nouns, i.e. by apposition (*Caesar rex)* or genitive case (*Dux militum*), predicate (*Caesar est rex.*)„ ablative of description *Magister arte doctus. A master skilled in his art.*)„ dative of purpose (*Puella regi est curae. The girl is a concern to the king.*) Generate sentences using nouns to describe the state of other nouns in social life.	d. Observe the learner as he/she accurately uses nouns to describe other nouns.
		e. Hold a conversation with the learner observing if he/she correctly uses nouns by apposition, predication and cases to describe other nouns.
		f. Evaluate the description looking out for:
		   i) coherence
		   ii) syntax
		   iii) vocabulary

SUB-TOPIC 1.2: LATIN ADJECTIVES

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. explain how the adjectives agree in gender, number and case of the nouns they describe;	a. In the provided text, where adjectives of the third declension are not declined, align the gender, number and case of each to match the nouns they describe. b. In groups use adjectives to describe various objects in classroom/ at home/ of the body arts/environment/places.	a. Observe the learner as he/she aligns the adjectives with the nouns they describe. b. Hold a conversation with the learner as they appropriately align the gender, number and case of adjectives with the nouns they describe. c. Review the learner's description of objects looking out for: 　i) syntax 　ii) vocabulary 　iii) coherence 　iv) cooperation
b. decline adjectives in the three degrees (positive, comparative and superlative).	a. From a provided text, identify the adjectives in their different degrees (*longus, longior, longissimus*) b. In pairs, discuss and present the various formations of degrees of adjectives and how they are declined (*longus, a, um; facilis, is, e; bonus, a, um; malus, a, um; parvus, a, um; magnus, a, um*). c. In groups, use adjectives to compare various objects in the classroom/ at home/ of the body parts/environment/places (*as...as, more...than, less…than, the most...of, the less…of*)	d. Observe the learner as he/she identifies the different degrees of the adjectives with the nouns they compare. e. Hold a conversation with the learner observing if he/she appropriately compares objects. f. Review the learner's comparison of objects looking out for: 　i) syntax 　ii) vocabulary 　iii) coherence 　iv) comparison
c. use adjectives to describe Roman cultural events using apposition technique.	a. In pairs, search and present Latin names of the Roman cultural events: festivals, theatrical performances, games, home-based ceremonies. b. Describe the Roman cultural events using adjectives using the apposition technique.	a. Observe the pairs as they list the Roman cultural events and how they relate them to the modern cultural events. b. Hold a conversation with the pairs as they search for the Roman cultural events.

	c. In pairs, relate the Roman cultural events to the modern cultural events.
	d. In groups, debate on the democratic practices of ancient Rome and contemporary societies.
		c. Evaluate the descriptions of Roman cultural event and the debate on the democratic practices looking out for:
		  i) use of adjectives
		  ii) accuracy
		  iii) syntax
		  iv) vocabulary
		  v) coherency
		  vi) collaboration
		  vii) attentive listening

SUB-TOPIC 1.3: FORMING ADVERBS

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. form adverbs and categorize them (as *adverbs of manner, time, place, frequency, degree, and probability*) demonstrating an understanding of their functions.	a. From a Latin text, identify and convert adjectives to adverbs using suffixes: *-e, -iter, -er*.
	b. In groups, categorize the formed adverbs basing on their functions (i.e.,., *manner, time, place*) and create sentences that illustrate their use.
	c. Using a chosen text, work in groups to identify phrases that reflect good manners exhibited by Romans (e.g., respect in greetings, reverence, table etiquette, hospitality, etc.).
	d. In groups, present the identified manners in relation to your own culture.
		a. Observe the learner as he/she converts the adjectives to adverbs.
		b. Hold a conversation with the learner observing if he/she correctly identifies phrases that reflect good manners exhibited by Romans.
		c. Evaluate the learner's list of adverbs converted from adjectives looking out for:
		  i) correctness in formation.
		  ii) the ability to categorize them by function.
		d. Evaluate the learner's presentations on good manners in Ancient Rome and their own cultures, looking out for:
		  • coherence
		  • vocabulary
		  • syntax
		  • adverbs
		  • communication
		  • co-operation and self-directed learning

SUB-TOPIC 1.4: USING ADVERBS TO COMPARE ACTIONS

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. use adverbs to explain and modify actions in the Roman and contemporary living culture.	a. Watch a given video on a Roman cultural event and using adverbs, explain the actions of the characters. b. In groups, form simple sentences, then add adverbs to modify the actions of the subjects. c. Orally and in writing, compose short stories incorporating adverbs to describe the actions involved.	a. Observe the learner as he/she explains actions of the characters in the video. b. Hold a conversation with the learner observing if he/she correctly modifies actions of subjects in their own sentences. c. Evaluate the learner's oral/written narrative looking out for: i) appropriate use of adverbs ii) syntax iii) vocabulary iv) message v) coherence vi) collaboration

TOPIC 2: PARTS OF SPEECH (CONJUNCTIONS AND VERBS IN CLAUSES)

Duration: 16 Periods

Competency: The learner demonstrates effective understanding of the clauses in Latin sentences and develops reading skills to understand Latin texts and recalls the content.

SUB-TOPIC 2.1: COMPLEX SENTENCES

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. construct complex sentences from simple clauses.	a. Combine suggested simple sentences into complex sentences having subordinating conjunctions of time (*cum, dum, postquam, antequam/priusquam)* cause (*quia, quod quoniam, enim*), condition (*si, nisi, dummodo*), contrast (*quamquam, etsi, tamen*), purpose (*ut, ne*), comparison (*quam, ut*) and other (*sed, autem,,).*
	 b. Modify given sentences using subordinate conjunctions while maintaining original meaning.
		a. Observe the learner as he/she combines suggested simple sentences into compound sentences.
		 b. Hold a conversation with the learner observing if he/she correctly uses conjunctions to combine sentences.
		 c. Evaluate the learner's sentences looking out for:
		   i) syntax
		   ii) conjunction
		   iii) vocabulary
		   iv) message
		   v) coherence
		   vi) collaboration

b. use compound sentences to describe agriculture in the ancient Roman society.	a. Ascertain the various agricultural practices in the Roman society.
	 b. In pairs discuss how Romans practised agriculture, and then present your findings to the class in Latin.
	 c. Write a short essay relating the Roman agricultural practices with the contemporary agricultural practices using compound sentences.
		a. Observe the learner as he/she ascertains the various agricultural practices in the Roman society.
		 b. Hold a conversation with the pairs observing if they correctly discuss how Romans practised agriculture.
		 c. Evaluate the learner's essay looking out for:
		   i) syntax
		   ii) vocabulary
		   iii) message
		   iv) coherence
		   v) conjunctions
		   vi) critical thinking

TOPIC 3: SYNTAX IN WRITING SKILLS   **Duration:** 48 Periods

Competency: The learner demonstrates the skill of using nouns, pronouns and verbs to construct sentences following the Latin sentence structure.

SUB-TOPIC 3.1: SYNTAX

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. identify the functions of nouns, verbs, pronouns, and adjectives in a Latin sentence.	a. From authentic Latin texts (e.g. *Cicero, Caesar*, etc.) analyse the functions of all nouns, verbs pronouns and adjectives within their syntactical contexts (e.g., *main clause vs. subordinate clause, participial phrases*). b. Complete sentences by filling in grammatically correct parts of speech (i.e. nouns, verbs, pronouns, prepositions, adjectives) that are contextually appropriate. c. Using various sentences, describe a picture of a Roman scene.	a. Observe the learner as he/she analyses sentences from authentic Latin texts. b. Hold a conversation with the learner observing if he/she completes sentences with correct parts of speech. c. Evaluate the learner's description of pictures looking out for: i) syntax ii) accuracy iii) vocabulary iv) message v) independent learning
b. orally and in writing, express opinions on social aspects of life; education, health, road and water transport.	a. From a chosen text, identify the nouns, verbs and adjectives relating to a specific social aspect of life. b. In groups, discuss and present on at least one of the following social aspects of life: i) education ii) health iii) road transport iv) water transport v) church	a. Observe the learner as he/she identifies nouns, verbs and adjectives that relate to social aspects of life. b. Hold a conversation with the learner observing if he/she discusses and presents well on social aspects of life. c. Evaluate the learner's presentations looking out for: i) syntax ii) coherence iii) vocabulary iv) message v) collaboration vi) communication

c. read and translate a text about social services in a Roman setting (demonstrating comprehension and contextual understanding).	a. Read a Latin text about social services in Roman society and translate it into English.	a. Observe the learner as he/she translates a text related to social aspects of life.
		b. Hold a conversation with the learner observing if he/she correctly translates the text that relates to social aspects of life.
		c. Evaluate the learner's translation looking out for:
		   i) syntax
		   ii) accuracy
		   iii) vocabulary
		   iv) message
		   v) communication

SUB-TOPIC 3.2: PARTITIVE GENITIVES AND PROLATIVE VERBS

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies

a. demonstrate comprehension and accurate usage of partitive genitives in a Latin passage.	a. From a chosen Latin text, identify and categorize the genitives based on their usage (i.e., partitive, possessive, descriptive).
	b. In groups, paraphrase sentences with partitive genitives into their equivalents.
	c. In groups, discuss and present a description of an event in social life using partitive genitives.
		a. Observe the learner as he/she identifies and categorises genitives.
		b. Hold a conversation with the learner observing if he/she correctly paraphrases sentences using partitive genitives.
		c. Evaluate the learner's presentation looking out for:
		  i) syntax
		  ii) accuracy
		  iii) coherence
		  iv) vocabulary
		  v) message
		  vi) collaboration
		  vii) communication

b. demonstrate comprehension and accurate application of prolative verbs (*ire, vadere, exire, mittere, ferre*, etc.) in social life situations.	a. From a given Latin text about travel and transport, identify prolative verbs (simple and compound).
	b. In pairs, translate a text about travel, transport and communication from English to Latin.
	c. In groups, debate on a given motion about travel, transport and communication in Uganda.
		a. Observe the learner as he/she identifies and categorises prolative verbs.
		b. Hold a conversion with the learner observing if he/she correctly translates texts using prolative verbs.
		c. Evaluate the learner's debate looking out for;
		  i) syntax
		  ii) coherence
		  iii) vocabulary
		  iv) message
		  v) collaboration
		  vi) communication

SENIOR FIVE TERM 2

TOPIC 3: SYNTAX IN WRITING SKILLS (CONTD.)

SUB-TOPIC 3.3: ASKING QUESTIONS

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. familiarise him/herself with different ways of asking question (*-ne, Nonne, Num*) including the use of interrogative pronouns, adjectives and adverbs.	a. Ascertain the three ways of asking questions to get a *yes* or a *no* answer and the use of interrogative pronouns, adjectives and adverbs.
	b. Formulate suitable questions to respective responses in a job interview dialogue.
	c. In pairs, ask and answer questions about personal life. *(E.g. Estne pater tuus quoque medicus? Ita vero. Nonne est pater tuus agricola? Num est mater tua magistra?)*
		a. Observe the learner as he/she Ascertains the three ways of asking questions.
		b. Hold a conversation with the learner observing if he/she correctly formulates suitable interrogative sentences.
		c. Evaluate the learner's conversation looking out for:
		  i) syntax
		  ii) pronunciation
		  iii) audibility
		  iv) accuracy
		  v) coherence
		  vi) vocabulary
		  vii) message
		  viii) collaboration
		  ix) communication

SUB-TOPIC 3.4: COMMANDS AND PROHIBITIONS

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. comprehend and produce direct (imperative mood) and indirect commands using prolative verbs.	a. Identify direct and indirect commands from a written/recorded conversation. b. Role plays a dialogue where a superior commands and the subject responds appropriately. c. Formulate, orally/in writing, several positive polite commands that are used in a home setting.	a. Observe the learner as he/she identifies direct and indirect commands. b. Hold a conversation with the learner observing e if he/she correctly plays superior subject roles. c. Evaluate the learner's command formulations looking out for: i) syntax

		ii) pronunciation iii) audibility iv) coherence v) vocabulary vi) message vii) communication
b. comprehend and formulate negative imperatives to prohibit (to tell someone not to do something) (including the use of *noli* and *nolite*).	a. Use the internet to find out prohibitive Latin proverbs/sayings. b. Uses the various ways of prohibitions to change provided positive commands to negative form. c. In groups, identify prohibition signs in public places and present their interpretation to the class.	a. Observe the learner as he/she searches for prohibitive Latin proverbs/sayings. b. Hold a conversation with the learner to observe that he/she correctly changes positive commands to negative form. c. Evaluate the learner's presentation looking out for: i) syntax ii) pronunciation iii) audibility iv) coherence v) vocabulary vi) message vii) communication

SUB-TOPIC 3.5: CLAUSES WITH INDICATIVES

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. exhibit comprehension and appropriate usage of temporal clauses with appropriate conjunctions (*cum, dum, ubi, postquam, antequam, priusquam, simul ac/ simul atque, quotiens, ut donec, cum primum, quando)* in the indicative mood, present tense.	a. In groups, from a chosen text, identify conjunctions, adverbs and phrases of time. b. Fill in the appropriate conjunction and/or verb forms to complete temporal clauses (*sol lucet, discipuli in agris laborant (dum=when)*. c. In groups, discuss and present school daily routines, incorporating temporal clauses in the indicative present tense.	a. Observe the learner as he/she identifies temporal indicators in the text. b. Hold a conversation with the learner to observe if he/she completes sentences with appropriate conjunction and/or verb form. c. Evaluate the learners' presentations looking out for: i) syntax ii) pronunciation iii) audibility iv) coherence v) vocabulary vi) message vii) communication viii) collaboration

b. exhibit comprehension and appropriate usage of concessive clauses with appropriate conjunctions *(quamquam, etiamsi, quamvis, cum, ut, licet)* in the indicative mood, present tense.	a. Use the internet to identify conjunctions that are used in the concessive clauses. b. Translate a passage where concessive clauses are used. c. Construct sentences with the identified conjunctions. d. In groups, engage in a debate on a given motion using concessive clauses. e. In groups, write and perform dialogues with comparative clauses.	a. Observe the learner as he/she identifies conjunctions. b. Hold a conversation with the learner observing if he/she correctly translates and constructs sentences with concessive clauses. c. Evaluate the learners' debate looking out for: i) syntax ii) pronunciation iii) concession iv) audibility v) coherence vi) vocabulary vii) message viii) communication ix) collaboration
c. exhibit comprehension and appropriate usage of comparative clauses with appropriate conjunctions *(quam, ut, quasi, velut, tamquam, sicut)* in the indicative mood, present tense.	a. From the internet, identify conjunctions used to construct comparative clauses. b. Translate comparative clauses from Latin to English and vice versa. c. Compare real or imaginary situations using comparative clauses.	a. Observe the learner as he/she identifies conjunctions. b. Hold a conversation with the learner observing if he/she correctly translates and constructs sentences with comparative clauses. c. Evaluate the learner's comparisons looking out for: i) syntax ii) pronunciation iii) concession iv) audibility v) coherence vi) vocabulary vii) message viii) communication ix) collaboration

SUB-TOPIC 3.6: TRANSLATING INFORMATION ON ENVIRONMENT

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. translate texts on environment (climate change and sustainable living).	a. Identify vocabulary particular to environment from a short-adapted texts.
	b. In groups, translate Latin texts on environmental issues.
	c. Let the learner give his/her opinion on key points/issues from the translated text.
	d. Compose a short text on a given aspect on environment.
		a. Observe the learner as he/she identifies vocabulary about environment.
		b. Hold a conversation with the learner to observe if he/she correctly translates texts on environment issues.
		c. Evaluate the learner's composition looking out for:
		  i) syntax
		  ii) coherence
		  iii) vocabulary
		  iv) message
		  v) collaboration
		  vi) cohesion

SUB-TOPIC 3.7: EXPRESSIONS OF FEAR

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. orally and in writing, expresses feelings of fear using appropriate verbs, adjectives and adverbs.	a. Engage in a class discussion brainstorming the various vocabularies used to express fear.
	b. Watch a video and name the various expressions of fear exhibited by the actors.
	c. In turns, raise several sentences that express experiences of fear.
	d. Prepare and present a short story about a situation where he/she experienced fear.
		a. Observe the learner as he/she he discovers expressions of fear.
		b. Hold a conversation with the learner to observe if he/she prepares the story well.
		c. Evaluate the learner's story, looking out for:
		  i) accuracy
		  ii) vocabulary
		  iii) syntax
		  iv) coherence
		  v) pronunciation
		  vi) message

TOPIC 4: INTRODUCTION TO PROSE   **Duration:** 22 Periods

Competency: The learner develops a critical and analytical mind to make an informed judgment on issues pertaining to real life.

SUB-TOPIC 4.1: BIOGRAPHY OF AN AUTHOR OF PROSE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. identify and describe key elements (structure, style, and purpose) of a Latin prose.	a. Break down a given prose passage into its key structural components (e.g., introduction, development, climax, resolution).
	b. Describe the various features by which the structural elements of a prose passage can be identified.
		a. Observe the learner as he/she he discovers expressions of fear.
		b. Hold a conversation with the learner observing if he/she prepares the story well.
		c. Evaluate the learner's story, looking out for:
		  i) accuracy
		  ii) vocabulary
		  iii) syntax
		  iv) coherence
		  v) pronunciation
		  vi) message

b. identify author's biography and its significance to their prose work.	a. From the internet, identify key components of the biography of a given prose's author.
	b. In a group, create a timeline of the author's life, highlighting key events, historical context, and major works.
	c. In Latin, compose a short essay on the author's life and how it influenced features and components of the prose.
		a. Observe the learner as he/she identifies key components of the authors biography.
		b. Hold a conversation with the learner observing if he/she correctly creates timeline of author's life.
		c. Evaluate the learner's composition evaluating:
		  i) accuracy
		  ii) vocabulary
		  iii) syntax
		  iv) coherence
		  v) message

SUB-TOPIC 4.2: COMPREHENSION OF PROSE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. identify the various themes present in a given Latin prose passage.	a. From a given prose passage, identify any available themes (Moral/ethical values, Politics, leadership, war, heroism, religion/divinity, philosophy, love, parenting, grief/loss, nature/universe, education, history, law, mortality, legacy, discipline).
	b. Match the various expressions and vocabulary in the text to the identified themes.
	c. With justification, rank themes in order of importance based on their prominence in the text.
		a. Observe the learner as he/she identifies themes in a prose passage.
		b. Hold a conversation with the learner observing if he/she correctly allocates expressions to the themes identified in a passage.
		c. Evaluate the learner's matching and ranking activities looking out for:
		   i) vocabulary
		   ii) syntax
		   iii) coherence
		   iv) message
		   v) coherence
		   vi) accuracy

b. identify the setting and context that influence prose.	a. Identify the time-and-place setting, cultural, historical and social background of the prose text.
	b. Give a speech on how the identified setting contributes to the mood and tone of the prose passage.
	c. Compare the nature of a prose passage to its equivalents in contemporary society.
		a. Observe the learner as he/she identifies the setting and context of the prose passage.
		b. Hold a conversation with the learner observing if he/she correctly speaks about the prose.
		c. Evaluate the learner's comparison looking out for:
		   i) vocabulary
		   ii) syntax
		   iii) coherence
		   iv) message
		   v) coherence

c. demonstrate comprehension and accurate usage of vocabulary and expressions used in a prose passage.	a. In groups, explain the meaning and significance of words, expressions and idioms used in a given text.
	b. In groups, translate the identified vocabulary and expressions into more commonly used ones.
	c. Compose a short text using vocabulary and expressions borrowed from the given prose passage.
		d. Observe the learner as he/she explains words, expressions and idioms.
		e. Hold a conversation with the learner observing that he/she correctly translates vocabulary and expressions.
		f. Evaluate the learner's composition looking out for:
		   i) accuracy
		   ii) vocabulary
		   iii) syntax
		   iv) coherence
		   v) message
		   vi) coherence

d. recognise the author's target audience from the prose text	e. Read the text and identify the target audience of the prose passage based on its language, style and themes
	f. Rewrite a section of the prose to suit a different audience, while preserving its core message.
	g. In a group, discuss and present on how understanding the audience deepens comprehension of a prose passage.
		g. Observe the learner as he/she identifies the author's target audience.
		h. Hold a conversation with a learner to observe if he/she correctly modifies a section of a prose passage to suit another audience.
		i. Evaluate the learner's discussion looking out for:
		   i) accuracy
		   ii) vocabulary
		   iii) syntax
		   iv) coherence
		   v) message
		   vi) coherence
		   vii) communication
		   viii) collaboration

e) infer moral lessons for self and others from a prose text.	a. Identify the lessons that can be drawn from the prose passage.
	b. In the first and third persons, construct short sentences that convey the moral lessons drawn from the prose passage.
	c. Write a friendly letter describing your experience with the prose passage highlighting the key features, author, and moral lessons drawn from the passage.
		j. Observe the learner as he/she identifies lessons from the prose passage.
		k. Hold a conversation with a learner observing if he/she correctly constructs sentences.
		l. Evaluate the learner's letter writing looking out for:
		   i) accuracy
		   ii) vocabulary
		   iii) syntax
		   iv) coherence
		   v) message
		   vi) coherence

SUB-TOPIC 4.3: FIGURATIVE STYLES IN PROSE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. demonstrate knowledge of various figurative styles (metaphor, personification, symbolism, hyperbole, rhetorical questions, proverbs, irony, and idioms) and their significance in Latin prose.	a. Identify the various figurative styles commonly used by authors of prose.
	b. In groups, discuss the application of figurative styles in a given prose passage.
	c. Discuss how figurative language enhances the meaning, tone, and atmosphere of a prose passage.
	d. Enrich one of his/her earlier compositions using figurative language.
		a. Observe the learner as he/she identifies the figurative styles used by authors.
		b. Hold a conversation with a learner observing if he/she correctly discusses the application of figurative styles.
		c. Evaluate the learner's modification looking out for:
		   i) accuracy
		   ii) vocabulary
		   iii) syntax
		   iv) coherence
		   v) message
		   vi) coherence

b. relate with Roman cultural references in prose (Roman names, religion, philosophy, politics, family, games, school, customs, festivals, etc.).	c. From the prose, identify Roman cultural elements that can be of interest to a contemporary person.
	d. Write a letter as if he/she were a Roman citizen from the era responding to events or practices described in prose.
		d. Observe the learner as he/she identifies roman cultural elements in the prose.
		e. Evaluate the learner's letter writing looking out for:
		   i) accuracy
		   ii) vocabulary
		   iii) syntax
		   iv) coherence
		   v) message
		   vi) coherence
		   vii) communication

SUB-TOPIC 4.4: MOOD IN PROSE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. identify the different kind of mood portrayed in the passage and discuss its significance.
 	
b. appreciate the impression prose creates on a reader.
	a. Identify stylistic devices namely:
	  i) literary devices (metaphor, smiles, hyperbole, etc.).
	  ii) verb moods (imperative, subjunctive).
	  iii) specific verbs used to communication emotions.
	
	b. Analyse the different emotions (anger, happy, sad, moody, flat, excited, anxious) exhibited by the characters in the prose.
	
	c. In groups, discuss the significance of literary devices, verbal moods and specific verbs used to communication emotions.
	
	d. In groups, discuss how the author uses language and description to evoke empathy or antipathy towards characters.
	
	e. Compose a short poem capturing the mood of one of the characters in a prose piece.
		a. Observe the learner as he/she identifies the common literary devices.
		
		b. Hold a conversation with a learner observing if he/she rightly analyses the emotions of characters in a prose piece.
		
		c. Evaluate the learner's discussion looking out for:
		  i) accuracy
		  ii) vocabulary
		  iii) syntax
		  iv) coherence
		  v) message
		  vi) coherence
		  vii) communication
		  viii) collaboration
		
		d. Observe the learner as he/she discusses the author's language use.
		
		e. Hold a conversation with a learner observing if he/she correctly modifies a section of a prose piece to suit another audience.
		
		f. Evaluate the learner's prose composition looking out for:
		  i) accuracy
		  ii) vocabulary
		  iii) syntax
		  iv) coherence
		  v) message
		  vi) coherence
		  vii) communication

SENIOR FIVE TERM 3

TOPIC 5: INTRODUCTION TO ROMAN PLAYS

Duration: 38 Periods

SUB-TOPIC 5.1: INTRODUCTION TO ROMAN PLAYS

Competency: The learner demonstrates creative thinking to appreciate the value of drama for their aesthetic and imaginative growth and development of a critical and analytical mind to make an informed judgment.

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
describe a historical background to Roman drama, including key developments and influences.	a. On YouTube (TED-Ed, History Time, Crash Course, Khan Academy, etc.), watch a video such as e.g. *Ancient Roman theatre*, *Roman Drama: Comedy, Tragedy, and the Stage, Roman theatre Explained: Plautus, Terence, and Seneca*. b. From the video, identify origin and development of Roman drama, features of theatre and costumes, social and political significances, genres and various playwrights. c. In groups, compose a set of short questions and answers highlighting major features and notable authors of Roman drama.	a. Observe the learner as he/she watches a video that describes roman plays. b. Hold a conversation with the learner observing if he/she successfully identifies origin, features, and development of Roman drama. c. Evaluate the learner as he/she engages in question and answers looking out for: i) accuracy ii) vocabulary iii) coherence iv) message v) coherence vi) communication vii) collaboration

SUB-TOPIC 5.2: CHARACTERISTICS OF ROMAN THEATRE IN THE GOLDEN AGE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. identify the characteristics and significance of Roman theatre.	a. Identify images and names of various Roman theatres and the key Roman festivals associated with them. b. From chosen pictures of Roman theatre, in short Latin sentences, describe features (e.g. *scaenae frons*, orchestra, and cavea) and the significance of each. c. In groups, create short presentations on a specific characteristic (architecture, music and dance, etc.) of Roman theatre and how they impacted on performance. d. Write short paragraphs about the influence of Greek drama, Etruscan traditions and Roman religious festivals on Roman theatre.	a. Observe the learner during group discussions and hold a conversation with him/her to guide discussions on the significance of architectural features, influences and festivals. b. Test the learner's ability to identify and to explain the characteristics and significance of Roman theatre. c. Evaluate the learner's written paragraph on the major influences of Roman theatre, looking out for the descriptions of its role in shaping the theatrical tradition.
b. appreciate the different forms and unique features of Roman theatre.	a. From a chosen documentary, identify various forms (*Tragoedia, comoedia, togata, Atellan Farce, Mime et Pantomime*) of Roman theatre. b. From a list of items, identify features of Roman theatre and explain their significance. c. Present a slide presentation showing how features of Roman theatre can benefit the Music Industry in Uganda.	

SUB-TOPIC 5.3: CHARACTERISTICS OF ROMAN THEATRE IN THE MEDIEVAL PERIOD

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. explain how Roman drama evolved during the medieval period, highlighting key developments.
b. demonstrate knowledge of various types, characteristics and significance of Roman drama during the medieval period.
c. demonstrate knowledge of characteristics of medieval drama and its significance in the cultural context.
	a. Identify development of drama in the medieval era from a provided text.
	b. In groups, create a timeline illustrating major shifts in drama during the medieval period.
	c. In groups, discuss how factors that led to the persistence of Roman theatre in the medieval times apply to the creative arts industry in Uganda.
	d. From a text, identify descriptions of various types of medieval drama, including liturgical drama, morality plays, and secular farces.
	e. In groups, perform short skits highlighting key characteristics of medieval drama.
	f. Categorise plays based on their themes, settings, and audiences, using the examples provided.
	g. From key excerpts, identify key features (such as religious themes, allegorical figures, and community involvement) of medieval plays.
	h. In groups, discuss how key features of medieval plays reflect the social and cultural values of the medieval period.
		a. Observe the learner as he/she identifies the developments of drama in the medieval era.
		b. Hold a conversation with the learner observing if he/she correctly creates timelines.
		c. Evaluate the learner's discussion looking out for:
		  i) accuracy
		  ii) vocabulary
		  iii) syntax
		  iv) coherence
		  v) message
		  vi) coherence
		  vii) communication
		  viii) collaboration
		d. Observe the learner as he/she identifies the descriptions of types of medieval drama.
		e. Evaluate the learner's performance looking out for:
		  i) accuracy
		  ii) vocabulary
		  iii) syntax
		  iv) coherence
		  v) message
		  vi) coherence
		  vii) communication
		  viii) collaboration
		f. Observe the learner as he/she categorizes plays.
		g. Hold a conversation with the learner observing if he/she correctly identifies

		key features of medieval plays.
		h. Evaluate the learner's discussion looking out for:
		i) accuracy
		ii) vocabulary
		iii) syntax
		iv) coherence
		v) message
		vi) coherence
		vii) communication
		viii) collaboration

SENIOR SIX TERM 1

TOPIC 6: INTRODUCTION TO ROMAN VERSE (POETRY)　**Duration:** 35 Periods

SUB-TOPIC 6.1: LINGUISTIC CONTENT OF ROMAN VERSE

Competency: The learner reads, understands, appreciates and analyses a range of aesthetic, ethical, linguistic, political, religious and social issues written in Latin.

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. analyse a poem and identify the syntax in verse, theme, context (emotion, atmosphere, tone, perspective) and imagery.	a. Ascertain the historical, cultural and personal context of a specific Latin poet and relate it to the poem. b. Identify key words from selected Roman verses and analyse their morphology (e.g. Case, number and gender for nouns/pronouns/adjectives; tense, person and mood for verbs, etc.). Basing on the key words, tell the central idea(s) and theme and context of the poem. c. Analyse and suggest a suitable title to a short poem about an aspect of social life.	a. Observe the learner as he/she ascertains the background of the poem. b. Hold a conversation with the learner observing if he/she is able to correctly tell the central idea(s) and theme of the text. c. Evaluate the learner's information or response on the central idea, theme and context of the poem.
b. Compose a free verse poem inspired by his/her life experience.	a. Compose a free verse poem. b. In pairs, discuss the vocabulary and syntax of the verse texts composed. c. In groups analyse and suggest suitable titles to those poems you have composed.	a. Observe the learner as he/she writes the poem. b. Hold a conversation with the learner observing if he/she correctly writes his/her poem in order to provide more support on vocabulary and syntax. c. Evaluate the learner's poem looking out for: 　i) the message 　ii) vocabulary 　iii) title 　iv) coherence 　v) context

c. accurately and clearly translate Latin verses into English.	a. Translate selected Latin verses into English, focusing on preserving the meaning and context of the original text.
	
	b. Exchange translations with a peer and provide feedback on meaning and context.
		a. Observe the learner's translation process, noting accuracy and preservation of meaning and context.
		b. Hold a conversation with the learner and discuss translation choices with him/ her and provide suggestions to guide his/her feedback on the meaning and context of the peer's translation.
		c. Evaluate the learner's written translation looking out for:
		   i) accuracy
		   ii) message
		   iii) context
		   iv) vocabulary
		   v) cooperation

SUB-TOPIC 6.2: ACCESS TO THE MEANING OF A TEXT

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. identify the relevance of the message in the poem to his/her life situation.	a. Read provided verse texts and highlight specific lines or verses that support the writer's message.
	b. Identify the central message conveyed by the author to the reader.
	c. Collaborate in group discussion and presentation of the significance of the message to the intended audience, both in its original context and today.
		a. Observe the learner as he/she highlights specific lines or verses that support the writer's message in order to identify the conveyed message.
		b. Observe the learner as he/she participates in discussion and presentation of the significance of the message to the intended audience, both in its original context and today.
		c. Evaluate the learner's presentation of the central message of the poem looking out for:
		   i) accuracy
		   ii) message
		   iii) context
		   iv) vocabulary
		   v) collaboration

SUB-TOPIC 6.3: THEMATIC CONTENT OF ROMAN VERSE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. describe the thematic features (praise and adoration, nature and symbolism, imagery and symbolism, devotion) of Roman liturgical hymns.	a. Identify key themes (praise, adoration, salvation, redemption, imploration, devotion, eschatology, doxology, repentance) in the verses of a chosen Roman liturgical hymn.
	b. Categorize provided hymns based on their corresponding themes and liturgical suitability.
	c. Compose and present a two-verse hymn on any provided theme.
		a. Observe the learner's identification of key themes in Roman liturgical hymns.
		b. Hold a conversation with the learner observing if he/she correctly categorises hymns in corresponding themes and liturgical suitability.
		c. Evaluate the learner's composition of the hymn looking out for:
		  i) creativity
		  ii) message
		  iii) context
		  iv) vocabulary
		  v) coherence
		  vi) title

SUB-TOPIC 6.4: THE MESSAGE OF ROMAN VERSE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. identify and recognize the message conveyed by the author of a selected Roman verse text and its significance to the readers.	b. Identify key themes (praise, adoration, salvation, redemption, imploration, devotion, eschatology, doxology, repentance) in the verses of a selected Roman liturgical hymn. c. Categorise selected Roman hymns based on their corresponding themes and liturgical suitability. d. Compose and present a two-verse hymn on any provided theme. e.	a) Observe the learner's identification of the message conveyed by the writer in selected Roman verses. b) Hold a conversation with the learner observing that he/she is able to categorise selected Roman hymns in corresponding themes and liturgical suitability. c) Evaluate the learner's composition of the hymn looking out for: i. creativity ii. message iii. context iv. vocabulary v. coherence vi. title a) Observe the learner's identification of message of the verses. b) Hold a conversation with the learner observing if he/she is able to apply the message of a selected Roman verse to his/her society. c) Evaluate the learner's presentation of the message of the selected Roman verse looking out for: i) message ii) context iii) vocabulary iv) coherence
b. interpret the experiences presented in the selected Roman verse text analysing their meaning and implications.	a. Interpret the meaning of selected Roman verses and explain what the author wants to communicate to the reader. b. Relate the message of a selected Roman verse text to his/her society.	d)

SUB-TOPIC 6.5: CHARACTERS IN ROMAN VERSE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. identify the speaker(s) in a selected Roman verse.	a. Read selected Roman verses and identify the speaker(s) therein.	a. Observe the learner's identification of the people speaking in the verses.
		b. Hold a conversation with the learner observing if he/she correctly identifies the characters in selected Roman verses.
		c. Evaluate the learner's presentation of the characters, looking out for:
		  i) message
		  ii) context
		  iii) vocabulary
		  iv) coherence

b. establish the relationship between the speakers in the Roman verse.	a. Explain how characters in selected Roman verses are related.	a. Observe the learner's identification of the relationship between characters in a selected Roman verse.
		b. Hold a conversation with the learner observing if he/she correctly relates characters in a selected Roman verse.
		c. Evaluate the learner's presentation of the characters basing on their relationships, looking out for:
		  i) creativity
		  ii) message
		  iii) context
		  iv) vocabulary
		  v) coherence
		  vi) title of the character (e.g. father of , son of, husband of, etc.)

c. discuss the objectives of the conversation in the selected Roman verse, analysing its purpose.	a. In groups, discuss and present the meanings of conversations between the characters in selected Roman verses	a. Observe the learner's discussion taking note of i. the learner's participation in group discussions, focusing on their ability to contribute meaningfully to the conversation. ii. how effectively the learner presents the meanings of the conversations between characters, including clarity and accuracy.

		b. Hold a conversation with the learner observing if as he/she correctly discusses character relationship in a selected Roman verse.
		c. Evaluate the learner's presentation looking out for:
		    i) creativity
		    ii) message
		    iii) context
		    iv) vocabulary
		    v) coherence

d. analyse the similarities and differences in the tone of any two speakers in a Roman verse.	a. Compare the kinds of tone of any two characters in selected Roman verses.	a. Observe the learner's identification of the two characters to compare in a selected Roman verse.
		b. Hold a conversation with the learner observing if he/she correctly selects the characters for comparison.
		c. Evaluate the learner's comparison of the characters, looking out for:
		    i) creativity
		    ii) message
		    iii) context
		    iv) vocabulary
		    v) coherence

TOPIC 7: SEEN PROSE PASSAGES (PRESCRIBED LITERATURE)

Duration: 32 Periods

SUB-TOPIC 7.1: BIOGRAPHY OF THE AUTHOR OF PROSE

Competency: The learner demonstrates knowledge, understanding and appreciation of Latin texts within their literary, social and historical contexts; also evaluates evidence, draws conclusions using appropriate reference or quotation and produces personal responses to Latin literature showing an understanding of the Latin text.

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. demonstrate a deep knowledge of the biography and works of the author, analyzing their contributions to Latin literature.	a. In groups, ascertain the biography, historical context, and major works of the author of a chosen Latin prose text. b. Assess how the author's life background influenced his/her choice of themes, literary style and language forms (classical, scientific, Socratic, epistolary, legalistic, religious, rhetorical, artistic). c. Present the assessment in a class discussion, focusing on how the author's life and work shaped Latin literary traditions.	a. Observe the learner's" research process and presentation of findings. b. Hold a conversation with the learner observing if he/she correctly assesses the influence of the author's life background on their literary work. c. Evaluate the learner's presentation looking out for: i) communication ii) message iii) context iv) vocabulary v) coherence vi) collaboration

SUB-TOPIC 7.2: LANGUAGE OF THE AUTHOR OF PROSE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. compare the styles used by different authors, relating them to the style of any other author the learner knows.	a. The learner compares and contrasts the writing styles of two Latin authors, noting differences in language, tone, and structure.
	b. The learner writes a comparative analysis of the authors' styles and how they relate to each other.
	c. The learner participates in a group discussion, sharing insights on how the styles of different authors influence literary- traditions.
		a. Observe the learner's participation in comparing authors' styles and group discussions.
		b. Hold a conversation with the learner observing if he/she successfully finds the similarities and differences in authors' styles.
		c. Evaluate the learner's comparative analysis, looking out for:
		  i) communication
		  ii) message
		  iii) thoroughness
		  iv) contrast words
		  v) clarity
		  vi) vocabulary
		  vii) coherence
		  viii) collaboration

b. identify factors that affect the language of the author, considering historical and cultural influences.	a. In groups, learners read the author's biography and identify factors that influenced the author's writing.
	b. Make a presentation of the identified factors.
	c. Write a report explaining how these factors influenced the author's choice of vocabulary, syntax, and themes.
	d. Share findings in a class discussion, linking cultural and historical influences to the language of the text.
		a. Observe the learner's participation in group discussion.
		b. Hold a conversation with the learner observing if he/she correctly finds the factors that influenced the author's writing.
		c. Evaluate the learner's presentation, looking out for:
		  i) communication
		  ii) message
		  iii) clarity
		  iv) vocabulary
		  v) coherence
		  vi) critical thinking

c. analyse the impact of the language used in the book on the readers, discussing how it shapes their understanding and response.	a. In groups, read the selected passages from the book and analyse how the language evokes emotions or conveys meaning.
	b. Make presentation of the findings in class.
		a. Observe the learner's engagement in the discussion
		b. Evaluate the learner's presentation, looking out for:
		  i) communication
		  ii) audibility
		  iii) message
		  iv) clarity
		  v) vocabulary
		  vi) coherence
		  vii) critical thinking

SUB-TOPIC 7.3: THE SETTING OF THE STORY IN THE PROSE PASSAGE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. situate the story in time, identifying the historical context and timeline of events.	a. Read the prescribed text and identify key historical events referenced in the narrative.
	b. Create a timeline of events from the story, highlighting historical context.
	c. In a groups, discuss to explore how the historical setting influences the narrative and characters.
		a. Observe the learner as he/she identifies historical context and creates a timeline.
		b. Hold a conversation with the learner observing if he/she is able to give more information about Roman history.
		c. Evaluate the learner's timeline looking out for:
		  i) communication
		  ii) message
		  iii) clarity
		  iv) vocabulary
		  v) coherence
		  vi) critical thinking
		  vii) accuracy
		  viii) relevance to the historical context

b. locate the story in space, identifying the geographical setting and its significance to the narrative.	a. Identify the geographical locations mentioned in the story and locate them on the world map. b. In pairs or groups, discuss how the geographical setting influences the plot and character actions. c. Write a brief reflection on how setting contributes to the overall meaning and atmosphere of the story.	a. Observe the learner's mapping of the geographical locations and participation in group discussions. b. Hold a conversation with the learner observing if he/she correctly identifies the impact of setting to a story. c. Evaluate the learner's reflection looking out for: i) communication ii) message iii) clarity iv) vocabulary v) coherence vi) critical thinking vii) accuracy viii) relevance
c. critically assess the author's perspective, purpose, ideological, political and cultural stance.	a. Read the text and explain the ideological, political and cultural aspects that have influenced the story.	a. Observe the learner's explanation. b. Hold a conversation with the learner observing if he/she correctly explains the political and cultural aspect of the Roman society. c. Evaluate the learner's explanation, looking out for: i) communication ii) message iii) clarity iv) vocabulary v) coherence vi) critical thinking vii) accuracy
d. analyse how a selected prose piece's historical context relates with issues in contemporary times in Uganda.	In groups, discuss and relate the story to Ugandan society.	a. Observe the learners' discussions. b. Hold a conversation with the learner observing if he/she correctly relates the story to Ugandan society. c. Evaluate the learner's presentation, looking out for: i) communication ii) message iii) clarity iv) vocabulary v) coherence vi) critical thinking vii) accuracy viii) relevance

SUB-TOPIC 7.4: THEMES IN PROSE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. identify the themes and sub-themes of a selected prose piece, demonstrating comprehension of its key ideas.	a. In groups, highlight key phrases or passages that reveal major themes and sub-themes.
	b. Create a list of themes and sub-themes, explaining how they are developed throughout the prose.
	c. Discuss how different characters' actions, or events illustrate these themes.
		a. Observe the learner's engagement in identifying themes and sub-themes.
		b. Hold a conversation with the learner observing if he/she correctly explains how specific events or characters support the identified themes.
		c. Evaluate the learner's explanation, looking out for:
		  i) communication
		  ii) message
		  iii) clarity
		  iv) vocabulary
		  v) coherence
		  vi) critical thinking
		  vii) accuracy
		  viii) relevance
		d. Observe the learner's participation in the group discussion, focusing on his/her ability to connect themes to Roman life.
		d. Hold a conversation with the learner observing if the learner is able to successfully make further analysis of the themes in relation to Roman society.
		e. Evaluate the learner's essay looking out for:
		  i) communication
		  ii) message
		  iii) clarity
		  iv) vocabulary
		  v) coherence
		  vi) critical thinking
		  vii) accuracy
		  viii) relevance
		  ix) connections to roman life and historical context

| b. discuss the themes in relation to Roman life, analysing their significance and relevance to the historical context. | a. Identify key themes that are reflective of Roman life (e.g. social norms, politics and religion).
 b. In a group analyse how the themes in the text reflect the historical and cultural aspects of Roman society.
 c. The learner writes a brief essay discussing the relevance of the themes to Roman life and their historical significance. | |

SENIOR SIX TERM 2

TOPIC 8: CITY LIFE IN ROMAN ITALY   **Duration:** 33 Periods

SUB-TOPIC 8.1: HISTORY OF ROMAN CITIES

Competency: The learner demonstrates knowledge and understanding of the historical context of the cities; their development including their decline and, where relevant, destruction and resultant preservation; prominent individuals, groups, events and institutions of Pompeii, Herculaneum and Ostia; social identity and the different social classes within the cities, the definition of social identity through public buildings and inscriptions in public places through funerary monuments, and through domestic space (including gardens) and decoration; use of domestic space (including gardens) and the extent to which schemes of decoration reflect this; and the changing use of domestic space over time.

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. provide the historical context of the cities, including their development, decline, destruction, and any resulting preservation efforts.	a. Read the Roman history (Regalia) or research on the history of Pompeii, Herculaneum, and Ostia, creating a timeline of their development and key events (e.g., volcanic eruption, decline).
	 b. Write a report discussing the cities' rise, fall, and efforts for preservation through excavation and modern-day conservation.
		a. Observe the learner's research process, timeline creation, and class presentation.
		 b. Hold a conversation with the learner observing if he/she is able to explain the key historical events and preservation efforts of each city.
		 c. Evaluate the learner's report and presentation, looking out for:
		    i) communication
		    ii) message
		    iii) clarity

	c. Present their findings to the class, focusing on the historical context and its impact on archaeological preservation.	iv) vocabulary v) coherence vi) critical thinking vii) accuracy viii) relevance ix) connections to roman life x) historical context xi) preservation efforts

b. describe prominent individuals, groups, events, and institutions associated with Pompeii, Herculaneum, and Ostia.	a. From the findings of research on Roman city and events, identify key individuals (e.g., Pliny the Elder, famous Pompeian citizens), groups (e.g., Roman citizens, gladiators), and significant events (e.g. eruption of Mount Vesuvius, excavation efforts).
	b. Create a profile for each city, highlighting key figures, institutions (e.g. public baths, forums), and notable events.
	c. Present on the influence of these individuals and events on the cities' development and historical significance.
		a) Observe the learner's ability to identify key figures and events and their participation in creating profiles.
		b) Hold a conversation with the learner observing if he/she is able to correctly provide more information about the impact of individuals, groups, and events on the cities.
		c) Evaluate the learner's profiles and presentation, looking out for:
		  i. communication
		  ii. message
		  iii. clarity
		  iv. vocabulary
		  v. coherence
		  vi. critical thinking
		  vii. accuracy
		  viii. relevance
		  ix. relevance of the historical content

SUB-TOPIC 8.2: SOCIAL CLASSES IN THE ROMAN CITIES

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. identify the social identities and different social classes within the cities, analysing their characteristics and roles in society.	a. Research on the social structure of Pompeii, Herculaneum, and Ostia, identifying different social classes (e.g., patricians, plebeians, slaves).
	b. Create a chart or diagram depicting the hierarchy and roles of different social classes in Roman society.
		a. Observe the learner's participation in the research process, group discussions, and chart creation.
		b. Engage the learner in a discussion to explain the characteristics and roles of different social classes.
		c. Evaluate the learner's chart or diagram, looking out for:
		  i) communication
		  ii) message
		  iii) clarity
		  iv) vocabulary
		  v) coherence
		  vi) critical thinking
		  vii) accuracy
		  viii) relevance
		  ix) connections to roman life
		  x) historical context
		  xi) analysis on social classes and their roles.

b. define social identity as reflected through public buildings, inscriptions in public places, funerary monuments, and domestic spaces (including gardens and decorations), illustrating their significance in understanding social structure.	a. Examine images or replicas of public buildings, inscriptions, funerary monuments, and domestic spaces from Pompeii, Herculaneum, and Ostia to identify social symbols. b. Make a presentation or poster showing examples of how these elements reflect social identity (e.g., status symbols in decoration, inscriptions of social rank). c. Write a brief report analysing how these material representations help us understand the social structure of the cities.	a. Observe the learner's engagement with visual materials and their ability to identify social identity markers. b. Discuss with the learner how public spaces and monuments reflect social identity. c. Evaluate the learner's presentation or report for clarity, depth of analysis, and correct identification of social identity reflected in public and private spaces.

SUB-TOPIC 8.3: THE USE OF DOMESTIC SPACE

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

explain how domestic spaces, including gardens, are utilized and how their decoration schemes reflect their functions and social significance.	a. Study the images and descriptions of domestic spaces and gardens in Pompeii, Herculaneum, and Ostia to understand their layout and use.
	b. Write a report explaining the functions of different rooms and gardens, analysing how their decoration (e.g., frescoes, vomitorium, mosaics) reflects the owner's social status and cultural values.
	c. In groups, design a Roman home layout that reflects social identity through space and decoration.
		a. Observe the learner's engagement with materials, their understanding of the functions of domestic spaces, and participation in group task.
		b. Discuss with the learner how decoration and space use reflect Roman cultural values and social significance.
		c. Evaluate the learner's report and design, looking out for:
		  i) message
		  ii) clarity
		  iii) vocabulary
		  iv) coherence
		  v) critical thinking
		  vi) accuracy
		  vii) relevance
		  viii) connections to Roman life depth of analysis regarding domestic space

indicate the changes in the use of domestic space over time, analysing the factors that contributed to these transformations.	a. Research on the historical changes in the use of domestic space in Roman cities, focusing on shifts from the Republican to Imperial periods.
	b. Create a timeline that highlights key changes in domestic space use, such as the transition from simple homes to elaborate villas.
	Discuss in groups the various social, economic, and political factors that contributed to the transformation of domestic spaces in Roman society.
		a. Observe the learner's research process, participation in group discussions, and timeline creation.
		b. Engage the learner in a conversation about the factors that influenced the changes in domestic spaces over time.
		c. Evaluate the learner's timeline and participation in discussions, looking out for:
		  i) message
		  ii) clarity
		  iii) vocabulary
		  iv) coherence
		  v) critical thinking
		  vi) accuracy
		  vii) relevance
		  viii) connections to roman life
		  ix) the factors contributing to these changes

TOPIC 9: VIRGIL AND THE WORLD OF THE HERO   **Duration:** 43 Periods

SUB-TOPIC 9.1: THE BIOGRAPHY OF THE AUTHOR OF THE PLAY

Competency: The learner demonstrates knowledge and understanding of the following: the composition of both epics (Virgil and the World of the Hero) plot, narrative techniques including speeches and repetition, descriptive techniques including similes and imagery, characterization, and themes (including heroism, honour and reputation, family, women, the role of the gods, the power of fate, the portrayal of war, moral values and the role of Aeneas in Rome's imperial destiny in the political, social, historical and cultural contexts) within the epics.

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. describe the lifestyle of the author, highlighting key aspects that influenced their work and perspective.	a. Research on the biography of the author, identifying key events in his/her life that may have influenced the writing (e.g. political climate, personal experiences). b. Create a timeline or a mind map of the author's life, emphasizing key events and the impact on his/her works. c. Write a reflection discussing how specific life experiences of the author are evident in the play.	a. Observe the learner's engagement with research materials and creation of timelines or mind maps. b. Engage the learner in a conversation about the influence of the author's lifestyle on their writing. c. Evaluate the learner's written reflection looking out for: i) message ii) clarity iii) vocabulary iv) depth v) accuracy vi) clear connections between the author's life and work
b. characterize the author's traits and qualities, analysing how these characteristics are reflected in the play.	a. Read excerpts of the author's works and identify recurring themes or qualities that reflect the author's personality (e.g., pessimism, idealism). b. In a group, analyse and present the author's writing style and themes in relation to his/her personal traits. c. The learner writes an essay on how the author's characteristics (e.g., worldview, temperament)	a. Observe the learner's participation in group discussions and their ability to analyse the author's characteristics. b. Engage the learner in a conversation to further explore how the author's traits are evident in their writing. c. Evaluate the learner's essay looking out for: i) message ii) clarity iii) vocabulary iv) clarity v) accuracy

	are evident in their writing and the themes they explore.	vi) depth of analysis in connecting the author's traits to their writing and themes.

SUB-TOPIC 9.2: THE SETTING AND THE PLOT (SCENES AND ACTS) OF THE PLAY

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. analyse the composition techniques used in the epics, focusing on elements such as structure, style, and literary devices.	a. Read the selected passages from the epics and identify key composition techniques, including structure (e.g., use of flashbacks, foreshadowing), style (e.g., epic conventions, elevated language), and literary devices (e.g., simile, metaphor). b. Compare and contrasts the use of literary devices and structure between the two epics. c. Create a chart or diagram that illustrates the different composition techniques used in the epics.	a. Observe the learner's ability to identify and analyse composition techniques during reading and group discussions. b. Discuss with the learner the use of structure, style, and literary devices in the epics. c. Evaluate the learner's chart or diagram looking for: i) message ii) clarity iii) vocabulary iv) clarity v) accuracy vi) understanding of the composition techniques in the epics
b. describe the plot of both epics, highlighting key events and themes that drive the narrative.	a. Read and summarize the plot of each epic, identifying the main events that propel the narrative forward. b. Identify and discuss the key themes (e.g., heroism, fate, divine intervention) that are central to the plot of each epic. c. Present a comparison of the plot of both epics, focusing on the similarities and differences in how events unfold and how themes are addressed.	a. Observe the learner's ability to summarize key events and themes from the epics. b. Engage the learner in a discussion to check for comprehension of key events and themes in each epic. c. Evaluate the learner's presentation looking for: i) message ii) clarity iii) vocabulary iv) clarity v) accuracy vi) depth of analysis in comparing the plot and themes of the epics.

SUB-TOPIC 9.3: FIGURATIVE STYLES USED IN THE PLAY

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. identify the narrative techniques used by actors and actresses in the play, including speeches and repetition, and explain their effect on the storytelling.	a. Watch the selected scenes from the play and identify key narrative techniques used by actors (e.g. speeches, monologues, repetition). b. In groups discuss and present how these techniques enhance the plot and storytelling. c. Perform a scene from the play, using repetition and varied speech techniques to convey the emotions and themes of the play.	a. Observe the learner's ability to identify narrative techniques and how effectively they are used in the performance. b. Hold a conversation with the learner observing if he/she is able to explain how specific techniques affect storytelling in the play. c. Evaluate the learner's performance, focusing on the use of narrative techniques and how effectively they convey the intended emotional and thematic impact.
b) analyse how descriptive techniques, such as similes and imagery, are employed in the play to enhance the audience's understanding and emotional response.	a) Read the selected passages from the play and analyse the use of similes, metaphors, and imagery to enhance the narrative. b) Create a presentation or poster illustrating examples of descriptive techniques and explain their effect on the audience. c) Write a short analysis of a scene in which descriptive techniques (e.g., simile, imagery) enhance understanding and emotional response	a) Observe the learner's ability to identify and explain descriptive techniques during reading and discussions. b) Engage the learner in a conversation to explore how imagery and similes enhance emotional and narrative impact. c) Evaluate the learner's written analysis or presentation, focusing on their ability to explain the significance of descriptive techniques in the play.

SUB-TOPIC 9.4: CHARACTERISATION AND THEMES IN THE PLAY

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. characterize the actors and actresses in the play, analysing their roles and contributions to the overall narrative.	a. Read key scenes from the play, identifying the roles and personalities of the main actors and actresses. b. In groups, discuss and analyse the actors' contributions to the plot and themes. c. Perform a short scene, portraying a character and reflecting on how their role impacts the overall narrative.	a. Observe the learner's ability to characterize actors and actresses during group discussions and role-play. b. Engage the learner in a conversation to explore the character's role in the narrative. c. Evaluate the learner's performance based on their understanding of the character's role and their impact on the play's themes and narrative.
b. identify and discuss the themes developed within the epics, exploring their significance and relevance to the audience.	a. Read excerpts from the epics, identifying central themes such as heroism, fate, or divine intervention. b. In groups, discuss how these themes are developed and their significance to the audience. c. Write an essay analysing one theme in the epic, showing how it resonates with contemporary audiences.	a. Observe the learner's ability to identify and explain themes during reading and class discussions. b. Discuss with the learner the significance and relevance of themes to the audience. c. Evaluate the learner's essay for clarity, depth of analysis, and the ability to connect the theme to the audience's understanding and relevance.

TOPIC 10: VIRGIL'S RELATIONSHIP TO THE REGIME OF AUGUSTUS

Duration: 20 Periods

SUB-TOPIC 10.1: VIRGIL'S RELATIONSHIP TO THE REGIME OF AUGUSTUS

Competency: The learner demonstrates an awareness of Virgil's relationship to the regime of Augustus and the political and historical background in which the *Aeneid* was written.

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. analyse the indicators of the relationship between Virgil and the regime of Augustus, exploring how Virgil's works reflect and respond to the political and cultural context of his time.	a. Research Virgil's life and works, focusing on how the political and cultural climate under Augustus influenced his writings. b. Present your findings in class. c. Read the selected passages from Virgil's *Aeneid* to identify references to Augustus, Roman imperialism, and the values of the Augustan regime. d. Write an analytical essay examining how Virgil's work responds to the political and cultural atmosphere of his time, with evidence from the text.	a. Observe the learner's engagement in research and reading, ensuring they connect Virgil's works with Augustus's political and cultural influence. b. Discuss with the learner the connections between Virgil's works and the Augustus regime. c. Evaluate the learner's analytical essay for depth of analysis, clarity, and the use of textual evidence to support the connection between Virgil's writing and Augustus's regime.

SUB-TOPIC 10.2: POLITICAL AND HISTORICAL BACKGROUND OF THE *AENEID*

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. narrate the political and historical contexts in which the Aeneid was written, analysing how these factors influenced its themes and narrative.	a. Research the political and historical context of Rome during the reign of Augustus, focusing on key events such as the establishment of the Roman Empire and Augustus's reforms. b. Read and analyse excerpts from the *Aeneid* to identify references to political and historical events that align with the Augustan regime. c. Write a narrative or report explaining how the historical context shaped the themes and plot of the *Aeneid*.	a. Observe the learner's ability to connect historical and political context with the *Aeneid* through research and analysis. b. Hold a conversation with the learner observing how he/she explains how political and historical factors influenced Virgil's writing. c. Evaluate the learner's narrative or report for clarity, accuracy, and the ability to connect historical context to the themes and narrative of the *Aeneid*.

SENIOR SIX TERM 3

TOPIC 11: THE USE AND ABUSE OF POWER IN ROMAN HISTORY

Duration: 48 Periods

SUB-TOPIC 11.1: THE FALL OF THE ROMAN REPUBLIC, 81–31 BC

Competency: The learner demonstrates knowledge and understanding of the specified themes through relevant and appropriate literary, documentary and material evidence, and also supports his/her arguments through the use of appropriate original sources.

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. analyse how the shifting distribution of power contributed to the fall of the Roman Republic between 81-31 BC.	a. Research and present key events in Roman history between 81-31 BC, focusing on the shifts in power and the breakdown of the Republic. b. Read the selected passages and present aspects related to Roman Republic between 81-31 BC.	a. Observe the learner as he/she presents the shifts in power in Roman history. b. Hold a conversation with the learner observing if he/she is able to explore how these power shifts contributed to the collapse of the Roman Republic. c. Evaluate the learner's presentation on key events in Roman history between 81-31BC.
b. discuss the significance of key institutions and figures (e.g., Sulla, Pompey, Crassus, Caesar, Cicero, Cato, Clodius, Catiline, Antony, Octavian) in this context.	a. Research on the roles of key figures in the late Roman Republic and their influence on the political landscape. c. In groups, analyse how the actions of these figures (e.g., Sulla's reforms, Caesar's conquest of Gaul, Cicero's speeches) affected the stability of the Republic. d. Write an essay on one key figure, analysing their political role and how their actions contributed to the fall of the Republic.	a. Observe the learner's participation in discussions and their ability to analyse the significance of historical figures. b. Hold a conversation with the learner observing if he/she is able to correctly explain the significance of these figures and institutions in the context of the Republic's decline.

		c. Evaluate the learner's essay, looking out for: i) clarity ii) depth of analysis iii) use of historical evidence to support the discussion on key figures and institution.
c. evaluate the challenges posed by these individuals and factions to the Senate's authority, along with the various responses to political emergencies.	a. Research on key events and figures (e.g., Sulla, Caesar, Pompey, the *Populares* and *optimates* factions) and their challenges to the Senate's authority. b. In groups, discuss the actions of these figures and factions, and how the Senate responded to these challenges (e.g., Pompey's military commands, Caesar's crossing of the Rubicon, Sulla's dictatorship). c. In groups, write an analytical report evaluating the Senate's response to political crises and challenges posed by these factions and individuals.	a. Observe the learner's participation in the debate or discussion, ensuring they understand the challenges to Senate authority and the responses to those challenges. b. Hold a conversation with the learners observing if he/she is able to exhibit understanding of the political dynamics and the Senate's role in responding to emergencies. c. Evaluate the learner's analytical report looking out for: i) clarity ii) depth of analysis, iii) how well they link the challenges to the political responses of the Senate.

SUB-TOPIC 11.2: EFFORTS MADE BY THE ROMANS AGAINST THEIR FALL FROM 81-31 BC

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. identify the strategies employed by politicians to achieve success during this period.	a. Research on the political strategies used by key figures (e.g., Caesar, Pompey, Crassus) to gain power, focusing on alliances, patronage, and populist tactics. In groups discuss and present how different politicians manoeuvre within the political system to achieve success. b. Translate the selected passages about the Roman empire.	a. Observe the learner's ability to identify and explain the strategies used by politicians during group discussions. b. Hold a conversation with the learner observing if he/she exhibits understanding of the strategies employed. c. Evaluate the learner's translation looking out for: i) message ii) clarity iii) accuracy iv) vocabulary v) clarity
b. explain how Romans utilized violence and fraud as political tools in Rome.	a. Research and present examples of political violence and fraud in Roman history, such as the use of gangs by politicians, bribery, and manipulation of elections. b. Translate passages that depict violence and fraud in roman history.	a. Observe the learner's understanding of how violence and fraud were used in Roman politics during class discussions and debates. b. Hold a conversation with learner observing if he/she is able to correctly translate passages. c. Evaluate the learner's translation looking out for: i) message ii) clarity iii) accuracy iv) vocabulary v) clarity

c. illustrate with examples the growing significance of military and provincial commands within the Roman political system.	a. Research and present the role of military and provincial commands in Roman politics, focusing on how generals like Pompey and Caesar used their military successes to gain political power. b. In groups, discuss the increasing importance of military loyalty and provincial control, using examples from Roman history. c. Translate passages that depict military service and loyalty.	a. Observe the learner's ability to connect military power with political success during class discussions. b. Converse with the learner about how military commands influenced the political structure of Rome. c. Evaluate the learner's translation looking out for: i) message ii) clarity iii) accuracy iv) vocabulary v) clarity
d. discuss the social and economic impacts of conflict on the Roman world.	a. Research and present the social and economic consequences of major conflicts, such as the Social War, Caesar's civil war, and the rise of the imperial army. b. In groups, discuss and present the impact of conflicts in Roman history. c. Translate passages that depict internal conflict (e.g. pro Archia) or external conflict (e.g. De Bello Gallico	a. Hold a conversation with the learner observing if he/she is able to correctly translate passages to provide support on lexical and syntax. Evaluate the learner's translation looking out for: i. message ii. clarity iii. accuracy iv. vocabulary v. clarity

SUB-TOPIC 11.3: THE INVENTION OF IMPERIAL ROME, 31 BC–96AD

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. explain the issues of succession and the establishment of dynasties in ancient Rome.	a. Research and present the issue of succession in the early Roman Empire, focusing on key figures such as Augustus, Tiberius, and Nero, and the role of dynastic succession. b. Write a composition expressing your point of view about the Raman Empire.	a. Observe the learner's ability to present the issues of succession in Roman Empire. b. Hold a conversation with the learner to provide more support on vocabulary and syntax. c. Evaluate the learner's composition, looking out for: i) message ii) clarity iii) coherence iv) accuracy v) vocabulary
b. describe how the imperial cult developed during the reign of the emperors (like Augustus, Gaius, Claudius, Nero, Vespasian, and Domitian).	a. Research and present the development of the imperial cult, focusing on how emperors like Augustus and Nero were deified and how their cults helped consolidate imperial power. b. Translate passages that praise the Roman Emperors.	a. Observe the learner's participation in group activities, ensuring they can describe the development of the imperial cult. b. Hold a conversation with the learner to provide more support on vocabulary and syntax. c. Evaluate the learner's translation, looking out for: i) message ii) clarity iii) coherence iv) accuracy v) vocabulary
c. describe the rebuilding of Rome as the capital of the Empire and how art and architecture were used in imperial self-representation.	a. Research and present the rebuilding of Rome during the reigns of emperors such as Augustus, Vespasian, and Domitian, focusing on their use of architecture to project imperial power. b. Watch the video about the activities of Romans and write a composition about their love for their city.	a. Observe the learner's presentation on the rebuilding of Rome. b. Hold a conversation with the learner to provide more support on vocabulary and syntax. c. Evaluate the learner's composition, looking out for: i) message ii) clarity iii) coherence iv) accuracy v) vocabulary

SUB-TOPIC 11.4: THE ADMINISTRATION OF THE CITY OF ROME

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies

a. explain the relationships between emperors, senators, equestrians, and ordinary people in Rome, particularly through the concept of *Panem et Circenses*.	a. Research and present the concept of *Panem et Circenses* (bread and circuses), exploring how emperors used entertainment and food distribution to maintain political stability and control over the population.
	b. Translate passages that depict the concept of *Panem et Circenses*.
		a. Observe the learner's presentation about *Panem et Circenses* in class.
		b. Hold a conversation with the learner to provide more support on vocabulary and syntax as he/she translates.
		c. Evaluate the learner's translation, looking out for:
		   i) message
		   ii) clarity
		   iii) coherence
		   iv) accuracy
		   v) vocabulary

b. discuss the administration of the city of Rome and its governing structures.	a. Research and present the administrative structures of the city of Rome, focusing on the roles of the emperor, senators, magistrates, and local officials in governance.
	b. In groups, compare the administration of Rome with the administration of your city.
		a. Observe the learner's presentation of the administrative structures of Rome.
		b. Hold a conversation with the learner to provide more support on vocabulary and syntax as he/she prepares the comparison.
		Evaluate the learner's comparison, looking out for:
		   i) message
		   ii) coherence
		   iii) comparative words
		   iv) accuracy
		   v) vocabulary
		   vi) clarity
		   vii) critical thinking

c. describe the transformations in the social, moral, and religious life of Rome as it evolved into the capital of the Empire.	a. In groups, research and present the social, moral, and religious changes that occurred in Rome as it expanded and became the capital of the empire, focusing on shifts in values, practices, and institutions. b. Write a composition about the social transformations that have taken place in your country from 2010 to date.	a. Observe the learner's participation in group discussions and activities to ensure they understand the social, moral, and religious transformations of Rome. b. Hold a conversation with the learner to provide more support on vocabulary and syntax as he/she writes the composition. c. Evaluate the learner's composition, looking out for: i) message ii) clarity iii) coherence iv) accuracy v) vocabulary vi) clarity vii) critical thinking -

SUB-TOPIC 11.5: RULING THE ROMAN EMPIRE, AD 14–117

Learning outcomes The learner should be able to:	Suggested learning activities	Sample assessment strategies
a. describe the attitudes of Romans towards imperial rule in the eastern and western provinces, including instances of active resistance and the preservation of local identities.	a. Research and present the attitude of people towards the Roman Empire, case studies of provinces such as Judea in the East and Gaul in the West, examining instances of resistance (e.g., the Jewish Revolts, Boudica's Rebellion) and efforts to preserve local identities. b. In groups, prepare and present orally the influence of the Roman empire at the time of the birth of Jesus Christ.	a. Observe the learner's ability to present the attitude toward Roman Empire. b. Hold a conversation with the learner to provide more support on vocabulary and syntax. c. Evaluate the learner's presentation, looking out for: i) message ii) clarity iii) coherence iv) vocabulary v) clarity vi) critical thinking

b. discuss the social and economic impact of incorporation into the empire, particularly in relation to the process of 'Romanisation'.	a. In groups, research and present the social and economic changes in incorporated provinces, focusing on urbanization, trade expansion, and the spread of Roman culture and laws. b. Watch a video on Roman infrastructure (e.g., roads, aqueducts, museum, public places…) and describe them orally or in writing.	a. Observe the learner's engagement and teamwork during the group project, focusing on their understanding of Romanisation's impacts. b. Hold a conversation with the learner to provide more support on vocabulary and syntax as they prepare their description. c. Evaluate the learner's description, looking out for: i) message ii) clarity iii) coherence iv) descriptive words v) accuracy vi) vocabulary vii) clarity viii) critical thinking
c. analyse how the image of the Roman emperor was portrayed in the eastern and western provinces, highlighting differences from the imperial cult.	a. Research and compare representations of the Roman emperor in eastern provinces (e.g. statues, inscriptions in Greek cities) with those in the western provinces (e.g., coinage, public monuments), analysing the variation in portrayal. b. Look at the image of the Roman Empire and write sentences to describe or appreciate it.	a. Observe the learner's analysis and interpretations during group work, ensuring a clear understanding of regional differences. b. Hold a conversation with the learner to provide more support on vocabulary and syntax as they prepare the description of the image. c. Evaluate the learner's description, looking out for: i) message ii) clarity iii) coherence iv) comparative words v) accuracy vi) vocabulary vii) clarity viii) critical thinking

3.0 ASSESSMENT

3.1 Assessing Latin

This Advanced Secondary 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 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 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.

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. This section focuses on knowledge, understanding, and skills.

3.2 Formative Assessment

In this curriculum, the teacher's role in assessment is not only to write tests for the learner but also to make a professional judgment about the learner's learning during the teaching and learning process. The 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 learner is 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, calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at.

When all three are used, the information from any one 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

Observation

Triangulation

Product   **Conversation**
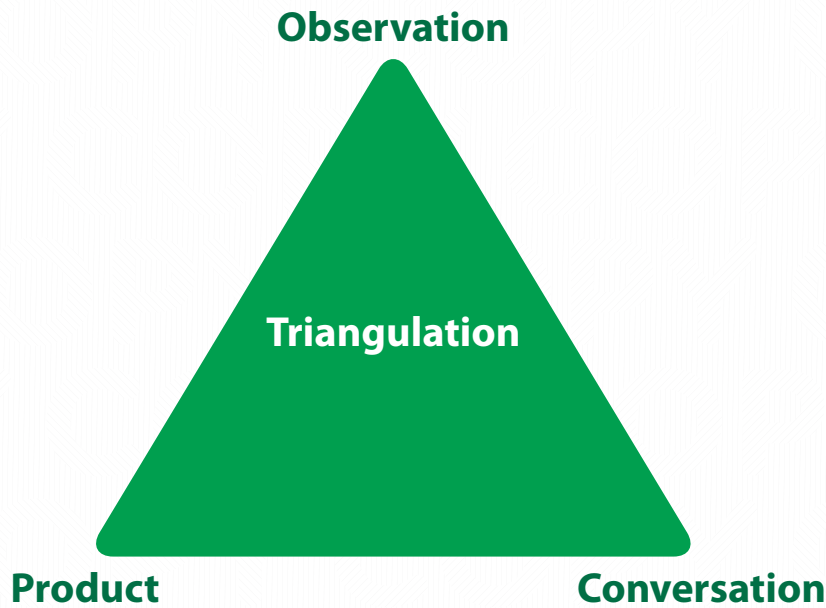
3.3 Assessing Generic Skills

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 examination. However, values and attitudes can be assessed over a long period of time through observing 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 on-going 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 about learners' achievement.**

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	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
generic skills	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
learning outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
process skill	A 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	An activity which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually pat of the normal teaching and learning process, and not something extra at the end of a topic.
suggested learning activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.