TEXTBOOK
SPECIFICATIONS

LOWER SECONDARY CURRICULUM

NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

FOR GOD AND MY COUNTRY

Content

Foreword

The textbook specifications have been designed to guide the textbook writers on the textbooks and teacher's guides which will be required to support the teachers in the implementation of the new Lower Secondary Curriculum. The new curriculum is competence based and the requirements for textbooks are quite different because the aspect of learner centredness is now more emphasized. In addition to the specifications the writers have been given sample extracts for further guidance on the design of the textbooks and teacher's guides.

The writers are expected to follow the guidance given together with the information in the different teaching syllabuses since this will form the basis for the evaluation process to select the best instructional materials for the new curriculum.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions to address the inadequacies therein.

Such comments and suggestions maybe communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug

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Introduction

The decision to revise the Lower Secondary Education Curriculum was guided by the recommendations in the Government White Paper on Education (1992) and the desire to make the curriculum relevant to the 21st century requirements. The reviewed curriculum was initially designed using the Learning Area approach, which was stayed in 2016 due to stakeholder concerns over the learning area packaging.

National Curriculum Development Centre has re-worked the stayed 8 Learning Areas to come up with 21 subjects to be offered at the Lower Secondary education level. The new curriculum is based on an outcomes approach to teaching and learning. The emphasis is on learners' acquisition of knowledge, understanding, skills, values and attitudes. It emphasises 21st Century skills like communication, use of technology, teamwork, creativity and innovativeness.

The 21 subjects on the curriculum menu are as follows: Physics; Biology; Chemistry; General Science; Geography; History & Political Education; Religious Education (RE) (*Islamic Religious Education (IRE)* and *Christian Religious Education (CRE)*;, Art and Design; Performing Arts; Nutrition & Food Technology; Entrepreneurship; Technology and Design; Mathematics; Physical Education; English Language; Literature in English; Agriculture; Information & Communication Technology(ICT); Local Languages; Foreign Languages and Kiswahili.

As of now, the Foreign Languages consist of five languages namely; Arabic, Chinese, French, German and Latin. The following Local Languages currently being offered meet the set standards; Luganda, Jophadola, Leb-Acholi, Leb-Lango, Lugbarati, Lunyankole Rukiga, Runyoro-Rutoro, Lumasaba and Lusoga.

By the end of Senior Four, the students are expected to have acquired knowledge and a range of generic skills, values and competencies that will render them either employable in a rapidly evolving society or adequately prepare them for further academic studies.

For proper implementation of the curriculum, there will be textbooks and Teacher's Guides developed for each of the given subjects. Development of textbooks for Local Languages will depend on the number of languages that meet the expected criteria as set by NCDC.
Following is a summary of the subjects that require instructional materials:

S/N	Subject	Textbook and Teacher's Guide
1.	English Language	English & Literature*
2.	Literature	
3.	Mathematics	Mathematics
4.	Physics	Physics
5.	Chemistry	Chemistry
6.	Biology	Biology
7.	Geography	Geography
8..	History and Political Education	History and Political Education
9.	Religious Education	CRE
		IRE
10.	Foreign Languages	French
		German
		Arabic
		Chinese
		Latin
11.	Local Languages	Local Languages
12.	Kiswahili	Kiswahili
13.	Art and Design	Art and Design
14.	Performing Arts	Performing Arts
15.	Technology and Design	Technology and Design
16.	Entrepreneurship	Entrepreneurship
17.	ICT	ICT
18.	Physical Education	Physical Education
19.	Nutrition and Food Technology	Nutrition and Food Technology
20.	Agriculture	Agriculture
21.	General Science	General Science

*NOTE: English language and Literature in English has been merged into one textbook because the two subjects complement each other and in most cases the teacher who teaches English also teaches Literature. A single textbook will further reduce the cost of production for such subjects that are closely related.

This document gives the details of the specifications for the required instructional materials for the New Lower Secondary Curriculum. The specifications will guide in the development of the Learner's Textbook, the Teacher's Guide and any other related curriculum materials required. They reflect the requirements of the curriculum in provision of appropriate instructional materials.

General Specifications for the Materials to be Developed

Learner's Textbooks

Four learner's textbooks will be developed per subject, one for each level from Senior One to Senior Four. The learner's textbook and Teacher's guide should have chapters that are in line with the Topics in the syllabuses.

Structure

1) The learner's book should indicate the key words in each chapter.
2) The outcomes to be acquired by the learner should be clearly indicated on the first page of a chapter.
3) Indicate the introduction of the chapter.
4) Each chapter must have at least one activity of integration.
5) Each chapter must present a summary of the chapter.

Content Coverage

i) The sequence of chapters in the textbook should be in line with the sequence of topics and sub-topics in the Programme Planner and syllabus documents.
ii) The coverage of each chapter should reflect the length and content of the topic and sub-topic.
iii) The learning time should be accurately allocated to the chapter as in the topic in the Programme Planner.
iv) Each Chapter should cover all the concepts in the topic according to the suggested learning activities.
v) Each chapter should provide opportunities to cover appropriate skills as indicated in the syllabus.
vi) Each chapter should start with the competence and the learning outcomes as specified in the syllabus.
vii) The content of each topic should be limited to what is needed to cover the learning outcomes.
viii) Content should be presented from known to unknown and in a clear and logical order.
ix) The font size of the text in the chapter should be 12
x) The book should reflect key words derived from the text at the end of each Chapter.
xi) The content should be based on the needs of the learner when he/she leaves school rather than just the needs of those going on to higher studies.
xii) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

xiii) The resource materials/requirements specified for the activities should be appropriate and readily available.

xiv) The book should address/talk to the learner with a variety of activities providing for different learning styles and abilities.

xv) Lengthy explanations and descriptions should be avoided wherever possible.

xvi) The level of language used should be appropriate to the level of the learners, accurate and with no grammatical errors.

xvii) There should be a summary of key concepts at the end of each chapter

xix) xviii)Where possible use Ugandan context like examples, materials, names and illustrations should be promoted. The content should be original with relevant statistics where applicable.

xx) The book should be learner-centred and engaging borrowing from the engaged learning theories.

Level of Language

Ensure that:

i) The language used is British English.

ii) The language used is simple, clear and appropriate for the target level of learners of average ability across the country.

iii) Acceptable, standard and grammatically correct English is used.

iv) Correct representation of technical terms/concepts is done.

v) The four language skills are well developed.

vi) Vocabulary related to the specific subject is well developed.

vii) All statements are clear, readable and easy to understand.

viii) Instructions to the learner are clear and elicit similar interpretations from learners from all the regions of Uganda.

Activities

The textbook should:

i) Be activity based. Activities should range from individual to group work.

ii) Contain a mixture of tasks or problems to be solved. Exercises should contain tasks which require and provide opportunities for learners to demonstrate achievement of a number of generic and practical skills, values and attitudes, and not just knowledge and understanding.

iii) Have activities based on stimulus materials in form of tasks, case studies, pictures, diagrams, tables, stories, poems, cartoons and research, cross word puzzles, situations and any other appropriate assignment that promotes learning to learn.

iv) Have activities interlinked with text as a pattern throughout rather than a passage of text followed by testing activities as in traditional books.

v) Have activities that cater for individual differences in children including those with special education needs and the gifted learners.

vi) Have exercises which are challenging and encourage discovery, critical

thinking, creativity, problem solving and interactivity.

Illustrations

i) Use full colour pictorial illustrations. Ensure quality, colour harmony, correct placement, relevance and ability of illustrations to enhance understanding of the content.

ii) Each page should have an appropriate balance of illustrations, activities and text. Pages should neither be rich pages nor given over to excessive and unnecessary illustrations.

iii) Derive examples from the learner's experience, environment, field work or projects and make explanations as clear as possible for learning with or without the help of the teacher.

iv) Any photographs used to support the content should be recent, appropriate and where possible, of Ugandan context. Issues of plagiarism should be considered.

v) There should be a relationship between text and illustrations. Illustrations should enhance the understanding of the text.

vi) The illustrations should be suitable for the target group.

vii) Illustrations should conform to cultural norms and diversity.

viii) Illustrations should reflect the context of Uganda.

ix) Illustrations should be accompanied by captions/numbers/labels as appropriate.

x) Illustrations should be gender sensitive and promote inclusivity.

Assessment

i) There should be evidence of evaluation during the teaching and at the end of each Chapter aimed at enhancing further learning and checking whether the desired competence has been acquired.

ii) Provide appropriate, varied self-assessment activities within and at the end of each topic.

iii) Ensure that assessment caters for the three levels of learning abilities i.e. knowledge, comprehension and application.

iv) Ensure that assessment caters for individual achievement of competences.

v) Reflect summary assessment exercises at the end of each Chapter.

vi) Assessment exercises should cater for individual differences and learning abilities.

vii) Assessment activities should be relevant and depict real life situations.

viii) Assessment activities should also include practical work, projects and take home activities to be done in the school and learner's local area.

ix) Assessment should also include an activity of integration to test learner's understanding of the concepts taught, change in behaviour and skills acquired at the end of a given chapter. This activity should promote trans disciplinarity

Sensitivity

i) Deal carefully with any contentious issues (especially cultures, religion and gender) in consistency with local environment/context.

ii) Portray persons and events positively and objectively. Avoid pictures of for example half-naked persons, illustrations of ideas leading to alcoholic drinks, eating of pork, etc. Decent dressing and life style should be portrayed.

iii) Represent national groups and minorities in a way that is fair to them and their beliefs.

iv) Be gender sensitive by portraying males and females as equals.

v) Ensure presence of equal opportunities in employment and family situations.

vi) Use localised examples that are familiar to the learners depicting the Ugandan environment.

End Matter

i) The glossary should not be more than three pages.

ii) Provide an index and references

iii) Provide appendices/websites at the end of the books as appropriate.

Page Lay Out

i) The cover page should reflect the subject in terms of illustrations/icons/drawings.

ii) Binding (For books below 60 pages, saddle stitching should be used. Books with over 60 pages should be thread sewn and perfect bound for durability).

iii) Page layout should be coherent and user friendly.

iv) Font size 11

v) Font type should be Cambria

vi) General readability

vii) The spacing, margins, clarity of impression should be well catered for.

Physical Appearance

i) Perfect binding with stitching.

ii) The spine should also carry the title.

iii) The quality of paper should be Matte paper with appropriate grammage.

iv) The book cover should be laminated.

v) Pictures should be in full colour.

vi) Page numbers should be placed on the right hand side in the footer.

vii) The following should be included:

- Cover page
- Title page
- Table of contents
- Preface
- Acknowledgements

- Blurb
- Level of class to use the book
- Publisher's name
- Specific purpose e.g. Learner's book, etc.

viii) Books should be serialized, i.e. Book 1, Book 2, Book 3, Book 4.

ix) Pages should look attractive and make the learner want to read them and find out what they are about.

Teacher's Guides

The Teacher's Guide should, among others, provide:

i) Guidance on conducting lessons and the interventions of the teacher.

ii) Explanations of methodological concepts.

iii) The duration and pace of learning.

iv) Additional activities to cater for generic skills and for high and low achievers.

v) Guidance on how to teach large classes should be provided.

vi) Answers in the Teacher's Guide for exercises given in the textbooks where applicable.

vii) Guidance on lesson planning as well as help with devising project work, home work and testing and evaluation.

Key Issues to Consider while Developing the Teacher's Guide

Background/Overview: Briefly provide information on what the chapter is about, why the topic is important to teach at this level, and how it is going to be addressed. Encourage teachers to do some research and additional reading on the topic to support the information given here.

Learning Outcomes: These can be pasted from the syllabus document. They should not be adjusted. Note that the Teacher's guide should address the teacher.

Points to keep in mind or to emphasise: Point out things the teacher will need to do ahead of the lesson. This section needs to appear before the activities.

Definition of new concepts/terms used in the activities/lesson: The teacher should ask the learners to explain the new terms in their own words to minimise cramming/rote learning.

Methods/approaches: In this section, consider some of the different ways that the teacher may choose to deliver the activities so as to achieve the set of learning outcomes. Allow the teacher to employ different learner styles depending on the nature of activities being undertaken, available resources

(including time), abilities of the learners, and personal preference as long as these will facilitate participatory learning.

Materials: List the teaching aids or resources required to perform the tasks. Encourage the teacher to have these materials ready for use well in advance. Indicate the audio- visual materials and ICT equipment required.

Time: Allocate an estimated time for each topic

Procedure/activities: List the steps the teacher can follow in conducting the activity. The teacher should follow the procedure as closely as possible so that the target skills and knowledge are acquired. The class activities should be clear and in chronological order based on the learner activity book, guiding the teacher on his/her role.

Assessment mode: Guide the teacher on how to assess the learner in the classroom environment. Emphasise formative assessment.

Follow-up activities: Guide the teacher on the activities that need to be done by either him/her or the learner outside the classroom.

References: Guide the teacher on the appropriate references that can be used during the teaching/learning process.

Current Textbook Provisioning

The following points should be noted:

i) The provision of good learner-centred learning materials is the largest single cost element of the Curriculum Review. The books used for the old curriculum will not be appropriate for this new one. The move from a focus on content to a focus on how the learner can make use of the content knowledge, demands a very different kind of textbook. The new textbook includes ideas for active learning such as activities and ideas for discussion including collaborative learning. The textbooks will also embrace crosscutting generic skills and values.

ii) From the moment of the award of contract, the publisher is responsible for all aspects of the textbook production.

iii) Overall, the learner: textbook ratio stands at about 6:1 in secondary schools, while the average learner: classroom ratio is 46:1. It is often as high as 90:1.

Textbook Specifications and Costs

The specifications given in this document serve two purposes: to set the minimum textbook production standards that will be acceptable, and to provide a clear indication to publishers of the number of printed pages each textbook is expected to make in the page size specified as most appropriate. The calculation of numbers of pages, the extents of the printed books, has been derived from the exemplar extracts prepared by NCDC and at the same time as taking into account the allocation of learning time for each subject as specified in the Programme Planner of each syllabus.

The page size specified for all textbooks for the New Curriculum is 248 x 189 mm, a format known as Metric Crown 4to. This is a format that is commonly used for textbooks across Sub-Saharan Africa. It has the advantage of affording flexible page layouts, permitting the presentation of text in a single column or in two columns, or more, and providing flexibility for the presentation of illustrations at differing sizes. It is also a format easily accommodated on desks and it fits comfortably in learners' bags.

The textbooks for each of the subjects will print in 4 colours with the exception of those for Mathematics, which will print in 2 colours.

Publishers will be expected to meet the production specifications as a minimum. These specifications are the physical characteristics of the text paper and cover material, the cover finish and binding styles. These specifications conform to standards accepted internationally by donor agencies and various governments for providing textbooks of an acceptable quality, which in normal use by learners, may reasonably be expected to yield a useful life of between 3 and 5 years.

Indicative costs for the textbooks should be calculated using estimates for manufacture and for freight costs to Uganda provided by printers in countries which are competitive internationally for book printing like India and South Korea. The calculations should also take account of publishers' development costs, overhead contributions, authors' royalties and profit margin. The indicative costs are offered for textbooks to be supplied in a ratio of 1:1. A dropout rate in line with current levels has been assumed for S1 to S2 in 2021, S2 to S3 in 2022 and S3 to S4 in 2023.

No figures are provided for textbook top-up quantities.

Evaluation Criteria

The evaluation of a publisher's bid to develop textbooks for the New Curriculum should take into account the:

i) Publisher's conformity to the bid submission requirements.
ii) Publisher's capability to perform any contract awarded.
iii) Conformity to production specifications.
iv) Publisher's price for performing the contract.

Appendix B itemises the documents that will comprise an Invitation for Bids (IFB) and describes the scoring of bids. This section addresses the criteria for evaluating each publisher's anonymously submitted specimen unit. These specimen units, one to be submitted for each lot, are intended to show clearly how the publisher's proposal for delivery of any one of the 21 subject syllabuses in textbook form will conform to the requirements of the New Curriculum. The evaluation will be organised by the Instructional Materials Unit (IMU).

The New Curriculum requires a significantly different style of textbook from those currently in use in Lower Secondary schools. The new textbooks will necessarily need to clearly embrace a learner-centred approach to the delivery of each subject syllabus. With that in view, evaluation scoring of specimen units of work submitted by publishers should be weighted along the following lines. For each criterion, the maximum marks are presented in bold. Due consideration should be given to the specifications above. This scoring is subject to change as it may be seen fit.

1. Conformity to the syllabus (suggested scores 40/100 marks)

i) Is every learning outcome of the topic represented in the specimen unit?
(10 marks)
(**Scoring:** All present -10 marks; less than 4 missing – 5 marks; more than 4 missing – 0 mark)

ii) Is the learning time allocated to the sub-topic in the Programme Planner accurately reflected in the textbook chapter and organised in sequence with the Programme Planner? **(10 marks)**

(**Scoring:** Yes -10 marks; greatly less than 70% - 0mark)

iii) Is the organisation of the content appropriate and in conformity with the syllabus? **(10 marks)**

(**Scoring:** In all respects – 10 marks; up to 4 inappropriate items - 5 marks; more than 4 inappropriate items -0 mark)

iv) Is the development of generic skills adequately covered in the specimen chapter?
(5 marks)

(**Scoring**: Yes – 5 marks; no – 0 marks) (greatly less than 70 %?)

v) Are the key learning outcomes and values of the curriculum promoted in the specimen chapter? **(5 marks)**

(**Scoring**: Yes – 5 marks; no – 0 mark)

2. Content and presentation (60 marks)

a) *Design*

i) Is the font size of the text in the specimen unit appropriate for the level and readable without difficulty in classrooms with little or no lighting, daylight or artificial? **(3 marks)**

(**Scoring**: Yes - 3 marks; no – 0 mark)

ii) Are the illustrations in line with the specific specifications? **(3 marks)**

(**Scoring**: Yes - 3 marks; no – 0 mark)

iii) Do the illustrations provided reinforce understanding of the content? **(3 marks)**

(**Scoring**: Yes -3 marks; no – 0 mark)

iv) Do the illustrations reflect the context of Uganda? **(3 marks)**

(**Scoring**: Yes -3 marks; no – 0 mark)

v) Is the layout of pages in the sample unit uncluttered and easy to follow? **(3 marks)**

(**Scoring**: Yes -3 marks; no – 0 mark)

vi) Do activities interlink with text throughout the textbook? **(3 marks)**

(**Scoring**: Yes -3 marks; no – 0 mark)

b) *Content*
i) Is the presentation of facts accurate? **(3 marks)**

(**Scoring**: Yes -3 marks; no – 0 mark)

ii) Are there no spelling or grammatical errors? **(3 marks)**

(**Scoring:** Yes – 3 marks; several errors throughout the book - 0 mark)

iii) Is content both appropriate and acceptable? **(3 marks)**

(**Scoring**: Yes -3 marks; no – 0 mark)

iv) Is the presentation of concepts appropriate to the age and level of ability of learners across the country? **(3 marks)**

(**Scoring**: Yes - 3 marks; no – 0 mark)

v) Is gender balance addressed in the spirit of the curriculum? **(3 marks)**

(**Scoring**: Yes - 3 marks; no – 0 mark)

c) Language
i) Are directions to learners given in a language that is clear and easy to understand? **(3 marks)**
(**Scoring**: Yes - 3 marks; no – 0 mark)

ii) Is the level of the language appropriate to students of average ability across the country? **(3 marks)**

(**Scoring**: Yes - 3 marks; no – 0 mark)

d) Presentation of Work
i) Does the sample unit present the work in a form that is appropriate to learners of average ability across the country? **(3 marks)**

(**Scoring**: Yes -3 marks; no – 0 mark)

ii) Does the unit provide sufficient and relevant practice material, including use of ICT where appropriate? **(3 marks)**

(**Scoring**: Yes - 3 marks; no – 0 mark)

iii) Does the unit provide exercises which can be marked by learners? **(3 marks)**

(**Scoring:** 5 or more exercises – 3 marks; fewer than 5 but 2 or more – 1 mark; 1 or no exercise - 0 mark)

iv) Does the chapter encourage critical analysis and problem solving? **(3 marks)**

(**Scoring**: Yes - 3 marks; no – 0 mark)

v) Does the chapter provide revision of what has been taught in the unit? **(3 marks)**

(**Scoring**: Yes - 3 marks; no – 0 mark)

vi) Does the unit offer adequate assessment activities to assess the learner's acquisition of skills taught in that unit? **(3 marks)**

(**Scoring**: Yes -3 marks; no – 0 mark)

vii) Does the unit provide preparation for formal testing or examinations where appropriate? **(3 marks)**

(**Scoring**: Yes - 3 marks; no – 0 mark)

> **The highest evaluated bid for each lot will be that with the highest combined scores for price and for the developed textbook**

Other Learning Materials

Extensive reading and reading for pleasure are recognised widely as key to the acquisition of literacy. Providing access to fiction and non-fiction, including reference materials such as dictionaries, atlases and wall charts is an essential step beyond the provision of textbooks to foster literacy in greater numbers of learners. In addition, access to basic dictionaries, regional and world atlases, and encyclopedias, is a basic necessity for secondary education to be meaningful.

Schools across the country should be able to offer learners a sufficient number of reading books, for example simplified retellings of classic novels, modern African fiction written for schools or for wider readership, and biographies, to provide each learner with a choice of perhaps 6 books to be read each term.

Access to illustrated non-fiction works broadens the learner's knowledge of the modern world and the skills required for living in it. For a number of subjects in the New Curriculum, the learner will benefit from being accorded the opportunity to either view on the printed page works of art, check vegetable or fruit varieties, or seek further explanation of a scientific or mechanical process. Where it is available, access to the Internet will benefit the learner in a similar manner and also use of real life situations is encouraged.

Wall charts, especially for Geography, History and Political Education, are a valuable resource in any classroom.

Teacher's Guides and Special Educational Needs

Teacher's Guides

Teacher's Guides provide invaluable assistance for teachers during the teaching and learning process. The preparation of Teacher's Guides should be based on the clearly established content and guidance as provided by the textbook extracts for each subject.

In addition to the Teacher's Guides, should provide the correct answers to the questions in the Learner's Textbook.

Special Educational Needs

The needs of learners who are not registered blind but are visually impaired to the point that reading a normal textbook is not possible should be taken into account. In the year 2018, a total of 2842 visually impaired students were enrolled in secondary schools. The needs of these learners will only be catered for if government procures large- print editions of the textbooks provided. Sign language materials will also have to be provided.
Successful bidders, as part of their contractual obligations, will be required to license the Government of Uganda to have prepared Braille editions of their textbooks.

Appendix A: Textbook Specifications

Text Paper: White wood-free offset (80 gsm)

For Mathematics, printing will be in 2 colours only: White wood-free offset (75 gsm)

Cover Board: White one-sided art board finished with a UV varnish (250 gsm)

1. ART & DESIGN

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192pp
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	228pp
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256pp
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	224pp

2. ENGLISH LANGUAGE AND LITERATURE IN ENGLISH

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	224pp
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	224pp
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256pp
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	224pp

3. KISWAHILI

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	144pp
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	144pp
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	192pp
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	60pp

4. FOREIGN LANGUAGES

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	144pp
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	144pp
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	192pp
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160pp

5. LOCAL LANGUAGES

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	144pp
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	144pp
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	192pp
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160pp

6. PHYSICAL EDUCATION

Student's Book 1	248 x 189 mm	4/4	4/0	Saddle-stitched 96pp
Student's Book 2	248 x 189 mm	4/4	4/0	Saddle-stitched 96pp
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn 128 pp
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn 112 p

7. MATHEMATICS

Student's Book 1	248 x 189 mm	2/2	4/0	Thread-sewn	224pp
Student's Book 2	248 x 189 mm	2/2	4/0	Thread-sewn	256pp
Student's Book 3	248 x 189 mm	2/2	4/0	Thread-sewn	288pp
Student's Book 4	248 x 189 mm	2/2	4/0	Thread-sewn	416pp

8. RELIGIOUS EDUCATION
Christian Religious Education

Student's Book 1	248 x 189 mm	4/4	4/0	Saddle-stitched	96pp
Student's Book 2	248 x 189 mm	4/4	4/0	Saddle-stitched	96pp
Student's Book 3	248 x 189 mm	4/4	4/0	Saddle-stitched	96pp
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	96pp

Islamic Religious Education

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	96pp
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	96pp
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	96pp
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	96pp

9. HISTORY & POLITICAL EDUCATION

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn 224p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn 224p
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn 224p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn 224p

10. GEOGRAPHY

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	224p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	224p
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	224p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	224p

11. TECHNOLOGY AND DESIGN

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160p

12. CHEMISTRY

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160p

13. BIOLOGY

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	256p

Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160p

14. PHYSICS

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160p

15. PERFORMING ARTS

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn192pp	
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn228pp	
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn256pp	
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn 224pp	

16. NUTRITION & FOOD TECHNOLOGY

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160p

17. ENTREPRENEURSHIP

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160p

18. INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	256p

| Student's Book 3 | 248 x 189 mm | 4/4 | 4/0 | Thread-sewn | 256p |
| Student's Book 4 | 248 x 189 mm | 4/4 | 4/0 | Thread-sewn | 160p |

19. GENERAL SCIENCE

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160p

20. AGRICULTURE

Student's Book 1	248 x 189 mm	4/4	4/0	Thread-sewn	192p
Student's Book 2	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 3	248 x 189 mm	4/4	4/0	Thread-sewn	256p
Student's Book 4	248 x 189 mm	4/4	4/0	Thread-sewn	160p
Notes					

Guidance on Writing for the New Curriculum

The following notes have been prepared with a view to providing both an overview of the New Curriculum and minimal guidance for publishers and authors on how to approach the writing of textbooks for the curriculum. The notes have been freely adapted, with thanks to the author, from Curriculum Writing Handbook 3rd edition, (Julian Treadway, 2010).

About the New Curriculum

As already mentioned, the focus of the New Curriculum is on the future needs of the learner. It is designed to successfully enable learners to demonstrate knowledge, understanding, skills and attitudes that will be useful to them when they leave school. Learners are actively involved in the learning process and teachers assume the role of facilitator during the learning process.

The word "**learner"** rather than "student" is used to emphasise that the learner should be actively involved in his/her own learning process, not just a passive receiver of knowledge from the teacher.

The objective is for the learner to acquire the competence to achieve outcomes rather than acquire a large amount of knowledge for its own sake. The advantages of the New Curriculum are that:

i) it promotes and develops critical thinking in the learner.

ii) the learner gains the fundamental knowledge, skills, competencies, attitudes and values from the learning process.

This approach provides a relevant education that produces a skilful and resourceful learner who when he/she leaves school will be able to participate in his/her own development and the development of his/her community and country.

Specifications for Each Subject on the Curriculum

Structure of New Syllabuses

Each syllabus has a number of topics, which are taught throughout the four years of the curriculum. In each year, each topic has a competency statement.

1. Specifications for the English Language and Literature in English Textbooks

Introduction:
The English language concepts and skills will be learnt using themes. The themes run across the four years and are as follows:

The **Personal** comprises family relations and individual social practices. The language concepts that will be learnt will revolve around the home, life with family and friends.

The **Public** refers to everything connected with ordinary social interaction and the language concepts to be learnt will revolve around business and administrative bodies, public services, cultural and leisure activities of a public nature, relations with the media, etc.

The **Educational** is concerned with the learning/training context (generally of an institutional nature). The language concepts will be developed around contexts such as locations, events, experiences and the stages of progress through the educational system.

The **Occupational** embraces everything concerned with a person's activities and relations in the exercise of his or her occupation. The language concepts to be learnt will be associated with the world of work such as job applications, carrying out workplace tasks and occupational activities and practices within different working environments.

Literature in English will be introduced to learners in Senior 1. At Senior 1 and 2, the learners will begin with oral literature as a way of creating their interest in the subject. In addition, the three genres of literature namely poetry, plays and prose or the novel will be introduced. In Senior 3 and 4, the focus will be on poetry, plays and the novel/short stories, using the prescribed texts.

Conformity of the Textbook Content to the English Language and Literature in English Syllabi

The textbooks will cater for both language and literature but in separate sections. This is because the teacher of language is usually the teacher of

literature though not all schools will offer literature which is an elective subject.

i) Competences and learning outcomes in every topic should be in line with those in the syllabi documents.

ii) The learning time allocated to the topics in the Programme Planner should be accurately reflected in each unit/topic and organised in sequence with the Programme Planner.

iii) The organisation of content should be appropriate and in conformity with the two syllabi.

iv) The development of the generic skills and values of the curriculum should be adequately covered in each unit/topic.

v) The content should be accurate.

Language

i) All directions to learners should be given in a language that is clear and easy to understand.

ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The end of each chapter should provide guidance and activities to support the teaching of literature in English.

iii) The size of the text typeface should be appropriate for the age of the target learner.

iv) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

v) Use appropriate illustrations which can successfully reinforce teaching points.

vi) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be presented accurately.

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v) Sensitive issues such as gender balance and ethnicity should be addressed..

vi) There should be provision for *Keywords* and *Glossary* to cater for both English Language and Literature in English. Put the keywords on the first page of each chapter and a glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) The book should provide exercises which can be marked by learners.

ix) Activities, tasks and exercises should encourage critical thinking and problem solving.

c) Chapter introduction

Competency forms part of a chapter introduction The purpose of this introduction is to motivate the learner to think about the chapter under study. The introduction can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. It should include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i) Be appropriate and accurate.

ii) Be relevant to the content.

iii) Be of good quality in terms of colour, perspective, visibility and readability.

iv) Be capable of enhancing the understanding of the text.

v) Conform to the culture and norms of society.

vi) Portray the context of Uganda where possible.

vii) Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.

viii) Be numbered for easy differentiation, following and referencing.

ix) The book should guide and encourage readers (learners) to interact with every illustration included.

Pedagogical Method

i) The pedagogical method should be appropriate to classroom circumstances and learner's needs as well as the nature of the subject. For example, the methods used in the learning of grammar may differ from those used to study a poem or a play in Literature.

ii) The text and applications should be contributing to development of skills; both

subject and generic skills.

iii) The tasks and exercises should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner-centredness).

Resources

i) Information about resources required for each activity or a sub-topic should be stated

ii) The range of resources should be varied to provide vast learning experiences.

Assessment of Learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

vii) Questions should test different skills depending on the focus of the lesson.

viii) The answers should be provided in the Teacher's Guide.

Activity of Integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviour) to solve a problem situation.

Chapter Summary

Every Chapter should have a summary of what has been covered. This should be in relation to the competency and learning outcomes at the beginning of the chapter. The summary of the topics and time allocation for English Language and Literature in English syllabi are shown in the tables below:

ENGLISH LANGUAGE

Senior 1	Topic	Duration (Number of Periods)
	Personal Life and Family	24
Term 1	Finding Information	26
	Food	22
	At the Market	24
Term 2	Children at Work	24
	Environment and Pollution	24
	Urban and rural life	25
	Travel	29
Term 3	Experience of Secondary School	18
Total		**216**

Senior 2	Topic	Duration (Number of Periods)
	Modern Communication Technology	32
Term 1	Celebrations	25
	Parents and Children	21
	Anti-corruption	23
Term 2	Human Rights, Gender and Responsibilities	25
	Tourism, Maps and Giving Directions	21
	Tourism (continued)	16

Term 3	Leisure	27
	Appearance and Grooming	26
Total		**216**

Senior 3	**Topic**	**Duration** **(Number of Periods)**
Term 1	Childhood Memories	22
	School Clubs	22
	Integrity	16
Term 2	Identity Crisis	18
	Relationships and Emotions	25
	Patriotism	15
Term 3	Patriotism (continued)	15
	Further Education	25
	Banking and Money	20
Total		**178**

Senior 4	**Topic**	**Duration** **(Number of Periods)**
Term 1	Leadership	20
	The Media	20
	Culture	15
Term 2	Culture (continued)	15
	Choosing a Career	30

			30
		Applying for a Job	30
Term 3		Globalisation	25
Total			**155**

LITERATURE IN ENGLISH

Senior 1 and 2	**Theme**	**Topic**	**Duration (Number of Periods)**
Term 1 - 3		Oral Literature	10
		Poetry	20
		Drama	21
		Prose	21
Total			**72**

Senior 3 and 4	**Theme**	**Topic**	**Duration (Number of Periods)**
Term 1- 3		Poetry	80
		Drama	128
		Prose	128
Total			**336**

The learner's textbooks should, among others:
i) Cater for all the four language skills.
ii) Begin each sub-topic with oral skills.
iii) Have a range of activities e.g. puzzles, tongue twisters, riddles to make the book appealing.
iv) Include a glossary of words which are likely to be unfamiliar to the learners.
v) Have an appropriate balance of diagrams and illustrations with the texts.
vi) Have a section for literature in English as guided by the teaching syllabus.

The Teacher's Guide should, among others, provide:
i) Procedures for teaching the different language concepts.
ii) Guidance for teaching the oral skills.
iii) Guidance and activities for teaching literature in English.

Specifications for Kiswahili Language Textbooks

Conformity to the Syllabus

i)   Competencies and learning outcomes in every topic should be in line with those in the syllabus document.

ii)   The learning time allocated to the topic in the Programme Planner should be accurately reflected in each topic and organised in sequence with the Programme Planner (scope and sequence).

iii)   The organisation of content should be appropriate and in conformity with the syllabus.

iv)   The development of generic skills and values of the curriculum should be adequately covered in each unit.

v)   The content should be accurate.

Language

i)   All directions to learners should be given in a language that is clear and easy to understand.

ii)   The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii)   Technical terms should be used where appropriate but mixed with easy to understand terms.

iv)   The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i)   A chapter should be derived from the syllabus topic and headings from sub-topics.

ii)   The size of the text typeface should be appropriate for the age of the target learner.

iii)   The size of the text should be readable without difficulty in classrooms with little or no lighting - daylight or artificial.

iv)   Use appropriate illustrations which can successfully reinforce teaching points.

v)   The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i)   Facts should be accurately presented.

ii)   There should be no spelling or grammatical errors.

iii)   Content should be both appropriate and acceptable.

iv)   The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v)   Sensitive issues such as gender balance and ethnicity should be addressed in the spirit of the curriculum.

vi)   There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and glossary at the end of the book.

vii)   There should be sufficient and relevant practice material, including use of

ICT where appropriate.

viii) The textbook should provide exercises which can be marked by learners.

ix) Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of a chapter introduction on the page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. It should include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i) Be appropriate and accurate.

ii) Be relevant to the content.

iii) Be of good quality in terms of colour, perspective, visibility and readability.

iv) Be capable of enhancing the understanding of the text

v) Conform to the culture and norms of society

vi) Portray the context of Uganda where possible

vii) Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.

viii) Be numbered for easy differentiation, following and referencing.

ix) The book should guide and encourage readers (learners) to interact with every illustration included.

Pedagogical method

i) Pedagogical method should be appropriate to classroom circumstances and learner's needs.

ii) The text and applications should be contributing to development of skills; both subject and generic skills.

iii) Tasks and exercises should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner-centredness).

Resources

i) Information about resources required for each activity or a sub-topic should be stated.

ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

vii) The questions should test different skills depending on the focus of the lesson.

viii) The answers to the questions in the textbook should be provided in the Teacher's Guide.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency is shown below.

Chapter summary

Every chapter should have a summary of what has been covered. This should be in relation to the competency and learning outcomes at the beginning of the chapter.

Class	Theme	Topic/Sub-Topic	DURATION (NUMBER OF PERIODS)
Senior 1	Personal	1.1 People at Home	**12**
		1.2 My Home	**12**
		1.3 Domestic Animals	**12**
	Public	1.4 Plants and Fruits	**12**
		1.5 Marketplace	**12**
	Educational	1.6 Life at School	**12**
		1.7 Leadership at School	**12**
	Personal	1.8 Foods and Meals	**12**
	Occupational	1.9 Jobs in the Community	**12**
Senior 2	Public	2.1 People in the Community	**12**
	Personal and Public	2.2 Personal Hygiene and Health	**12**
		2.3 Family Occasions	**12**
	Personal	2.4 Activities at Home	**12**
	Educational	2.5 School Assembly	**12**
	Occupational	2.6 A Visit to a Workplace	**12**
	Public	2.7 Transport	**12**
		2.8 Communication Media	**12**
		2.9 Important Places	**12**
Senior 3	Personal	**3.1** Leisure Activities	**12**
		3.2 Substance Abuse	**12**
	Public	3.3 Natural Disasters	**12**
		3.4 Public Celebrations and Holidays	**12**
	Occupational	3.5 Construction Work	**12**
	Personal	3.6 Individual Rights	**12**
	Public	3.7 National Leadership	**12**
	Occupational	3.8 Fishing	**12**
	Public	3.9 The East African Community	**12**
Senior 4	Public	4.1 Patriotism	**12**
	Personal and	4.2 Security	**12**

		Public		
			4.3 Conflict Resolution	**12**
			4.4 Gender	**12**
			4.5 Music, Dance and Drama	**12**
		Public	4.6 HIV and AIDS	**12**
			4.7 Natural Resources	**12**

Specifications for Geography Textbooks

Conformity to the syllabus

vi) Competences and learning outcomes in every topic should be in line with those in the syllabus document.

vii) The learning time allocated to the topic in the Programme Planner should be accurately reflected in each unit and organised in sequence with the programme planner.

viii) The organisation of content should be appropriate and in conformity with the syllabus.

ix) The development of generic skills and values of the curriculum should be adequately covered in each unit.

x) The content should be accurate.

Language

i) All directions to learners should be given in a language that is clear and easy to understand.

ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation
a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching and learning points should be used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be accurately presented.

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable**.**

iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v) Sensitive issues such as gender balance and ethnicity should be addressed .

vi) There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix) Activities, tasks and exercises should encourage problem solving**.**

c) Chapter introduction
Competency forms part of a chapter introduction on the page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page
This page starts with an introduction which consists of the adapted competency. It should include relevant graphics where necessary for this section and any other section.

e) Real life situations
Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations
The book should have as many illustrations as possible. These should:

i) Be appropriate and accurate.

ii) Be relevant to the content.

iii) Be of good quality in terms of colour, perspective, visibility and readability.

iv) Be capable of enhancing the understanding of the text.

v) Conform to the culture and norms of society.

vi) Portray the context of Uganda where possible.

vii) Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.

viii) Be numbered for easy differentiation, following and referencing.

ix) The book should guide and encourage readers (learners) to interact with every illustration included.

Pedagogical method
i) Pedagogical method should be appropriate to classroom circumstances and learner's needs.

ii) The text and applications should be contributing to development of skills; both subject and generic skills.

iii) Should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner-centredness).

Resources

i) Information about resources required for each activity or a sub-topic should be stated

ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency is shown below.

Chapter summary

Every chapter should have a summary of what has been covered. This should be in relation to the Learning Outcomes at the beginning of the chapter.

SENIOR 1	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Introduction to Geography	1: Introduction	4
		2: Showing the local Area on a map	6
		3: Maps and their Uses	14
		4: Ways of studying Geography	12
Term 2	Introduction to Geography; Introduction to East Africa	5: 5: The Earth and its Movements	12
		6: Weather and Climate	20
		7: Location, Size, and Relief Regions of East Africa	4
Term 3	Introduction to East Africa; World Climates	8: 8: Formation of Major landforms and Drainage in East Africa	26
		9: Climate and Natural Vegetation of East Africa	10
Total			**108**

SENIOR 2	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	World Climates; Mining and Manufacturing in East Africa	10: Climate change in East Africa and the world	8
		11: Major Climatic zones of the World	16
		12: Mining in East Africa	12
Term 2	Mining and Manufacturing in East Africa; Fishing, Wildlife Conservation and Tourism in East Africa	13: Development of Manufacturing industries in East Africa	14
		14: Sustainable use of Fisheries resources in East Africa	12
		15: Wildlife Conservation and Tourism in East Africa	10
Term 3	Population, Urbanisation and Trade in East Africa.	16: Population and Urbanisation in East Africa	20
		17: Transport and Communication in East Africa	16
		Total	**108**

SENIOR 3	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Trade in East Africa; and Trade between East Africa and other parts of the World; Further use of Maps; Introduction to the rest of Africa	18: Trade within and outside East Africa	18
		19: Further skills in Map Reading and Map use	16
		20: Location and size of Africa	2
Term 2	Introduction to the rest of Africa	21: The Relief Regions and Drainage of Africa	16
		22: The Climate and Vegetation of Africa	20
Term 3	Forestry and Irrigation Farming in Africa and other parts of the World	23: Forests, Forest resources and Forestry in Africa	20
		24: Irrigation Farming in Africa and China	16
		Total	**108**

SENIOR 4	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Mining and Industrialisation in Africa and other parts of the World	25: Mineral Resources and Mining in Africa	16
		26: Industrial development in Africa	14
		27: Mining and industrial development in china	6
Term 2	Population and urban development in Africa, and other parts of the World	28: Population and Urbanisation in Africa	22
		29: Population and Urbanisation in china	14
Term 3	Transport, Communication and Trade in Africa; Trade between East Africa and other parts of the World	30: Development of Transport, Communication and Trade in Africa	10
		31: Trade between Africa and the Rest of the World	8
Total			**90**

Specifications for Nutrition and Food Technology Textbooks

1. **Introduction**
The Nutrition and Food Technology textbooks should cater for the ability of the learner to acquire understanding and use the knowledge of Nutrition and Food Technology to creatively plan and prepare meals for different ages, conditions and occasions to be able to offset the challenges of malnutrition in the society. The skills in Food Technology should enable the learner apply the knowledge and skills of value addition to develop products that can be sold in the market for income generation, enabling them to become job creators rather than job seekers.

2. **Conformity to the Nutrition and Food Technology Syllabus**

The textbook should ensure conformity to the Nutrition and Food Technology syllabus comprising of all the topics and projects for each year.

3. **Content and presentation**
✓ Ensure preparation of content for topics over the span of the course.
✓ A description of the processes of producing products should be very clear and chronological, showing the different recipes that can be applied in product development.

4. **Language**
✓ Use technical terms where appropriate

5. **The textbooks**
5.1   Design of the textbook
✓ Mix of single and double column, this will require to present the pages in both formats as shown in the exemplar extracts.
✓ There should be a balance of approximately 50% text and 50% illustration for S1. Increase the proportion of text as learners advance towards senior S4.

5.2   What the Topic will look like
Topic 1 Name of Topic

Competency:

Learning outcomes
✓ *(For each topic, the learning outcomes should be extracted from the corresponding topic in the syllabus document)*
✓ For example ; The following stem should be used to introduce what the learners should do;
In this topic, you will learn:
– Aaa
– Bbb
– Ccc ......etc

5.2.1: Introduction
✓ *The learner should be motivated to think about the topic under study by either asking a question/statement/illustration or giving an activity related to the topic.*
5.2.2: Sub-topics with titles
✓ *Each with text, illustrations, activities etc.*

6. **Illustrations within text**
✓ Identified as Fig 1.? – with meaningful caption

7. **Activity**
Activity 1.?   Title/the key question/the problem
In this activity you will ………………
For this activity you will need:
1. ………………………
2. ………………………

Class	Term	Topic	Sub-Topic
Senior One	**Term One**	Introduction to Nutrition and Food Technology	• Terms used in Nutrition and Food Technology • Feeding habits and practices of different cultures • Hygiene – personal, kitchen and food hygiene • Refuse disposal
		Kitchen equipment and planning	• Use of kitchen equipment • Care of kitchen equipment • Kitchen plans
		Safety in the home	• First Aid in the home • Lighting and ventilation • Water in the home
	Term Two	Proteins	• Sources of protein • Functions in the body • Effects and management of deficiencies in the body • Characteristics of protein foods
		Carbohydrates	• Sources • Functions of proteins in the body • Effects of imbalanced in-take in the body • Characteristics of carbohydrates in the body
	Term Three	Mineral Elements	• Classification of mineral elements • Sources of mineral elements • Functions of mineral elements • Effects of imbalance and their management • Factors that affect absorption
		Processing and Preservation of Vegetables	• Processing vegetables by drying • Processing vegetables using chemicals
Senior Two	**Term One**	Lipids	• Sources • Functions in the body • Management of imbalances • Culinary characteristics
		Vitamins	• Classification • Sources • Functions in the body • Managing effects of imbalances • Characteristics • Conservation during food preparation
		Water	• Sources • Functions in the body • Effects and management of imbalances in the body

				• Preparing hot and cold non-alcoholic beverages
	Term Two	Processing Foods from Vegetable seeds		• Selecting seeds for processing • Processing procedures and safety measures during processing • Processing dry mixed soups • Processing Soy Sausages • Developing other food products from vegetable seeds • Entrepreneurial skills i.e. packaging, labelling, marketing and selling • Sample recipes to use the processed products from vegetable seeds
		Processing and Preserving Fruits		• Food safety in fruit preservation • Essential items required for fruit processing • Selecting fruits for processing • Processing and preserving fruits by drying • Processing and preserving fruits using chemicals
	Term Three	Common Foods		• Foods locally available • Nutritive value of each the foods • Points to consider when selecting each of the foods • Storage of the foods • Uses of each of the foods in cookery **Note: One food should be handled fully before embarking on another.**
		Meal Planning		• Budgeting and shopping for meals • Developing menus for specific groups of people, conditions and functions • Planning for breakfast, lunch and supper
Senior Three	**Term One**	Stocks, soups, sauces and gravies		• Identifying soups, sauces and gravies • Importance and preparation of stocks • Importance of soups, sauces and gravies in the diet • Rules and procedures followed when making soups, sauces and gravies • Preparation of soups • Preparation of sauces • Preparation of gravies
		Sweets/Puddings		• Types and uses of sweets/puddings in the diet • Preparation of sweets/puddings • Recipes for sweets/puddings
		Preparation of basic meals		• Methods of cooking

			• Points to consider when preparing basic meals • Breakfast cereals • Traditional dishes • Preparation of basic breakfast, lunch and supper. • Presentation of meals – use of garnishes and decorations • Table etiquette
	Term Two	Meals for special occasions	• Points to consider when planning meals for special occasions • Preparing and serving meals for special occasions – Buffets, Cocktails, Barbecue, High tea, Luncheons and packed meals
		Milk and Milk Products	• Safe production of milk • Equipment for processing milk • Pasteurising milk • Making Ice cream • Making Yoghurt • Making Cheese • Packaging milk and milk products
	Term Three	Yeast Cookery	• Bread mixtures • Fermented non-alcoholic drinks
		Confectioneries and Pastries	• Cakes • Biscuits and cookies • Scones • Pastries – chapattis, samosas, short crust pastry, rough puff pastry.
Senior Four	**Term One**	Nutrition and the Life Cycle	• Importance of optimum Nutrition at different stages of the life cycle • Meals for people in the different stages of the life cycle • Ensuring a productive life at the different stages of the life cycle • Ways of influencing the community to live healthy life styles
		Management of Nutritional Related Diseases and Disorders	• Guidelines for managing Nutritional Related conditions • Suggested meals for treatment of different Nutritional related conditions • Identification of the different Nutritional related conditions, that is, PEM, Obesity, Anaemia, HIV/AIDS, Anorexia
	Term Two	Processing Meat, Fish and Poultry products	• Processing and preserving Meat products • Processing and preserving Fish products

			• Processing and preserving Poultry products • Packaging and marketing the processed meat, fish and poultry products • Applying recipes to use the processed meat, fish and poultry products.
		Importance of rechauffe cookery and convenience foods in the diet	• Rechauffe dishes in the diet • Convenience foods in the diet
	Term Three	Table Setting and Food Service	• Table setting • Food service

Safety warning / quality and standards and environmental concerns should be as described in the syllabus for each Topic where applicable.

7.1**What to do**:

1. ………………
2. ………………

Illustrations if needed ………………..

Results / discussion / questions

8. **Chapter Summary -** *very brief statements of what the learner has learnt*

✓ ……….
✓ ………..
✓ ………..

9. Assessment tasks

Items that test different competences should be provided.

10.   Situations of Integration

These are scenarios that assess the acquisition and application of competencies by the learners.

The Food preparation and Technology process Skills must be clearly indicated for each topic, that is, Meal planning, preparation, serving, garnishing and decoration, processing, preservation, packaging, costing, marketing and selling.

Table showing the Nutrition and Food Technology Topics as indicated in the syllabus per class

Specifications for Performing Arts Textbooks

Introduction

The Performing Arts syllabus integrates three art forms of Music, Dance and Drama. The subject has a story to tell about cultures, customs and lifestyles of all people. It aims to help learners understand how to create and appreciate Performing Arts, based on two complementary guiding principles: Arts Making

and Arts Response. Each of the 12 school terms of Lower Secondary has one topic with four spiraling sub-topics namely: Performing Arts in our environment; the language of Performing Arts; Performing Arts in the economy and Performing Arts in other societies.

Modernization is bringing changes to Ugandan cultures. The Performing Arts contribute to the work of preserving the rich historical cultures of Uganda and of extending these into the 21st Century. Performing Arts help learners to develop their knowledge, understanding and appreciation of contemporary and historical events within their own communities, within Uganda and beyond. Young people will have opportunities to contribute to, reflect on and respond to the Performing Arts within their own and other cultures.

Conformity to the syllabus

i) Competences and learning outcomes in every topic should be in line with those in the syllabus document.

ii) The learning time allocated to the topic in the Programme Planner should be accurately reflected in each topic and organised in sequence with the Programme Planner.

iii) The organisation of content should be appropriate and in conformity with the syllabus.

iv) The development of generic skills and values of the curriculum should be adequately covered in each topic.

v) The content should be accurate.

Language

i) All directions to learners should be given in a language that is clear and easy to understand.

ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v)   The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i)   Facts should be accurately presented.

ii)   There should be no spelling or grammatical errors.

iii)   Content should be both appropriate and acceptable.

iv)   The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v)   Sensitive issues such as gender balance and ethnicity should be addressed.

vi)   There should be provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii)   There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix)   Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i)   Be appropriate and accurate.

ii)   Be relevant to the content.

iii)   Be of good quality in terms of colour, perspective, visibility and readability.

iv)   Be capable of enhancing the understanding of the text

v)   Conform to the culture and norms of society.

vi)   Portray the context of Uganda where possible.

vii)   Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e.

should not be biased.

viii) Be numbered for easy differentiation, following and referencing.

ix) The book should guide and encourage learners to interact with every illustration included.

Pedagogical method

i) Pedagogical method should be appropriate to classroom circumstances and learner's needs.

ii) The text and applications should be contributing to development of skills; both subject and generic skills.

iii) The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner- centredness).

Resources

i) Information about resources required for each activity or a sub-topic should be stated

ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning
This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.
ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).
iii) There should be adequacy of activities.
iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.
v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.
vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration
This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency is shown below.

Lesson songs
i) Two western lesson songs are expected per term.
ii) They should be composed based on the scope given in the syllabus especially regarding pitch and rhythm
iii) They should be composed on science content from any of the three science subjects. (Check the science curriculum documents for appropriate content and lyrics)

Assessment of learning
This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.
ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).
iii) There should be adequacy of activities.
iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.
v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.
vi) Each chapter should offer assessment activities to assess the learner's

acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency is shown below.

Chapter summary

At every end of a chapter there should be a summary of what has been covered. This should be in relation to the Learning Outcomes at the beginning of the chapter.

SENIOR 1	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Exploring and Making Connections in Performing Arts	1: Performing Arts in the Natural Environment	8
		2: Discovering the basic element of music	12
		3: Exploring Business in Performing Arts	4
Term 2	Exploring, Making and Marketing Performing Arts in the Community	1: Using African Styles in Performing	8
		2: Exploring the basic Elements of music	12
		3: Experimenting with Business in Performing.	4
Term 3	Creating and Appreciating the Role of Performing Arts in the Economy	1: Using African Styles in Performing Arts	8
		2: Using the basic elements of music	12
		3: Performing Arts in the Economy	4
Total			**72**

SENIOR 2	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Experimenting with Performing Arts and Exploring Career Opportunities in the	1: Experimenting with the Elements of music	12
		2: Commercial Performing Arts in the community	4
		3: Exploring the World of Performing Arts	4
		4: Exploring European Art forms	4

	Performing Arts Industry		
Term 2	Experimenting with Performing Arts; and Advertising in the Performing Arts Industry	1: Exploring staff notation	10
		2: Commercial Performing Arts in society	8
		3: Exploring the World of Performing Arts	6
Term 3	Experiencing, Appreciating and Marketing Performing Arts	1: Experiencing and appreciating staff notation	12
		2: Commercial Performing Arts in the Economy	4
		3: Creating Performing Arts in the Material Environment	8
Total			**72**

SENIOR 3	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Creating Performing Arts and Exploring the Performing Arts Industry in the Economy	1: Exploring the Performing Arts Industry in the Economy	12
		2: Integrating the Elements of music	24
		3: Creating Contemporary Performing Arts	12
Term 2	Experiencing and Appreciating Connections in Performing Arts	1: Experimenting with the Performing Arts Industry in the Economy	12
		2: Composing and analyzing western music.	20
		3: Exploring Contemporary Arts and Changes Over Time	10
		4: Creating Contemporary Performing Arts	6
Term 3	Creating Performing Arts and Appreciating the Ethical and Legal Responsibilities in the Production of Performing Arts	1: Exploring the Performing Arts Industry in the Economy	12
		2: Composing and analysing Western music	24
		3: Creating Performing Arts	12
Total			**144**

SENIOR 4	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Creating Performing Arts and Exploring the Performing Arts Industry in the Economy	1: Innovations in Performing Arts.	12
		2: Exploring Performing Arts in the built environment.	24
		3: Using Performing Arts for Marketing.	12
Term 2	Experiencing and Appreciating Connections in Performing Arts	1: Creating and performing the Arts	24
		2: Using Performing Arts in community sensitisation and publicity	12
		3: The Arts, Community and Society	12
Term 3	Creating and Presenting Performing Arts	1: Performing Western Music	16
		2: Performing African Traditional Music	16
		3: Performing the Contemporary Arts	16
Total			**144**

Specifications for Religious Education Textbooks

Introduction
Two text books will be developed; one for Islamic Religious Education (IRE) with a focus on the Qur'an and the other for Christian Religious Education (CRE) with a focus on the Bible. The topics are the same but the references should be drawn from the respective books. The textbooks should include ability of the learner to use and develop both the Religious Education, knowledge, understanding and generic skills.

Conformity to the syllabus
xi) Competencesandlearningoutcomesineverytopicshouldbeinlinewiththosei n the syllabus document.

xii) The learning time allocated to the topic in the Programme Planner should be accuratelyreflectedineachtopicandorganisedinsequencewiththeProgram me Planner.

xiii) Theorganisationofcontentshouldbeappropriateandinconformityw

iththe syllabus.

xiv) The development of generic skills and values of the curriculum should be adequately covered in each topic.

xv) The content should be accurate.

Language

i) Alldirectionstolearnersshouldbegiveninalanguagethatisclearandeasyto understand.

ii) Thelevelofthelanguageshouldasmuchaspossiblebeappropriatetolearnerso f average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) Achaptershouldbederivedfromthesyllabustopicandheadingsfromsub-topics.

ii) Thesizeofthetexttypefaceshouldbeappropriatefortheageofthetargetlearner r.

iii) Thesizeofthetextshouldbereadablewithoutdifficultyinclassroomswithlittle or no lighting, daylight or artificial.

iv) Appropriateillustrationswhichcansuccessfullyreinforceteachingpointsshou ldbe used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be accurately presented.

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv) Thepresentationofconceptsshouldbeappropriatetotheageandlevelofabilit yof learners across the country.

v) Sensitiveissuessuchasgenderbalanceandethnicityshouldbeaddressedinthe spirit of the curriculum.

vi) Thereshouldbeaprovisionforkeywordsandaglossary.Putkeywordsonthefirst page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix) Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:
i)   Be appropriate and accurate.
ii)   Be relevant to the content.
iii) Be of good quality in terms of colour, perspective, visibility and readability.
iv)   Be capable of enhancing the understanding of the text.
v)   Conform to the culture and norms of society.
vi)   Portray the context of Uganda where possible.
vii) Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not bebiased.
viii) Be numbered for easy differentiation, following and referencing.
ix)   The book should guide and encourage learners to interact with every illustration included.

Pedagogical method
i)   Pedagogical method should be appropriate to classroom circumstances and learner's needs.
ii)   The text and applications should be contributing to development of skills; both subject and generic skills.
iii) The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner- centredness).

Resources
i)   Information about resources required for each activity or a sub-topic should be stated

ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency is shown below.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competencyinthechapterintroduction.Itspurposeistoevaluatethelearner'su seofthe resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the

activity of integration relates to the competency is shown below.

Chapter summary

Every chapter should have a summary of what has been covered. This should be in relation to the Learning Outcomes at the beginning of the chapter.

Below are the themes and topics for Religious Education;

Senior 1	Theme	Topic	uration(Number of Periods)
Term 1	Man's Relationship with God	Worship	24
Term 2		Christian/Islamic Rituals and Celebrations	24
Term 3		Values in Christianity, Islam and African Traditional Religion	24 **72**

Senior 2	Theme	Topic	Duration (Number of Periods)
Term 1		Respect for Human Life	24
Term 2	Man's Social Relations	Marriage	24
Term 3		Family	24
			72

Senior 3	Theme	Topic	Duration (Number of Periods)
Term 1	Man's Dominion over	Work	36

		the World		
Term 2			Wealth and Development	36
Term 3			Leisure	36
				108

Senior 4	Theme	Topic	Duration (Number of Periods)
Term 1	Man's Harmonious Co-Existence	Peace	36
Term 2		Justice	36
Term 3		Conflict resolution	36 **108**

Note: The themes and topics are the same in both CRE and IRE.

Specifications for History and Political Education Textbooks

Conformity to the syllabus

xvi)   Competences and learning outcomes in every topic should be in line with those in the syllabus document.

xvii)   The learning time allocated to the topic in the Programme Planner should be accurately reflected in each topic and organised in sequence with the Programme Planner.

xviii)   The organisation of content should be appropriate and in conformity with the syllabus.

xix)   The development of generic skills and values of the curriculum should be adequately covered in each topic.

xx) The content should be accurate.

Language

i)   All directions to learners should be given in a language that is clear and easy to understand.

ii)   The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.
iv) The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be accurately presented.

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v) Sensitive issues such as gender balance and ethnicity should be addressed.

vi) There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix) Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i)   Be appropriate and accurate.

ii)   Be relevant to the content.

iii)   Be of good quality in terms of colour, perspective, visibility and readability.

iv)   Be capable of enhancing the understanding of the text

v)   Conform to the culture and norms of society.

vi)   Portray the context of Uganda where possible.

vii)   Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.

viii) Be numbered for easy differentiation, following and referencing.

ix)   The book should guide and encourage learners to interact with every illustration included.

Pedagogical method

i)   Pedagogical method should be appropriate to classroom circumstances and learner's needs.

ii)   The text and applications should be contributing to development of skills; both subject and generic skills.

iii)   The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner- centeredness).

Resources

i)   Information about resources required for each activity or a sub-topic should be stated

ii)   The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i)   The book should bear evidence of evaluation by chapter/theme.

ii)   Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii)   There should be adequacy of activities.

iv)   A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v)   Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi)   Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency is shown below.

Chapter summary

Every chapter should have a summary of what has been covered. This should be in relation to the Learning Outcomes at the beginning of the chapter.

SENIOR 1	THEME 1 UNDERSTANDING OUR PAST	DURATION (NUMBER OF PERIODS)
	1: Finding out about our past	10
	2: The Origin of man	16
	3: Migration and settlement in East Africa since 1000 AD	08
	4. Culture and Ethnic groups in East Africa	12
	5: State formation in East Africa	14
	6.Religions in East Africa	10
	7: Local and External trade contacts with East African communities	18
	8: Scramble, Partition and Colonization of East Africa	10
	9. Response to the establishment of colonial rule in East Africa	10
	Total	**108**

SENIOR 2	THEME 2 COLONISATION AND STRUGGLE FOR INDEPENDENCE	DURATION (NUMBER OF PERIODS)
	1: The colonial Administrative systems in East Africa	12
	2: The colonial economy in East Africa	12
	3: World wars in East Africa	16
	4: Struggle for independence in East Africa	14
	5: Post independence -Socio-Economic challenges in East Africa	14
	6: Civil society and non-governmental organizations .	12
	7: Changing land tenure systems in East Africa	10
	8: Key personalities in the history of East Africa before the independence	18
	Total	**108**

SENIOR 3	THEME 3 UGANDA	DURATION (NUMBER OF PERIODS)
	1: The structure of Uganda government	15
	2. Local government in Uganda	16
	3: Constitutionalism in Uganda.	15
	4: Democracy and leadership in Uganda	15
	5: The UN organization and its impact on Uganda	16
	6: The evolution of Human Rights in East Africa.	16
	7: The post-independence liberation struggles in Uganda	81
	8.Patriotism in Uganda	16
	9 : Key contributors to nation building in the post-colonial period	17
	Total	**144**

SENIOR 4	THEME 4 INTERACTIONS WITH THE WORLD.	DURATION (NUMBER OF PERIODS)
	1: Lessons from world economic transformations	21
	2: Pan-Africanism –A.U,EAC,EALA,ECOWAS,SADC etc.	23
	3: Neo-colonialism in East Africa	19
	4: Globalization	19
	5: Liberation struggles in South Africa	21
	6.Peace,conflicts and resolution in East Africa	21
	7. Topical Reviews.	20
	Total	**144**

Specifications for Biology Textbooks

Conformity to the syllabus

xxi)   Competences and learning outcomes in every topic should be in line with those in the syllabus document.

xxii)   The learning time allocated to the topic in the Programme Planner should be accurately reflected in each topic and organised in sequence with the Programme Planner.

xxiii)   The organisation of content should be appropriate and in conformity with the syllabus.

xxiv)   The development of generic skills and values of the curriculum should be adequately covered in each topic.

xxv)   The content should be accurate.

Language

i)   All directions to learners should be given in a language that is clear and easy to understand.

ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i)   A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v)   The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i)   Facts should be accurately presented

ii)   There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv)   The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v)   Sensitive issues such as gender balance and ethnicity should be addressed in the spirit of the curriculum.

vi)   There should be a provision for keywords and a glossary.Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix)   Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i)   Be appropriate and accurate.
ii)   Be relevant to the content.
iii)   Be of good quality in terms of colour, perspective, visibility and readability.
iv)   Be capable of enhancing the understanding of the text.
v)   Conform to the culture and norms of society.
vi)   Portray the context of Uganda where possible.
vii)   Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.
viii) Be numbered for easy differentiation, following and referencing.
ix)   The book should guide and encourage learners to interact with every illustration included.

Pedagogical method

i)   Pedagogical method should be appropriate to classroom circumstances and learner's needs.
ii)   The text and applications should be contributing to development of skills; both subject and generic skills.
iii)   The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner-centredness).
iv)   The Science Process and inquiry skills must be clearly indicated for each chapter, that is, identification of the problem, variables, planning, investigation, recording and communication.

Resources

i)   Information about resources required for each activity or a sub-topic should be stated
ii)   The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i)   The book should bear evidence of evaluation by chapter/theme.
ii)   Assessment activities should be appropriate (i.e. testing the three domains of learning).
iii)   There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency is shown below.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency is shown below.

Chapter summary

Every chapter should have a summary of what has been covered. This should be in relation to the Learning Outcomes at the beginning of the chapter.

Following are the themes, topics and duration of each topic for Biology

SENIOR 1	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Diversity of Living Things	Introduction to Biology	**8**
		Cells	**20**
		Classification	**8**
Term 2	Diversity of Living Things	Classification	**36**
Term 3	Diversity of Living Things	Insects	**20**
		Flowering plants	**16**
		Total	**108**

SENIOR 2	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Soil	Physical and chemical properties of soil	20
		Soil erosion and conservation; causes, effects and prevention	16
Term 2	Nutrition in plants and animals	Nutrition types and Nutrient compounds	11
		Nutrition in green plants	10

		Nutrition in mammals	15
Term 3	Transport in Plants and Animals	Transport in plants	18
		Transport in animals	18
		Total	**108**

SENIOR 3	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Respiration in plants and animals	Gaseous exchange	14
		Aerobic respiration and anaerobic respiration	15
	Excretion	Excretion in animals	19
Term 2	Co-ordination in animals	Chemical coordination in humans	18
		Nervous coordination in humans	22
		Receptor organs in man	8
Term 3	Locomotion in Animals	Locomotion in a mammal	20
	Growth and Development in Plants and Animals	Growth in plants and animals	12
		Development in plants and animals	16
		Total	**144**

SENIOR 4	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Reproduction in organisms	Asexual reproduction in plants (vegetative reproduction)	10

		Sexual reproduction in plants	16
		Sexual reproduction in humans	22
Term 2	Genetics	Inheritance	20
		Variation and Selection	13
	Inter-Relationships	Concept of ecology	3
		Food chains and food webs	12
Term 3	Inter-Relationships	Associations in biological communities	18
		Humans and natural environment	20
		Total	**136**

Specifications for Physics Textbooks

Conformity to the syllabus

xxvi)   Competences and learning outcomes in every topic should be in line with those in the syllabus document.

xxvii)   The learning time allocated to the topic in the Programme Planner should be accurately reflected in each topic and organised in sequence with the Programme Planner.

xxviii)   The organisation of content should be appropriate and in conformity with the syllabus.

xxix)   The development of generic skills and values of the curriculum should be adequately covered in each topic.

xxx)   The content should be accurate.

Language

i)   All directions to learners should be given in a language that is clear and easy to understand.

ii)   The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii)   Technical terms should be used where appropriate but mixed with easy to understand terms.

iv)   The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be accurately presented.

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v) Sensitive issues such as gender balance and ethnicity should be addressed in the spirit of the curriculum.

vi) There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix) Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the

textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i)   Be appropriate and accurate.

ii)   Be relevant to the content.

iii)   Be of good quality in terms of colour, perspective, visibility and readability.

iv)   Be capable of enhancing the understanding of the text.

v)   Conform to the culture and norms of society.

vi)   Portray the context of Uganda where possible.

vii)   Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.

viii)   Be numbered for easy differentiation, following and referencing.

ix)   The book should guide and encourage learners to interact with every illustration included.

Pedagogical method

i)   Pedagogical method should be appropriate to classroom circumstances and learner's needs.

ii)   The text and applications should be contributing to development of skills; both subject and generic skills.

iii)   The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner- centredness).

iv)   The Science Process and inquiry skills must be clearly indicated for each chapter, that is, identification of the problem, variables, planning, investigation, recording and communication.

Science, Technology and Society Box

If appropriate to the chapter, include something on Science, Technology and Society. It will be a text with some illustrations if appropriate.

Resources

iii)   Information about resources required for each activity or a sub-topic should be stated

iv)   The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i)   The book should bear evidence of evaluation by chapter/theme.

ii)   Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii)   There should be adequacy of activities.

iv)   A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs)

should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency is shown below.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Chapter summary

Every chapter should have a summary of what has been covered. This should be in relation to the Learning Outcomes at the beginning of the chapter.

Physics Programme Planner

SENIOR ONE	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Introduction	Introduction to Physics	6
	Mechanics and properties of matter	Measurements in Physics	30
Term 2	Mechanics and properties of Matter	States of matter	10
	Mechanics and properties of Matter	Effects of forces	16
	Heat	Temperature measurements	10
Term 3	Heat	Heat transfer	12
	Heat	Expansion of solids, liquids and gases	8
	Light	Nature of light; reflection of light at plane surfaces	16
Total			**108**

SENIOR TWO	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Mechanics and properties of Matter	Work, energy and power	20
	Mechanics and properties of Matter	Turning effect of forces, centre of gravity and stability	16
Term 2	Mechanics and properties of Matter	Pressure in solids and fluids	16
	Mechanics and properties of Matter	Mechanical properties of Materials and Hooke's law	12
	Light	Reflection of light at curved surfaces	8
Term 3	Magnetism	Magnets and magnetic fields	10
	Electricity	Electrostatics	8
	Earth and space physics	The solar system	18
Total			**108**

SENIOR THREE	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Mechanics and properties of Matter	Linear and non-linear motion	30
	Light	Refraction, dispersion and colour	18
Term 2	Light	Lenses and optical instruments	18
	Waves	General wave properties	16

		Waves	Sound waves	14
Term 3		Heat	Heat quantities and vapours	20
		Earth and space physics	Stars and galaxies	14
		Earth and space physics	Satellites and communication	14
Total				**144**

SENIOR FOUR	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Electricity	Introduction to current electricity	14
	Electricity	Voltage, resistance and Ohm's law	18
	Magnetism	Electromagnetic effects	16
Term 2	Electricity	Electric energy distribution and consumption	28
	Modern physics	Atomic models	20
Term 3	Modern physics	Nuclear processes	20
	Modern physics	Digital electronics	20
Total			**136**

Specifications for the Mathematics Textbooks

Conformity to the syllabus

xxxi)   Competences and learning outcomes in every topic should be in line with those in the syllabus document.

xxxii)   The learning time allocated to the topic in the Programme Planner should be accurately reflected in each unit and organised in sequence with the Programme Planner.

xxxiii)   The organisation of content should be appropriate and in conformity with the syllabus.

xxxiv)   The development of generic skills and values of the curriculum should be adequately covered in each unit.

xxxv)   The content should be accurate.

Language

i)   All directions to learners should be given in a language that is clear and easy to understand.

ii)   The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii)   Technical terms should be used where appropriate but mixed with easy to understand terms.

iv)   The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be accurately presented

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v) Sensitive issues such as gender balance and ethnicity should be addressed.

vi) There should be provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix) Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i) Be appropriate and accurate.

ii) Be relevant to the content.

iii) Be of good quality in terms of colour, perspective, visibility and readability.

iv) Be capable of enhancing the understanding of the text

v) Conform to the culture and norms of society.

vi) Portray the context of Uganda where possible.

vii) Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.

viii) Be numbered for easy differentiation, following and referencing.

Note: The book should guide and encourage learners to interact with every illustration included.

Pedagogical method

i) Pedagogical method should be appropriate to classroom circumstances and learner's needs.

ii) The text and applications should be contributing to development of skills; both subject and generic skills.

iii) The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner-centredness).

Resources

i) Information about resources required for each activity or a sub-topic should be stated

ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of Integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency should be included.

These are questions that will test different skills in relation to the learning outcomes of the chapter. Some tasks may require immediate responses while others may be take home.
Solutions should be provided to some few selected tasks to aid the learner in self- assessment.

Learners are likely to copy diagrams from the textbook. If accuracy is necessary then the diagram should be drawn against a ½cm square grid, or learners should be instructed to trace the diagrams.

The attention of publishers should be drawn to the list of tools and equipment required. Publishers should be encouraged to promote the use of the equipment listed, but not to require any further resources. In particular, they should assume that ½cm square paper, commonly known here as 'graph paper', is available, but that other forms of graph paper are not. (At present, UNEB requires the use of different sorts of graph paper, and many candidates meet these for the first time when they take the exam.)

Chapter Summary
Every chapter should have a summary of what has been covered. This should be in relation to the competency and learning outcomes at the beginning of the chapter.

Senior 1	Topic	Duration Number Of Periods
Term 1	1. Number Bases	15
	2. Working with Integers	15
	3. Fractions, Percentages and Decimals	15
	Rectangular Cartesian Coordinates in 2- 4. Dimensions	15
Term 2	5. Geometric Constructions Skills	12
	6. Sequence and Patterns	12
	7. Bearings	12
	8. General and Angle Properties of Geometric Figures	12
	9. Data Collection and Presentation	12

Term 3	10: Reflection	12
	11. Equation of Lines and Curves	12
	12: Algebra 1	12
	13: Business Arithmetic	12
	14: Time and Time Tables	12
		180

Senior 2	Topic	Duration Number of Periods
Term 1	1. Mappings and Relations	15
	2. Vectors and Translation	15
	3. Graphs	15
	4. Numerical Concept 1: (Indices and Logarithms)	15
Term 2	5. Inequalities and Regions	12
	6. Algebra 2	12
	7. Similarities and Enlargement	14
	8. Circle	10
	9. Rotation	12
Term 3	10. Length and Area Properties of Two Dimensional Geometrical Figures	15
	11. Nets, Areas and Volumes of Solids	15
	12. Numerical Concept 2 (Indices, Logarithms and Surds)	15
	13. Set Theory	15
		180

Senior 3	Topic	Duration Number of Periods
Term 1	1. Equation of a Straight Line	15
	2. Trigonometry 1	15
	3. Data Collection /Display	15
	4. Vectors	15
Term 2	5. Ratios and Proportions	12
	6. Business Mathematics	12
	7. Trigonometry 2	12
	8. Matrices	12
	9. Matrix Transformations	12
Term 3	10. Simultaneous Equations	15
	11. Probability	15
	12. Quadratic Equations	15
	13. Circle Properties	15
		180

		Duration Number of Periods
Senior 4	**Topic**	
Term 1	1. Composite Functions	20
	2. Linear–Programming	20
	3. Equations and Inequalities	20
	4. Loci	20

Term 2	5. Lines and Planes in Three Dimensions	20
Term 3		
	Revision	
		100

Specifications for Chemistry Textbooks

Conformity to the syllabus

xxxvi)   Competences and learning outcomes in every topic should be in line with those in the syllabus document.

xxxvii)   The learning time allocated to the topic in the Programme Planner should be accurately reflected in each unit and organised in sequence with the Programme Planner.

xxxviii)   The organisation of content should be appropriate and in conformity with the syllabus.

xxxix)   The development of generic skills and values of the curriculum should be adequately covered in each unit.

xl)   The content should be accurate.

Language

i)   All directions to learners should be given in a language that is clear and easy to understand.

ii)   The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii)   Technical terms should be used where appropriate but mixed with easy to understand terms.

iv)   The book should be free from spelling and grammatical errors.

Content and Presentation
a) Textbook design

i)   A chapter should be derived from the syllabus topic and headings from sub-topics.

ii)   The size of the text typeface should be appropriate for the age of the target learner.

iii)   The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv)   Appropriate illustrations which can successfully reinforce teaching points should be used.

v)   The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i)   Facts should be accurately presented
ii)   There should be no spelling or grammatical errors.
iii)   Content should be both appropriate and acceptable**.**
iv)   The presentation of concepts should be appropriate to the age and level of ability of learners across the country.
v)   Sensitive issues such as gender balance and ethnicity should be addressed.
vi)   There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.
vii)   There should be sufficient and relevant practice material, including use of ICT where appropriate.
viii) Exercises which can be marked by learners should be provided.
ix)   Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i)   Be appropriate and accurate.
ii)   Be relevant to the content.
iii)   Be of good quality in terms of colour, perspective, visibility and readability.
iv)   Be capable of enhancing the understanding of the text.
v)   Conform to the culture and norms of society.
vi)   Portray the context of Uganda where possible.

vii) Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.
viii) Be numbered for easy differentiation, following and referencing.
ix) The book should guide and encourage learners to interact with every illustration included.

Pedagogical method

i) Pedagogical method should be appropriate to classroom circumstances and learner's needs.
ii) The text and applications should be contributing to development of skills; both subject and generic skills.
iii) The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner- centredness).

Activity box

Activity 1?   Title/the key question/the problem In this activity you will ………………

For this activity you will need …………….
– A
– B
Safety warning/precaution to be included if needed;

What to do …………………………..
1. a
2. b
Illustrations if needed ………………..
Results / discussion / questions

Discussion boxes

These might provide information or questions which could result in a class discussion.

- **Summary box -** very brief statements of what has been covered
- Aaaaaaa
- Bbbbbbb
- Ccccccc

Science, Technology and Society box

If appropriate to the chapter, include something on Science, Technology and Society. It will be a text with some illustrations if appropriate.

Resources

i) Information about resources required for each activity or a sub-topic should be stated
ii) The range of resources should be varied to provide vast learning

experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i)   The book should bear evidence of evaluation by chapter/theme.
ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).
iii) There should be adequacy of activities.
iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.
v)   Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.
vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Senior 1	Theme	Topic	Duration (Number of Periods)
Term 1	Introduction to Chemistry I	Chemistry and Society	6
		Experimental Chemistry	12
	Particle Nature of Matter	States and Changes of States of Matter	9
		Using Materials	9
Term 2	Temporary and Permanent Changes to Materials	Temporary and Permanent Changes	16
		Mixtures, Elements and Compounds	20
Term 3	Air and Environment	Air	10
		Water	14

			12
Earth and Space		Rocks and Minerals	
			108

Senior 2	Theme	Topic	Duration (Number of Periods)
Term 1	Acids and Alkalis	Acids and Alkalis	12
		Salts	12
	The Periodic Table	The Periodic Table	12
Term 2	Carbon in the Environment	Carbon in the Environment	36
Term 3	Order of Reactivity of Metals	The Reactivity Series	36
			108

Senior 3	Theme	Topic	Duration (Number of Periods)
Term 1	Carbon in Life	Carbon in Life	30
	Structures and Bonds	Structures and Bonds	18
Term 2	Using Equations in Chemistry	Formulae, Stoichiometry and Mole Concept	30
	Structures of Substances	Properties and Structures of Substances	18
Term 3	Fuels and Energy	Fossil Fuels	20
	Reactants and Products	Chemical Reactions	28
			144

Senior 4	Theme	Topic	Duration (Number of Periods)
Term 1	REDOX Reactions	Oxidation and Reduction Reactions	18
		Industrial Processes	30
Term 2	Periodicity	Trends in the Periodic Table	20
	Thermochemistry	Energy Changes during Chemical Reactions	28
Term 3	Consumable Chemicals	Chemical for Consumers	20
		Nuclear Processes	12
			128

Specifications for Physical Education Textbooks

Conformity to the syllabus

xli) Competences and learning outcomes in every topic should be in line with those in the syllabus document.

xlii) The learning time allocated to the topic in the Programme Planner should be accurately reflected in each unit and organised in sequence with the Programme Planner.

xliii) The organisation of content should be appropriate and in conformity with the syllabus.

xliv) The development of generic skills and values of the curriculum should be adequately covered in each unit.

xlv) The content should be accurate.

Language

i) All directions to learners should be given in a language that is clear and easy to understand.

ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be accurately presented

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v) Sensitive issues such as gender balance and ethnicity should be addressed in the spirit of the curriculum.

vi) There should be provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix) Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i)   Be appropriate and accurate.
ii)   Be relevant to the content.
iii)   Be of good quality in terms of colour, perspective, visibility and readability.
iv)   Be capable of enhancing the understanding of the text
v)   Conform to the culture and norms of society.
vi)   Portray the context of Uganda where possible.
vii)   Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.
viii) Be numbered for easy differentiation, following and referencing.

Note: The book should guide and encourage learners to interact with every illustration included.

Pedagogical method
i)   Pedagogical method should be appropriate to classroom circumstances and learner's needs.
ii)   The text and applications should contribute to development of skills; both subject and generic skills.
iii)   The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner-centredness).

Resources
i)   Information about resources required for each activity or a sub-topic should be stated
ii)   The range of resources should be varied to provide vast learning experiences.

Assessment of learning
This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.
i)   The book should bear evidence of evaluation by chapter/theme.
ii)   Assessment activities should be appropriate (i.e. testing the three domains of learning).
iii)   There should be adequacy of activities.
iv)   A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.
v)   Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.
vi)   Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration
This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of   the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the

activity of integration relates to the competency should be included.

The activity has questions that will test different skills in relation to the learning outcomes of the chapter. Some tasks may require immediate responses while others may be take-home.
Solutions should be provided to some few selected tasks to aid the learner in self- assessment

Chapter Summary
Every chapter should have a summary of what has been covered. This should be in relation to the learning outcomes at the beginning of the chapter.

Senior 1	Theme	Topic	Duration (Number of Periods)
Term 1	Theory and Practice of PE	Introduction to PE	2
		Safety and First Aid	8
		Body Conditioning	6
	Aesthetics	Movement Concepts	8
	Theory and Practice of PE	Exercise, Rest and Hygiene	6
Term 2	Athletics	Basic running Skills	10
	Games	Basic Skills in Rounders	8
Term 3	Theory and Practice of PE	Skills Development and Diet	4
	Games	Basic Skills in Netball	10
		Basic Skills in Volleyball	10 **72**

Senior 2	Theme	Topic	Duration (Number of Periods)
Term 1	Theory and Practice of PE	Factors in Performance of Physical Activities	6
		Physical Fitness	10
	Aesthetics	Basic Skills in Educational Gymnastics	8
Term 2	Theory and Practice of PE	Agreeable and Disagreeable Behaviour	4
	Athletics	Basic Jumping Skills	10
		Basic Throwing Skills	10
Term 3	Theory and Practice of PE	Leisure and Recreation	4
	Games	Basic Skills in Handball	10
		Basic Skills in Soccer	10 72

Senior 3	Theme	Topic	Duration (Number of Periods)
Term 1	Theory and Practice of PE	The Body and Physical Activities	12
	Athletics	Development of Running Skills	12
		Game 1 (from: Rugby, Hockey, Basketball, Cricket, Badminton, Table Tennis)	12

	Games	Game 2 (from: Rugby, Hockey, Basketball, Cricket, Badminton, Table Tennis)	12
Term 2	Theory and Practice of PE	Media and Sports	12
	Aesthetics	Aesthetics choice made; (Aerobics, Swimming)	20
	Athletics	Development of Jumping Skills	16
Term 3	Theory and Practice of PE	PES at National and International Level	10
		Fitness Testing and Training	14
	Games	Game 1 (from: Rugby, Hockey, Basketball, Cricket, Badminton, Table Tennis)	12
		Game 2 (from: Rugby, Hockey, Basketball, Cricket, Badminton, Table Tennis)	12
			144

Senior 4	Theme	Topic	Duration (Number of Periods)
Term 1	Theory and Practice of PE	Health, Physical Activity and Stress Management	12

	Aesthetics	Aesthetics choice made; (Aerobics, Swimming)	20
	Athletics	Development of Throwing Skills	16
Term 2	Theory and Practice of PE	Access to Sports	12
		Physical Education and Sports for Peace and Development	16
	Aesthetics	Aesthetics choice made; (Aerobics, Swimming)	20
Term 3	Aesthetics	Practical Assessment	6
	Athletics	Practical Assessment	6
	Games	Practical Assessment	8 **116**

Specifications for Technology and Design Textbooks

Introduction

The Technology and Design textbooks should cater for the ability of the learner to acquire understanding and use the knowledge of Technology and Design to creatively plan and prepare products for different customers. The skills in Technology and Design should enable the learner to apply the knowledge and skills of value addition to develop products that can be sold in the market for income generation, enabling them to become job creators rather than job seekers.

Conformity to the syllabus

xlvi) Competences and learning outcomes in every topic should be in line with those in the syllabus document.

xlvii) The learning time allocated to the topic in the Programme Planner should be accurately reflected in each unit and organised in sequence with the Programme Planner.

xlviii) The organisation of content should be appropriate and in conformity with the syllabus.

xlix) The development of generic skills and values of the curriculum should be adequately covered in each unit.

l) The content should be accurate.

Language

i) All directions to learners should be given in a language that is clear and easy to understand.

ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be accurately presented.

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v) Sensitive issues such as gender balance and ethnicity should be addressed in the spirit of the curriculum.

vi) There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix) Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and

any other section.

e) Real life situations
Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations
The book should have as many illustrations as possible. These should:
i)   Be appropriate and accurate.
ii)   Be relevant to the content.
iii)   Be of good quality in terms of colour, perspective, visibility and readability.
iv)   Be capable of enhancing the understanding of the text.
v)   Conform to the culture and norms of society.
vi)   Portray the context of Uganda where possible.
vii)   Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.
viii) Be numbered for easy differentiation, following and referencing.

Note: The book should guide and encourage learners to interact with every illustration included.

Pedagogical method
i)   Pedagogical method should be appropriate to classroom circumstances and learner's needs.
ii)   The text and applications should be contributing to development of skills; both subject and generic skills.
iii)   The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner-centredness).

Resources
i)   Information about resources required for each activity or a sub-topic should be stated
ii)   The range of resources should be varied to provide vast learning experiences.

Assessment of learning
This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.
i)   The book should bear evidence of evaluation by chapter/theme.
ii)   Assessment activities should be appropriate (i.e. testing the three domains of learning).
iii) There should be adequacy of activities.
iv)   A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.
v)   Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.
vi)   Each chapter should offer assessment activities to assess the learner's

acquisition of skills taught in that chapter.

Activity of integration
This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency should be included.

Chapter summary
Every chapter should have a summary of what has been covered. This should be in relation to the competency and learning outcomes at the beginning of the chapter.

Technology & Design process skills
These must be clearly indicated for each topic that is, planning, preparation, modelling, processing, preservation, and packaging, costing, marketing and selling.

Senior 1	Theme	Topic	Duration (Number of Periods)
Term 1	Design Application	1: Introduction to Design	10
		2: The Design Process	10
	Design and Drawing	3: Introduction to Drawing	4
Term 2	Design and Drawing	4: Basic Shapes	10
		5: Tangents to Circles	10
	Technology in the Making	6: Health, Safety, Security and Environment	4
Term 3	Technology in the Making	7: Tools	8
		8: Materials	8
		9: Making Processes	8
			72

Senior 2	Theme	Topic	Duration (Number of Periods)
Term 1	Design and Drawing	10: Enlargement and Reproduction	8
		11: Transformation	8
		12: Pictorial Drawing	8
Term 2	Design and Drawing	13: Orthographic Projections	12
	Technology in the Making	14: Mechanical Systems	12
Term 3	Technology in the Making	15: Tools	12
		16: Engineering Materials	12
			72

Senior 3	Theme	Topic	Duration (Number of Periods)
Term 1	Design and Drawing	17: Loci	24
		18: Plain and Diagonal Scales	24
Term 2	Design and Drawing	19: Further Orthographic Projections	12
		20: Building Drawing	12
		21: Mechanical Drawing	12

	Theme	Topic	Duration
	Technology in the Making	22: Material Preservation and Protection	12
Term 3	Technology in the Making	23: Making Processes	12
		24: Materials Joining	12
		25: Renewable Energy	12
		26: Maintenance of Simple Machines	12
			144

Senior 4	Theme	Topic	Duration (Number Of Periods)
Term 1	Design and Drawing	27: Sectioning	24
		28: Surface Development f Solids	24
Term 2	Technology in the Making	29: Electricity and Electronics	16
		30: Construction Practice	16
		31: Electronics	16
Term 3	Technology in the Making	32: Maintenance and Repair of Simple Machines	40
			136

Specifications for Entrepreneurship Textbooks

Introduction

The reformed curriculum is a move from a curriculum based on passing on knowledge from teacher to students to one emphasising the development of understanding, skills, values and attitudes not just knowledge. It puts emphasis on the learners rather than the teacher. This means the emphasis is on learners being able to find out information (knowledge as well as understanding, develop skills, values and attitudes) for themselves rather than being given knowledge by the teacher or text book. The textbooks should focus on how learners can make use of the knowledge.

The text books must be interactive. They should as far as possible be based on activities which help learners to find out new concepts for themselves, promote active learning with activities and ideas for discussion. Activities should be based on stimulus materials which help in this process. Stimulus materials may include photographs, pictures, tables, scenarios, stories, poems and cartoons as well as Case Studies. The Case Study should be used for questions which make learners think and express their responses in their own words, not just reproducing what the case study provides.

The textbooks should also have activities to engage learners to draw from their own experiences, or projects. The goal should be for the learner to find out information for themselves in order to enhance acquisition of knowledge, understanding of concepts, and development of skills, values, and attitudes. The textbook should aim at the holistic development of the learner. Activities should address all the multi-abilities in the class. Whereas there are basic activities for all learners, more complex activities should be included for the gifted learners.

The pattern of the text will be activities interlinked with text throughout rather than a passage of text followed by testing activities as in traditional books. The content should be based on the needs of the learners when they leave school rather than just the needs for those going on to higher studies. The textbooks should include ability of the learner to use and develop both the Entrepreneurship Education and generic skills.

Conformity to the Entrepreneurship Syllabus of the New Lower Secondary School Curriculum

- Is every learning outcome of the sub-topic represented in the specimen unit?
- Is the learning time accurately allocated to the sub-topic as in the programme planner?
- Is the material organized in sequence with the programme planner?

Content and presentation

- Is the organization of content appropriate and in conformity with the syllabus?

- Breadth of syllabus coverage with reference to Uganda; and use of relevant case studies and scenarios.

- Is the content appropriateness and acceptable to the target group?

- Is the presentation of concepts appropriate to the age and level of ability of learners across the country?

- Originality of the content with relevant texts.

- Depth of content coverage: in-depth coverage on all aspects of the syllabus.

- Balanced coverage of competences for the three learning domains: the cognitive, psychomotor, and affective.

- Accuracy of facts and concepts.

- Relevancy to learners' experience: contextualized within the learner's setting.

- Is the development of generic and the Entrepreneurship skills adequately covered in the specimen unit?

- Is the development of values adequately covered in the specimen unit?

- Are the key learning outcomes and values of the curriculum promoted in the specimen unit?

Content and Presentation

Pedagogical method

i.   Pedagogical method: appropriate to classroom and outside class and learner's needs

ii.   Contribution of the text and applications to development of skills and values

iii. Tasks and exercises based on the text, relevant, consideration for learners with special needs and encourage development of :

a. key generic skills applicable to Entrepreneurship

b. Entrepreneurship skills, e.g. reading, interpreting of texts and scenarios, using timelines, photograph interpretation, data management skills: organizing information; interactive skills; photo and visual skills, and cognitive skills.

c. Is the size of the text typeface in the specimen unit appropriate for the age of the learner?

d. Is the size of the text in the specimen unit readable without difficulty in classrooms with little or no lighting, daylight or artificial?

Level of language
- Simple, clear and appropriate to the target level

- Use of acceptable, standard and grammatically correct British English

- Correct representation of technical terms/concepts

- development of the three language skills

- Vocabulary development related to Entrepreneurship.

- Clarity of statements(readability and understandability)

- Are instructions to learners given in language that is clear and easy to understand?
- Is the level of the language appropriate to students of average ability across the country?

Editorial content
i)   Facts should be accurately presented.
ii)   There should be no spelling or grammatical errors.
iii)   Content should be both appropriate and acceptable**.**
iv)   The presentation of concepts should be appropriate to the age and level of ability of learners across the country.
v)   Sensitive issues such as gender balance and ethnicity should be addressed in the spirit of the curriculum.
vi)   There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.
vii)   There should be sufficient and relevant practice material, including use of ICT where appropriate.
viii)   Exercises which can be marked by learners should be provided.
ix)   Activities, tasks and exercises should encourage problem solving**.**

Illustrations:
- Quality, colour harmony, correct placement, relevancy and ability of illustrations to enhance understanding of the content.
- Accuracy of illustrations.

- Relationship between text and illustrations/ how the illustrations fit in the text
- Suitability of illustrations to the target group
- Conformity to cultural norms and diversity
- Are the illustrations appropriate to the target group?
- Do the illustrations enhance the understanding of the text?
- Do the illustrations reflect the context of Uganda?

Sensitivity
- Persons and events portrayed positively and objectively.

- National groups and minorities represented in a way that is fair to them and their beliefs.

- Gender sensitivity/males and females portrayed as equals.

- Presence of equal opportunities in employment and family situations.

Page lay out

- Presentation of cover page(quality of paper, , illustrations/ icons/drawings): cover page should reflect Entrepreneurship Activities

- Binding (to be specified y the production unit)

- Page layout

- Font size and style used to be specified by the production unit

- Font type :Cambria for secondary

- General readability

Spacing, margins, clarity of impression

Real life situations
Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

Resources
i) Information about resources required for each activity or a sub-topic should be stated
ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning
This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.
i) The book should bear evidence of evaluation by chapter/theme.
ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).
iii) There should be adequacy of activities covering all the three domain and

promoting the development of a number of process skills

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.
v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.
vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.
vii) Appropriateness of tests and exercises (testing the three levels of learning and).

viii) Inclusion of project work activities to be done in the school and learner's local area.

Activity of integration
This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency should be included.

Chapter summary

Every chapter should have a summary of what has been covered. This should be in relation to the competency and learning outcomes at the beginning of the chapter.

The Entrepreneurship process skills must be clearly indicated for each topic that is, planning, preparation, modeling, processing, preservation, and packaging, costing, marketing and selling.

End matter

- Glossary (not more than three pages)
- Index
- Appendices/websites
- References

Senior 1	Area of Learning	Theme	Duration (Number of Periods)
Term 1	Creating an Entrepreneurial Awareness	Introduction to Entrepreneurship Education	24
Term 2	Scanning the Environment	Businesses in Uganda	12
		Business Ideas and Business Opportunities	12
Term 3	Start-up Process	Business Start-up Process	14
		Introduction to Government Revenue	10
			72

Senior 2	Area of Learning	Theme	Duration (Number of Periods)
Term 1	Business Management	Legal Forms of Business Ownership	12
		Production in Business	12

Term 2	Business Management	Marketing in a Small Business Enterprise	24
Term 3	Business Support	Money and Financial Institutions	14
		Taxation	10
			72

Senior 3	Area of Learning	Theme	Duration (Number of Periods)
Term 1	Business Management	Business Planning	48
Term 2	Business Management	Introduction to Principles of Accounting	48
Term 3	Business Management	Introduction to Principles of Accounting	34
		Tax Administration	14
			144

Senior 4	Area of Learning	Theme	Duration (Number of Periods)
Term 1	Business Support	Insurance	48
Term 2	Business Support	International Trade	48
Term 3	Business Support	Tax Compliance	40
Total			**136**

Specifications for Information Communication and Technology (ICT) Textbook

Conformity to the syllabus
li) Competences and learning outcomes in every topic should be in line with those in the syllabus document.
lii) The learning time allocated to the topic in the Programme Planner should be accurately reflected in each unit and organised in sequence with the Programme Planner.
liii) The organisation of content should be appropriate and in conformity with the syllabus.
liv) The development of generic skills and values of the curriculum should be adequately covered in each unit.
lv) The content should be accurate.

Language
i) All directions to learners should be given in a language that is clear and easy to understand.
ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.
iii) Technical terms should be used where appropriate but mixed with easy to understand terms.
iv) The book should be free from spelling and grammatical errors.

Content and Presentation
a) Textbook design
i) A chapter should be derived from the syllabus topic and headings from sub-topics.
ii) The size of the text typeface should be appropriate for the age of the target learner.
iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.
iv) Appropriate illustrations which can successfully reinforce teaching points should be used.
v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content
i) Facts should be accurately presented
ii) There should be no spelling or grammatical errors.
iii) Content should be both appropriate and acceptable.
iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.
v) Sensitive issues such as gender balance and ethnicity should be addressed in the spirit of the curriculum.
vi) There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix) Activities, tasks and exercises should encourage problem solving**.**

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i) Be appropriate and accurate.

ii) Be relevant to the content.

iii) Be of good quality in terms of colour, perspective, visibility and readability.

iv) Be capable of enhancing the understanding of the text

v) Conform to the culture and norms of society.

vi) Portray the context of Uganda where possible.

vii) Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.

viii) Be numbered for easy differentiation, following and referencing.

ix) The book should guide and encourage learners to interact with every illustration included.

Pedagogical method

i) Pedagogical method should be appropriate to classroom circumstances and learner's needs.

ii) The text and applications should be contributing to development of skills; both subject and generic skills.

iii) The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner- centredness).

Resources

i) Information about resources required for each activity or a sub-topic should be stated

ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity, and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity relates to the competency should be included.

Chapter summary

Every chapter should have a summary of what has been covered. This should be in relation to the competency and learning outcomes at the beginning of the chapter.

SENIOR ONE	Theme	Topic	Sub Topic	Time (Periods)
Term 1	Computer Systems	Introduction to ICT	Meaning of ICT	6
			Common ICT Tools	6
			Application of ICT	6
			ICT Safety Precautions	6
Term 2	Computer Systems	Computer Hardware and	Assembling a Computer System	4

		System Start up	Booting a Computer System	2
			Computer Hardware Classifications	6
	Data Management and sharing	File and Folder Management	Creating and Saving Simple Computer Files and Folders(online or offline)	4
			File Transfer between Different Storage Media	4
			Units for Data Storage	4
Term 3	Data Management and sharing	Word Processing I	Introduction to Word Processing	6
			Working with Word Processing Software	18
		Total		**72**

SENIOR TWO	Theme	Topic	Sub Topic	Time (Periods)
Term 1	Data Management and sharing	Spreadsheet I	Introduction to Spreadsheets	6
			Working with Spreadsheet Software	18
Term 2	Data Management and sharing	Electronic Presentation	Introduction to Electronic Presentation	6
			Working with Presentation	18

			Software	
Term 3	Data Management and sharing	Information Access and Sharing	Introduction to Information Access and Sharing	4
			Tools and Services in Information Access and Sharing	14
	ICT Safety and Environment	Health and Safety	Health and Safety	6
		Total		**72**

SENIOR THREE	Theme	Topic	Sub Topic	Time (Periods)
Term 1	Data Management and sharing	Word Processing II	Advanced Word Processing Functions	48
Term 2	Data Management and sharing	Spreadsheet II	Advanced Spreadsheet Functions	32
	Publications	Electronic Publication	Introduction to Electronic Publishing	4
			Working with Publication Software	12
Term 3	Data Management and sharing	Database Management Systems	Introduction to Databases	4
			Working with Database Management System	44
		Total		144

SENIOR FOUR	Theme	Topic		Time (Periods)
Term 1	Publications	Web Design	Introduction to Web Design	4
			Working with Web Design Application	28
	ICT Safety and Environment	Electronic Waste Management	Meaning of E-Waste Management.	4
			Processes in E-Waste Management.	12

Term 2	Computer Systems	Basic Software Management	Introduction to Computer Software	4
			Basic Software Management	44
Term 3	Computer Systems	System and Data Security	Introduction to System and Data Security	4
			Working with Computer System and Data Security	36
		Total		**136**

Specifications for General Science Textbooks

Conformity to the syllabus

lvi) Competences and learning outcomes in every topic should be in line with those in the syllabus document.

lvii) The learning time allocated to the topic in the Programme Planner should be accurately reflected in each unit and organised in sequence with the Programme Planner.

lviii) The organisation of content should be appropriate and in conformity with the syllabus.

lix) The development of generic skills and values of the curriculum should be adequately covered in each unit.

lx) The content should be accurate.

Language

i) All directions to learners should be given in a language that is clear and easy to understand.

ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation

  a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content
i)   Facts should be accurately presented.
ii)   There should be no spelling or grammatical errors.
iii) Content should be both appropriate and acceptable.
iv)   The presentation of concepts should be appropriate to the age and level of ability of learners across the country.
v)   Sensitive issues such as gender balance and ethnicity should be addressed.
vi)   There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.
vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.
viii) Exercises which can be marked by learners should be provided.
ix)   Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction
Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page
This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations
Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations
The book should have as many illustrations as possible. These should:
i)   Be appropriate and accurate.
ii)   Be relevant to the content.
iii) Be of good quality in terms of colour, perspective, visibility and readability.
iv)   Be capable of enhancing the understanding of the text.
v)   Conform to the culture and norms of society.
vi)   Portray the context of Uganda where possible.
vii) Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.
viii) Be numbered for easy differentiation, following and referencing.
ix)   The book should guide and encourage learners to interact with every illustration included.

Pedagogical method

i) Pedagogical method should be appropriate to classroom circumstances and learner's needs.

ii) The text and applications should be contributing to development of skills; both subject and generic skills.

iii) The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner- centredness).

Resources

i) Information about resources required for each activity or a sub-topic should be stated

ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency should be included.

Chapter summary

Every chapter should have a summary of what has been covered. This should be in relation to the competency and learning outcomes at the beginning of the chapter.

Activity box

Activity 1? Title/the key question/the problem In this activity you will ………………

For this activity you will need …………….
- – A
- – B

Safety warning / Precaution to be included if needed

What to do ………………………..
3. a
4. b

Illustrations if needed ……………….
Results / discussion / questions

Discussion boxes

These might provide information or questions which could result in a class discussion.

Summary box - very brief statements of what has been covered
- Aaaaaaa
- Bbbbbbb
- Ccccccc

Science, Technology and Society box

If appropriate to the chapter, include something on Science, Technology and Society. It will be a text with some illustrations if appropriate.

Senior 1	Theme	Topics	Duration (Number of periods)
Term 1	Introduction to General Science	Introduction to General Science	10
	Science for Health and Safety	Health Hazards and Safety (First Aid)	26
	Science and Technology	Measurements, Density	36
	Science in Industry	Matter	22

Term 2	Science and Energy	Temperature and Thermometers	20
	Science and the Environment	Diversity of Living Things	30
Term 3	Science in Agriculture	Plant Structure	14
		Reproduction in Plants	14
	Science in Industry	Elements, Compounds and Mixtures	20
		Air, Burning and Rusting	24
			216

Senior 2	Theme	Topics	Duration (Number of Periods)
Term 1	Science in Industry	Chemical Reactions of Metals	16
		Structure of Atoms	12
	Science in Agriculture	Nature of Soil and Soil Conservation	24
	Science and the Environment	Recycling of Materials	20
Term 2	Science in Agriculture	Nutrition in Green Plants	12
	Science for Health and Safety	Human Diet	20
		Food Spoilage and Food Preservation	10
	Science of the Human Body	Our Body Systems and their Functions I	20
	Science and Technology	Forces	10

Term 3	Science and Energy	Work, Energy and Power	14
	Science and Technology	Turning Effect of Forces, Centre of Gravity and Stability	20
		Simple Machines	18
	Science and Energy	Heat Transfer	20
			216

Senior 3	Theme	Topics	Duration (Number of Periods)
Term 1	Science in Industry	Acids, Bases and Salts	22
	Science of the Human Body	Our Body Systems and their Functions II	50
Term 2	Science for Health and Safety	Infections and Diseases	24
		Substance/Drug use and Abuse	16
	Science and Technology	Pressure in Solids and Fluids	18
	Science and Energy	Expansion of Solids, Liquids and Gases	14
Term 3	Science and Technology	Linear and Non-Linear Motion	26
	Science and Energy	Nature of light; Reflection And Refraction at Plane Surfaces	26
	Science and the Environment	Ecosystems	20
			216

Senior 4	Theme	Topics	Duration (Number of Periods)
Term 1	Science and the Environment	Pollution	10
		Climate and Climate Change	12
		Conservation and Sustainable use of the Environment	20
	Science in Industry	Industrial Processes	30
Term 2	Science and Energy	Sound Waves	12
	Science and Technology	Magnetism and its Applications	20
		Basic Electricity	40
Term 3	Science of the Human Body	Human Growth and Development	30
		Inheritance and Evolution	30
			206

Specifications for Ugandan Local Language Textbooks

Introduction

The syllabus is designed in an integrative manner as opposed to the traditional grammar approach. For this matter, while it is a Language Syllabus, general or thematic issues are more prominent than aspects of language and grammar. For example, in Senior One, we find the following themes: Family, Life at Home, Crops, Plants & Foods; Animal Rearing and Personal & Community Hygiene. In Senior Two we find: Establishing and Managing Relationships, School Environment, Public Places, Traditional Ceremonies, Occupations and Careers. Senior Three has Games, Sports and Leisure, Indigenous Tourism, Clans, Wealth Creation, Environmental Awareness and Water Resources. In Senior Four we have Migration & Settlement, Traditional Ceremonies, Cultural Values, Morals & Ethics, Leadership & Citizenship, Leadership and Citizenship and Human Rights.

Firstly, each theme has topics and sub-topics in which language, linguistic and

grammatical issues are captured. This means that material developers ought to be very cautious. Whereas generic themes appear more prominent than specific linguistic matters, the focus should be put on the development of language and linguistic competences than the overall themes. Material developers should use the themes for the main purpose of **developing vocabulary.**

Secondly, a language instructional material should aim at developing competences in the four linguistic skills: listening, speaking, reading and writing. Therefore, activities suggested should aim at promoting these four skills. However, it should also be noted that not every theme/topic will promote all the four skills equally. You will find that one theme/topic favours the development of one or more skills than the others. That should not be a cause to worry. Similarly, (some or all) learners of Local Languages come with prior knowledge of the local language especially in listening and speaking. In this case therefore, material developers will always want to give preference to the promotion of reading and writing skills.

Thirdly, language is culture. The teaching and study of language is always a means of enculturation. Material developers should be reminded that technically, the Local Language Syllabus is a Framework. In other words, it has been designed to provide general information that may be applicable to all Ugandan Languages. However, in the execution, it must be customised to suit the specific local languages such as Dhopadhola, Acoli, Luganda, and Lugbarati and so on. This means, therefore, that material developers ought to adhere to the cultures and customs of specific linguistic communities. Any information that does not apply to any linguistic group must not be included in the textbook. In the syllabus, this cultural and linguistic specificity has been catered for by the phrase **"where applicable".**

Conformity to the syllabus
lxi) Competences and learning outcomes in every topic should be in line with those in the syllabus document.
lxii) The learning time allocated to the topic in the Programme Planner should be accurately reflected in each unit and organised in sequence with the Programme Planner.
lxiii) The organisation of content should be appropriate and in conformity with the syllabus.
lxiv) The development of generic skills and values of the curriculum should be adequately covered in each unit.
lxv) The content should be accurate.

Language
i) All directions to learners should be given in a language that is clear and easy to understand.
ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be accurately presented.

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v) Sensitive issues such as gender balance and ethnicity should be addressed.

vi) There should be a provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix) Activities, tasks and exercises should encourage problem solving.

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:
i) Be appropriate and accurate.
ii) Be relevant to the content.
iii) Be of good quality in terms of colour, perspective, visibility and readability.
iv) Be capable of enhancing the understanding of the text
v) Conform to the culture and norms of society.
vi) Portray the context of Uganda where possible.
vii) Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.
viii) Be numbered for easy differentiation, following and referencing.
ix) The book should guide and encourage learners to interact with every illustration included.

Pedagogical method
i) Pedagogical method should be appropriate to classroom circumstances and learner's needs.
ii) The text and applications should be contributing to development of skills; both subject and generic skills.
iii) The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner- centredness).

Resources
i) Information about resources required for each activity or a sub-topic should be stated
ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning
This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.
i) The book should bear evidence of evaluation by chapter/theme.
ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).
iii) There should be adequacy of activities.
iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.
v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.
vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration
This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills

and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency should be included.

Chapter summary
Every chapter should have a summary of what has been covered. This should be in relation to the competency and learning outcomes at the beginning of the chapter.

Local Language Themes and Topics/Sub-topics per Class

Class	Term	Theme	Sub-topic/Topics	Duration (Number of Periods)
Senior 1	1	Personal	Family	18
	2		Life at Home	12
	2		Crops, Plants and Food in our Area	16
	3		Animal Rearing	12
	3		Personal and Community Hygiene	12
nior 2	1	Public, Personal, Educational	Establishing and Managing Relationships	14
	1		School Environment	16
	2		Public Places	14
	2		Traditional Ceremonies – Naming	12
	3		Occupations and Careers	16
nior 3	1	Public, Educational	Games, Sports and Leisure	14
			Indigenous Tourism	12
	1		Clans	12
	2		Wealth Creation	12
	2		Environmental Awareness	12
	3		Water Resources	10
Senior 4	1	Public	Migration and Settlement	12

	1		Traditional Ceremonies: Initiation, Marriage and Funeral Rites	**12**
	1		Cultural Values, Morals and Ethics	12
	2		Leadership and Citizenship	12
	2		Human Rights	12
	3		Examinations Preparation and Examination	12

Specifications for Foreign Language Textbooks

Foreign Language consists of five languages namely; *French, Chinese, German, Latin* and *Arabic*. Textbook developers are expected to adapt the following guidelines to the specific Foreign Language. Some themes that are handled at an earlier level can be handled later but in a different and progressive aspect. The themes are within personal, public, educational and professional domains, and these cut across all levels. Lexical areas should be dictated upon by the learning outcomes in the particular topic.

Competences to be developed are the four communicative skills; listening, speaking, reading and writing.

The language concepts and skills will be learnt using domains. The domains run across the four years and are as follows:

The **Personal** comprises family relations and individual social practices. The language concepts that will be learnt will revolve around the home, life with family and friends.

The **Public** refers to everything connected with ordinary social interaction and the language concepts to be learnt will revolve around business and administrative bodies, public services, cultural and leisure activities of a public nature, relations with the media, etc.

The **Educational** is concerned with the learning/training context (generally of an institutional nature). The language concepts will be developed around contexts such as locations, events, experiences and the stages of progress through the educational system.

The **Occupational** embraces everything concerned with a person's activities and relations in the exercise of his or her occupation. The language concepts to be learnt will be associated with the world of work such as job applications,

carrying out workplace tasks and occupational activities and practices within different working environments.

Conformity to the syllabus

lxvi) Competences and learning outcomes in every topic should be in line with those in the syllabus document.

lxvii) The learning time allocated to the topic in the Programme Planner should be accurately reflected in each unit and organised in sequence with the Programme Planner.

lxviii) The organisation of content should be appropriate and in conformity with the syllabus.

lxix) The development of generic skills and values of the curriculum should be adequately covered in each unit.

lxx) The content should be accurate.

Language

i) All directions to learners should be given in a language that is clear and easy to understand.

ii) The level of the language should as much as possible be appropriate to learners of average ability across the country.

iii) Technical terms should be used where appropriate but mixed with easy to understand terms.

iv) The book should be free from spelling and grammatical errors.

Content and Presentation

a) Textbook design

i) A chapter should be derived from the syllabus topic and headings from sub-topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, daylight or artificial.

iv) Appropriate illustrations which can successfully reinforce teaching points should be used.

v) The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i) Facts should be accurately presented.

ii) There should be no spelling or grammatical errors.

iii) Content should be both appropriate and acceptable.

iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.

v) Sensitive issues such as gender balance and ethnicity should be addressed.

vi) There should be provision for keywords and a glossary. Put keywords on the first page of each chapter and the glossary at the end of the book.

vii) There should be sufficient and relevant practice material, including use of ICT where appropriate.

viii) Exercises which can be marked by learners should be provided.

ix)   Activities, tasks and exercises should encourage problem solving**.**

c) Chapter introduction

Competency forms part of the chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be in form of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of a page after chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section.

e) Real life situations

Textbook content should be related to real life situations which learners are familiar with. This enhances the learner-centredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:

i)   Be appropriate and accurate.
ii)   Be relevant to the content.
iii)   Be of good quality in terms of colour, perspective, visibility and readability.
iv)   Be capable of enhancing the understanding of the text
v)   Conform to the culture and norms of society.
vi)   Portray the context of Uganda where possible.
vii)   Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.
viii) Be numbered for easy differentiation, following and referencing.
ix)   The book should guide and encourage learners to interact with every illustration included.

Pedagogical method

i)   Pedagogical method should be appropriate to classroom circumstances and learner's needs.

ii)   The text and applications should be contributing to development of skills; both subject and generic skills.

iii) The book should have tasks and exercises which are relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity (i.e. learner- centredness).

Resources

i)   Information about resources required for each activity or a sub-topic should be stated

ii)   The range of resources should be varied to provide vast learning experiences.

Assessment of learning

This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (i.e. testing the three domains of learning).

iii) There should be adequacy of activities.

iv) A variety of activities (quizzes, puzzles, maps, statistics, charts, photographs) should be used.

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's acquisition of skills taught in that chapter.

Activity of integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation. Graphical presentation of how the activity of integration relates to the competency should be included.

Chapter Summary

Every chapter should have a summary of what has been covered. This should be in relation to the competency and learning outcomes at the beginning of the chapter.

The topics have further been broken down into sub-topics across the cycle as follows:

Programme Planner (French and German)

SENIOR 1	Themes	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	**1. Introduction and Acquaintances**	1.1 Welcome and introductions	8
	2. Building culture for real life	1.1 Welcome and introductions	8
		1.1 Welcome and introductions	2
		1.2 Life at school	6
Term 2		1.2 Life at school	8
		1.2 Life at school	4
		1.3 Getting around	4
		1.3 Getting around	8

Term 3		1.3 Getting around	6
		1.4 Work and ambitions	2
		1.4 Work and ambitions	8
		1.4 Work and ambitions	8
	Total		**72**

SENIOR 2		TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	**3. Working for healthy body**	2.1 Free time activities and celebrations	8
		2.1 Free time activities and celebrations	8
		2.1 Free time activities and celebrations	2
		2.2 Food and drink	6
Term 2		2.2 Food and drink	8
		2.2 Food and drink	4
	4. Interaction with the Environment	2.3 Clothes and fashion	4
		2.3 Clothes and fashion	8
Term 3		2.3 Clothes and fashion	6
		2.4 The environment	2
		2.4 The environment	8
		2.4 The environment	8
Total			**72**

SENIOR 3		TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	**5. Building Healthy Relationships**	3.1 Relationships with family and friends	12
		3.1 Relationships with Family and friends	12
		3.1 Relationships with family and friends	2
		3.2 Entertainment and sport	10
Term 2		3.2 Entertainment and sport	12
		3.2 Entertainment and sport	4
	6. Working for Healthy Body (Part 2)	3.3 Holidays and travel	12
		3.3 Holidays and travel	12
Term 3		3.3 Holidays and travel	2
		3.4 Illness, accident and emergency	10
		3.4 Illness, accident and emergency	12
		3.4 Illness, accident and emergency	12
	Total		**108**

SENIOR 4		TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	**7. Working for Healthy Body (Part 3)**	4.1 Education and aspirations	12
		4.1 Education and aspirations	12
		4.1 Education and aspirations	2
		4.2 Technology in everyday life	10
Term 2		4.2 Technology in everyday life	12
		4.2 Technology in everyday life	4
	8. Building harmony	4.3 Social responsibilities	8
		4.3 Social responsibilities	12
Term 3		4.3 Social responsibilities	6
		4.4 Global issues	6
		4.4 Global issues	12
		Examination	
	Total		**96**

Program Planner for Arabic

Senior One	Theme	Topic	Duration (Number of Periods)
Term 1	1. At school	1.1 School Compound	08
		1.1 School Compound	08
		1.1 School Compound 1.2 In My Class	02 06
	Total		24
Term 2		1.2 In My Class	08
		1.2 In My Class 1.3 Objects in The Classroom	04 04
		1.3 Objects in The Classroom	08
	Total		24
Term 3		1.3 Objects in The Classroom 1.4 Visit To a Sick Bay	06 02
		1.4 Visit To a Sick Bay	08
		1.4 Visit To a Sick Bay	08
	Total		24
Total			72

Senior Two	Theme	Topic	Duration (number of Periods)
Term 1	2. At home	2.1 My Home	08
		2.1 My Home	08
		2.1 My Home 2.2 My Family	02 06
	Total		24
Term 2		2.2 My Family	08
		2.2 My Family 2.3 My Home Town	04 04
		2.3 My Home Town	08
	Total		24

Term 3		2.3 My Home Town 2.4 4 Free Time Activities and Family Parties	06 02
		2.4 4 Free Time Activities and Family Parties	08
		2.4 T4 Free Time Activities and Family Parties	08
	Total		24
Total			72

Senior Three	Theme	Topic	Duration (number of Periods)
Term 1	3. In the Market	3.1 Going Shopping	12
		3.1 Going Shopping	12
		3.1 Going Shopping 3.2 Marketing a Product	02 10
	Total		36
Term 2		3.2 Marketing a Product 3.2 Marketing a Product	12 04
		3.3 In the Restaurant	12
		3.3 In the Restaurant	12
Term 3		3.3 In the Restaurant 3.4 In Vegetables and Fruits Market	02 10
		3.4 In Vegetables and Fruits Market	12
		3.4 In Vegetables and Fruits Market	12
	Total		36
Total			108

Senior Four	Theme	Topic	Duration (number of Periods)
Term 1	4. Transport	4.1 Transport	12
		4.1 Transport	12
		4.1 Transport 4.2 Travelling Abroad	02 10
Term		4.2 Travelling Abroad	12

2	5. Education	4.2 Travelling Abroad 4.3 Future Plans For Further Education	04 08
		4.3 Future Plans For Further Education	12
Term 3		4.3 Future Plans for Further Education 4.4 Challenges in High Educational Institutions	06 06
		4.4 Challenges in High Educational Institutions	12
		Examination	
	Total		96

Programme Planner for Chinese

S. 1	Theme	Topic	Duration (number of Periods)
Term 1	1. Introduction And acquaintance	1.0: Introduction to Chinese	08
		1.0. Introduction to Chinese 1.1 Greetings	01 07
		1.1. Greetings 1.2 : Introduction self and others	02 06
Term 2		1.2: Introduction self and others 1.3: Identification	03 05
	2. Social setting and building habits	1.3: Identification 1. 4: My family	04 04
		1. 4: My family 1. 5: Food	05 03
Term 3	As above	1. 5: Food 1.6 : School life	06 02
		1.6: School life 1.7 : Telling Time	07 01
		1.7 : Telling Time	08
Total			
S. 2	**Theme**	**Topic**	**Duration (number of Periods)**

Term 1	1. What affects daily life	2.1: Market	08
		2.1: Market 2.2 : Weather	01 07
		2.2 : Weather 2.3: Job and Careers	02 06
Term 2	2. Relaxation	2.3: Job and Careers 2.4 : Hobbies	03 05
		2.4: Hobbies 2.5: Transport	04 04
		2.5: Transport 2.6 : Travel and Tourism	05 03
Term 3		2.6 : Travel and Tourism 2.7: Friends	06 02
	3. Owning property	2.7: Friends 2.8: My House	07 01
		2.8: My House	08
Total			**72**

S.3	**Theme**	**Topic**	**Duration (number of Periods)**
Term 1		3.1: Shopping	12
	1. Taking care of sustainable life (Part 1)	3.1: Shopping 3.2: The Environment	02 10
		3.2: The Environment 3.3 : Health	04 08
Term 2		3.3: Health 3.4: Fashion	06 06
		3.4: Fashion 3.5 : Entertainment	08 04
		3.5 : Entertainment 3.6: Media	10 02
Term 3	2. Meaningful Movement	3.6: Media	12
		3.7: Travel	12
		3.7: Travel 3.8: Custom	02 10

	Total		**108**

S. 4	**Theme**	**Topic**	**Duration (number of Periods)**
Term 1	8. Marketing oneself	3.8: Custom 4.1: Personal profile	04 08
		4.1: Personal profile 4.2: Recommendation	06 06
	9. Take care of sustainable life (Part 2)	4.2: Recommendation 4.3: Environment	08 04
Term 2	As above	4.3: Environment 4.4: House and furniture	10 02
		4.4: House and furniture	12
		4.5: School life	12
Term 3		4.5: School life 4.6: Health	02 10
		4.6: Health Final Examinations	04 08
		Final examinations	12
Total			**108**

Programme Planner for Latin

Senior One	Theme	Topic	Duration no. of Periods)
Term 1	1: **Background Studies**	1.1 Introductions to Latin	08
		1.2 Life at school- The Verb	08
		1.2 Life at school- The Verb	08
	Total		24
Term 2	"	1.3 The Roman Family - The Noun	08
	"	1.3 The Roman Family - The Noun	08
	"	1.3 The Roman Family - The Noun	08
	Total		24

Term 3	**2: Fulfillment**	1.4 Work and Ambitions – Prepositions	08
	"	1.4 Work and Ambitions – Prepositions	08
	"	1.4 Work and Ambitions – Prepositions	08
	Total		24
Total			**72**

Senior Two	Theme	Topic	Duration (number of Periods)
Term 1	"	2.1 Free time activities and Celebrations:	08
	'''	2.2 Food and Drink	08
	"	2.2 Food and Drink	08
	Total		24
Term 2	"	2.3 Clothes and Fashion	08
	"	2.3 Clothes and Fashion	08
	"	2.3 Clothes and Fashion	08
	Total		24
Term 3	**3 : Interaction with Surrounding**	2.4 The Environment	08
		2.4 The Environment	08
		2.4 The Environment	08
	total		24
Total			**72**

Senior Three	**Theme**	**Topic**	**Duration (number of Periods)**
Term 1	"	3.1 Relationships with Family and Friends:	12
	"	3.1 Relationships with Family and Friends	12
	"	3. 2 Entertainment	12

		and sport	
	Total		36
Term 2	"	3.2 Entertainment and sport	12
	"	3.3 holiday and travel	12
	4. **Treatment of feelings and body**	3.3 holiday and travel	12
Total		36	
Term 3	"	3.4 Illness, Accident and Emergency	12
	"	3.4 Illness, Accident and Emergency	12
	5. **Simplifying work**	3 4. Education and Aspirations	12
	Total		36
Total			108

Senior Four	**Theme**	**Topic**	**Duration (number of Periods)**
Term 1	"	4.1 Education and Aspirations	12
	"	4.1 Education and Aspirations	12
		4.2 Technology in Everyday Life 4.2 Technology in Everyday Life	02 10
Term 2	"	4.2 Technology in Everyday Life	12
	"	4.2 Technology in Everyday Life 4.3 Social Responsibilities	04 08
	"	4.3 Social Responsibilities	12
Term	" **6.**	4.3 Social Responsibilities	06 06

3	Harmony	4.4 Global issues	
	6. Harmony	4.4 Global issues	12
		Examination	
	Total		
Total			96

Specifications for Agriculture Textbooks

Conformity to the syllabus

lxxi)   Competences and learning outcomes in every topic should be in line with those in the syllabus document.

lxxii)   The learning time allocated to the topic in the programme planner should be accurately reflected in each unit and organized in sequence with the programme planner.

lxxiii)   The organization of content should be appropriate and in conformity with the syllabus.

lxxiv)   The development of generic skills, work readiness skills in an occupation served by the content in the topics and values of the curriculum should be adequately covered in each unit.

lxxv)   The content should be accurate.

Language

i)   All directions to learners should be given in language that is clear and easy to understand.

ii)   The level of the language should as much as possible be appropriate to learners of average ability across the country. At the back of your mind is the fact that the learner's first language is different from English language.

iii)   Technical terms should be used where appropriate but mixed with easy to understand terms.

iv)   The book should be free from spelling and grammatical errors.

Content and Presentation
a) Textbook Design

i)   A chapter should be derived from the syllabus Topic and headings from sub topics.

ii)   The size of the text typeface should be appropriate for the age of the target learner.

iii)   The size of the text should be readable without difficulty in classrooms with little or no lighting, day light or artificial.

iv)   Use appropriate illustrations which can successfully reinforce teaching points.

v)   The layout of pages should be uncluttered and easy to follow.

b) Editorial content

i)   Accurate presentation of facts.
ii) There should be no spelling or grammatical errors.
iii) Content should be both appropriate and acceptable**.**
iv) The presentation of concepts should be appropriate to the age and level of ability of learners across the country.
v)   Sensitive issues such as gender balance and ethnicity should be addressed in the spirit of the curriculum.
vi) There should be a provision for *Keywords* and *Glossary.* Put Keywords on the 1st page of each Chapter and Glossary at the end of the book.
vii) There should be sufficient and relevant practice material, including use of ICT where appropriate from through the following technology task levels starting with substitution, augmentation, modification(use Google docs) and redefinition –create new knowledge (SAMR)
viii) Should provide exercises which can be marked by learners.
ix) Activities, tasks and exercises should encourage problem solving**.**

c) Chapter Introduction

Competency forms part of chapter introduction on a page following the chapter page. The purpose of this introduction is to motivate the learner to think about the chapter under study. This can be inform of asking a question/giving a statement/ an illustration or giving an activity related to the chapter. This should briefly state the rationale and competence expected after learning the chapter.

d) Structure of Chapter page

This page starts with an introduction which consists of the adapted competency. Include relevant graphics where necessary for this section and any other section. For activities given, ensure that there is a mix of activities in various categories as Discovery, Analysis, Explanatory and Application. This relates to levels of learning in Bloom's Taxonomy.

e) Real Life Situations

Textbook content should be related to real life situations learners are familiar with. This enhances the learner centeredness we are looking for in the textbook.

f) Illustrations

The book should have as many illustrations as possible. These should:
i)   Be appropriate and accurate.
ii)   Be relevant to the content.
iii) Be of good quality in terms of colour, perspective, visibility and readability.
iv)   Be capable of enhancing the understanding of the text
v)   Conform to the culture and norms of society
vi)   Portray the context of Uganda where possible
vii) Ensure equal opportunities as much as possible in terms of gender,

geographical location, level of development and other considerations i.e. should not be biased.

viii) Be numbered for easy differentiation, following and referencing.

ix) The book should guide and encourage readers (learners) to interact with every illustration included.

Pedagogical method

i) The method should be appropriate to classroom circumstances and learner's needs emphasizing pedagogy of integration.

ii) The deployment of resources (knowledge/theory; know how/skills and know being/attitudes and values); and applications to increase relevance and rigor should be contributing to development of skills and preparation for a known occupation that relate to the topics; these will be both subject and generic skills.

iii) Should have tasks and exercises which are relevant, learner centeredness, all- inclusive and encourage discovery, critical thinking, creativity and interactivity.

Resources

i) Information about resources required for each activity or a sub topic should be stated

ii) The range of resources should be varied to provide vast learning experiences.

Assessment of learning
This is aimed at determining the degree to which the learning outcomes laid down in the syllabus have been achieved.

i) The book should bear evidence of evaluation by chapter/theme.

ii) Assessment activities should be appropriate (that is testing the three domains of learning).

iii) There should be adequacy of activities.

iv) Use of a variety of activities (quizzes, puzzles, maps, charts, photographs).

v) Tasks and exercises based on the text should be relevant, all-inclusive and encourage discovery, critical thinking, creativity and interactivity; and should require minimal restitution of knowledge acquired.

vi) Each chapter should offer assessment activities to assess the learner's

acquisition of skills taught in that chapter.

Activity of Integration

This is the last activity to evaluate whether the learner has achieved the stated competency in the chapter introduction. Its purpose is to evaluate the learner's use of the resources acquired in the chapter (knowledge, skills and behaviours) to solve a problem situation.

Chapter Summary
Every Chapter should have a summary of what has been covered. This should be in relation to the Learning Outcomes at the beginning of the chapter.

The topics have further been broken down into sub-topics across the cycle as follows:

SENIOR 1	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Introduction to agriculture	24
Term 2	Farm tools, implements and equipment	24
Term 3	Soil science	12
	Vegetable growing	12
	Total	72

SENIOR 2	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Cereal growing	12
	Root and stem tuber growing **OR** Legume and oil seed growing	12
Term 2	Domestic animal rearing The school chooses one of the following to study: 1. Poultry rearing 2. Fish Farming and aquaponics 3. Rabbit rearing 4. Goat rearing	24
Term 3	Perennial crop production The school chooses one of the following to study 1. Beverage (coffee/tea/cocoa) 2. Fruits 3. Agroforestry/water shade crops/perm culture	24
	Total	72

SENIOR 3	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Cattle production	48
Term 2	Livestock feed making	24
	The school choose **EITHER** Pasture management and conservation **OR** Hydroponic farming	24
Term 3	Financial services and money in agriculture	24
	Farm buildings and farm structures	24
	Total	144

SENIOR 4	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Processing domestic milk products Processing domestic meat products	24
	Biotechnology and Bio safety in agriculture	24
Term 2	Land tenure system	24
	Cooperatives and self-help groups	24
Term 3	Agro wastes and by-products manufacturing	24
	EITHER Vegetable processing **OR** Fruit processing	24
	Total	144

Specifications for Art and Design Textbooks

Art & Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and stimulates aesthetic awareness, knowledge and critical understanding of art, creativity, visual awareness, critical and cultural understanding.

Art learning program at this level is based on four central pillars; developing creativity, communicating, understanding culture, and connections to society. These pillars interweave seven learning art units within the syllabus, and these are: Drawing and Painting, Graphic Design and printmaking, Decorative Arts, Fabric decorations, Three –dimensional Art, integrated Crafts Projects, and Art through Time. The learning experiences is segmented and unfolds in two complimentary domains of; Art Making and Art Response. Each unit appears in each of the four years of lower secondary education in a spiral form.

Aims

The aims describe the purposes of learning Fine art at this educational level. The aims are to enable students to develop:
- ❖ an ability to record from direct observation and personal experience
- ❖ basic knowledge about the different areas/disciplines of Art and Design e.g. Drawing

and Painting, Pottery, Sculpture, Graphics, etc.

❖ an ability to identify and solve problems in visual forms of two and three dimensions

❖ creativity, visual awareness, creative and personal critical response and cultural understanding

❖ confidence, growing independence in the refinement and development of ideas, enthusiasm and a sense of achievement in the practice of Art and Design

❖ engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate

❖ a working vocabulary relevant to the subject and an interest in, and a critical awareness of, their immediate environment as a source of materials for safety and healthy living.

❖ investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

❖ an awareness of different roles, functions, audiences and consumers of art, craft and design.

❖ An opportunity to use the knowledge, understanding and skills developed in previous units to identify research and produce personal art works and projects, developing interest for future vocation in Art for self and national development.

Content and Presentation
Textbook Design

i) A chapter should be derived from the syllabus Topic and headings from sub topics.

ii) The size of the text typeface should be appropriate for the age of the target learner.

iii) The size of the text should be readable without difficulty in classrooms with little or no lighting, day light or artificial.

iv) Use appropriate illustrations which can successfully reinforce teaching points.

v) The layout of pages should be uncluttered and easy to follow.

Design of the textbook

A Mix of single and double column, this will require to present the pages in both formats as shown in the exemplar extracts.

There should be an appropriate balance of illustrations and text effectively explaining the art concepts.

How the unit will look like

Unit (Indicating the number and Title of the unit)

Sub-units (e.g. 1.1, 1.2 etc. with titles)

Each unit should start with learner's goals which are the learning outcomes in the syllabus.

Each with text, illustrations, activities etc.

Introduction

Each chapter/unit/sub unit contains an introduction, providing a concise opening to what the chapter/unit/sub-unit will cover. The learner should be motivated to think

about the unit/sub-unit under study by either asking a question/statement/illustration or giving an activity related to the unit.

Learning outcomes

Outcomes outline what the main unit learning objectives are. *(For each sub unit the learning outcomes should be extracted from the corresponding sub-unit in the syllabus document)*

For example; the following stem should be used to introduce what the learners should do;

In this unit you will learn:

– Aaaaaa
– Bbbbbb
– Cccccccc

Language

The level of language should be appropriate to learners in the school year for which it is written. Use technical terms as much as possible appropriate to the knowledge concept and context. Distill complex thoughts and ideas into simple, clear language that is quickly and easily understood for all learners bearing in mind that English is not their mother tongue.

Key terms box

In this box the learner will be introduced to new vocabulary or new terminologies used in the unit/sub unit. Key terms highlight important terminology used in the text and provide easy-to-understand definitions.

Resources

A list of resources helps identify what will be needed when practicing particular mediums of art. Where applicable, use of ICT should be suggested to introduce and enhance modern technologies in teaching and learning.

Illustrations within text

Identified as Fig 1.? – with meaningful caption.

Any photographs used to support the unit content should be clear, and preferably in full colour, or, when in black and white with a highly visual approach, appropriate and where possible, of Ugandan context.

The book should have as many illustrations as possible. These should:

i.   Be appropriate and accurate.
ii.   Be relevant to the content.
iii. Be of good quality in terms of colour, perspective, visibility and readability.
iv.   Be capable of enhancing the understanding of the text
v.   Conform to the culture and norms of society
vi.   Portray the context of Uganda where possible
vii. Ensure equal opportunities as much as possible in terms of gender, geographical location, level of development and other considerations i.e. should not be biased.
viii. Be numbered for easy differentiation, following and referencing.
ix.   The book should guide and encourage readers (learners) to interact with

every illustration included.

Activity box

Activities are meant to involve learners to practice intended ideas of the lesson. They should therefore have clear and logical instructions for the learner to follow e.g.
Activity 1.?   Title/practice and work guides
In this activity you will ………………
For this activity you will need …………….

3.   ……………
4.   ………………

Discussion boxes

These might provide information or questions which could result into a class discussion.

Summary box

Very brief statements summarizing key concepts covered at the end of each unit

Health and safety

Learners must be safe while using some of the tools and materials. Safety warning / Precaution must be included if needed, cautioning leaners to observe clean and safe working practice at all times.

Assessment tasks

Self and peer assessment enhances learning. Questions that test different skills should be provided at the end of every sub Unit/Unit.

Activity of Integration

This assessment item is meant to assess achievement levels of learners after learning a topic. It assesses the topic competency with all the learning outcomes therein.

Glossary

A complete glossary page(s) at the end of the unit should be available.

The syllabus topics have been distributed over the years even when they are spiral in nature showing sub-topics across the cycle as follows:

SENIOR ONE	THEME	TOPICS	NUMBER OF PERIODS
	Art Theory	Appreciation of art and design	4
	Art Theory	Exploring space , line and shape	4

Term 1	Drawing and Painting	Exploring the natural environment	4
	Graphic design	Introduction to graphic design	8
	Decorative arts	Multimedia: Collage	8
Term 2	Textile decoration and Printmaking	Introduction to Fabric decoration and print making	10
	Three dimensional arts	Introduction to Pottery	8
	Integrated crafts projects	Crafts from the natural environment: basketry 1	6
Term 3	Integrated crafts projects	Crafts from the natural environment: basketry 2	8
	Art Theory	Ancient art: Pre-historic rock art of Europe and Uganda	8
	Art Theory	Ancient Egypt art	8
		Total	**72**

SENIOR TWO	THEME	TOPICS	NUMBER OF PERIODS
Term 1	Art Theory	Exploring the material environment	8
	Graphic design	The graphic art language	8
	Decorative arts	Multi media: Mosaic art	8
Term 2	Textile decoration and Print Making	Introduction to Print Making	10
	Three-dimensional Arts	Sculpture in the round	8
	Art in the Economy	Production and presentation of art	6
Term 3	Drawing and Painting	Introduction to Painting: Colour and composition	8
	Art Theory	Ancient Greek Art	8
	Art Theory	Ancient Rome Art	8
		Total	**72**

SENIOR THREE	THEME	TOPICS	NUMBER OF PERIODS
Term 1	Art Theory	Exploring the Cultural environment	10
	Graphic design:	identification Symbols	12
	Graphic design	Poster Designing	12
	Three dimensional arts	Pottery (slabing)	12
Term 2	Textile decoration and Printmaking	Techniques in fabric decoration	12
	Drawing and Painting	The Human Figure	10
	Graphic design	Product and Packaging design	12
	Three dimensional arts	Relief sculpture	12
Term 3	Drawing and Painting	Perspectives	12
	Three dimensional arts	Carving	12
	Art theory	Renaissance art	6
	Art theory	West and Central African Art	10
		Total	**132**

SENIOR FOUR	THEME	TOPICS	NUMBER OF PERIODS
Term 1	Drawing and painting	The human figure	12
	Textile decoration and print making	Textile printing	12
	Graphic design	Illustrations	12
	Art theory	Art from the 19th century to present in East Africa	10
Term 2	Textile decoration and print making	Batik making	12
	Drawing and painting	Figurative painting	12
	Graphic design	Publications	12
	Art Theory	Contemporary art in Uganda	8
Term 3	Textile decoration and print making	Applique and patch work	12
	Drawing and painting	Understanding composition	12
	Textile decoration and printmaking	Tie and dye	12
	Art in the economy	Making and presenting a portfolio	6
		Total	**132**