

Abridged Curriculum

For Learners in Senior 2, 3,4 & 6 (2022)
Teacher's Orientation Manual

Extracted from the NCDC Detailed Manual Jan 2022.

GENERAL INTRODUCTION TO THE MANUAL

Introduction

The World was hit by the pandemic of Covid-19 and since 2020 the Education system has been one of the most affected. Children and youth have missed out on substantial amounts of schooling due to the pandemic in many countries Uganda inclusive. Responding to the needs of these learners has led governments and agencies to provide more flexible forms of education such as "*online schooling, home-schooling, and Abridged Curriculum, among others*".

Uganda, like many countries, has had a big number of children and youth out of school since March 2020 due to the lockdown, which was aimed at overcoming the spread of the Covid-19 Pandemic. The Ministry of Education and Sports has embarked on introducing an Abridged Curriculum to bridge the gap that has been created in the education of learners for the past two years.

It is against this background that this manual is designed, to guide the orientation of teachers of Senior two, three, four and six on the Secondary School abridged curriculum for 2022. However, the incoming Senior one and Senior five learners of 2022, *will follow the normal curriculum*. The curriculum for the four classes has been abridged to ensure that key concepts in the different subject syllabi, are taught adequately so as to enable the learners to progress to the next classes. It should be noted that an abridged curriculum involves shortening by omission or by merging, content without sacrificing the logic of learning.

The abridging process (what changes / actions to the standard curriculum)

This Abridged Curriculum involves critical reduction of the concepts to be learned by transferring some concepts to related topics in higher classes, reducing time spent on tasks by reducing the activities to be done and or putting related concepts together such that they are handled concurrently. All this is intended to ensure that the learner learns the critical concepts that can enable them progress to the next classes where much more detail will be done.

Rationale for abridging the curriculum

The Abridged Curriculum provides an opportunity for learners to catch up and transition back into the learning process. This curriculum is intended to speed up the learning process by allowing learners to complete the work that they should have covered in the previous academic year in a shortened timeframe. This requires interactive pedagogical strategies and increased and more effective time on task. The abridged curriculum should demonstrate flexibility to meet the unique needs of the learners that it aims to serve – both in relation to timetabling and location of instruction.

Time budgeting in the abridged curriculum (how to apportion instructional time)

The curriculum is structured to take one academic year with three terms each of 14 weeks. Upon completion of the Abridged Curriculum learners shall be able to progress through to the next classes using the original curriculum.

Management of assessment in the abridged curriculum (what are the feasible assessment strategies and why)

Continuous assessment is strongly recommended. This will enable the teacher to track individual learners' progress in the development of the desired competences and hence achievement of the desired outcomes. It should be carried out basing on the suggested competences during and after the teaching and learning process. The teacher should always keep records of the learners' performance. The teacher should endeavor to assess the following areas of learning: knowledge, understanding, social skills, performance skills, attitudes and values development.

Instructional strategies in the abridged curriculum (what are the effective teaching learning methods and why)

Due to the limited time for interaction, the Abridged Curriculum requires the use of a variety of active learning methods and materials to enhance the learners' active participation during the short time they are to learn. This means that the teacher should avail learners with many opportunities to conceptualize and carry out various activities that aid the learning process. Hence, there is need to use techniques such as practice, demonstration, discovery, role-play, research, group work, peer learning, follow-up strategies, self-study, project among others.

The teacher's manual to the abridged curriculum (what it is and why the need for a teacher's manual)

The Abridged Curriculum slightly differs from teaching in the normal curriculum. In this situation, there is a deliberate effort to catch up for the lost time during the interruption. Teachers must try to assist learners in a way that will enable them to achieve the best.

This manual is a tool that will be used to train teachers on how to implement the abridged curriculum. It comprises the critical changes made in the different subject syllabi and the justification of the changes made. The manual will be used to provide guidance on how to handle the key concepts which are to be taught.

Lastly, this manual provides facilitators notes which give guidance that both the facilitator and the participant may reflect on in order to develop full knowledge of the curriculum issues at hand.

SN	CRITICAL CHANGES	JUSTIFICATION
	SENIOR 2	
1	Topic 1 Introduction to agriculture has been left out	The content is about introduction to agriculture was covered before the lockdown.
2	Farm tools, equipment and implements	Competences, knowledge and skills for this topic are integrated in soil science and vegetable growing.
3	Topic 2.3; Domestic animal rearing	Competences, knowledge and skills for this topic will be acquired individual animals in the same theme.
	SENIOR 3	
1	Plant propagation has been dropped	Competences, knowledge and the skills acquired in production of vegetables, legumes and cereals can be applied in plant propagation.
2	Perennial crops (sugarcane) has been dropped	Competences, knowledge and skills acquired in principles of crop production, vegetable growing, legumes, cereal, root, coffee, field crops production can be applied in growing of perennial crops.
3	Settlement and resettlement schemes have been dropped	Knowledge acquired in land use can be applied in understanding settlement and resettlement schemes

4	Crop improvement has been dropped	Competence and knowledge and skills acquired in crop production and field visits can be applied in crop improvement
5	Land tenure has been dropped	Competences and knowledge acquired in land use can be applied to land tenure.
6	Soil and water conservation has been dropped	Competences, knowledge and skills acquired in soil fertility management can be applied in soil and water conservation.
7	Farm implements and equipment has been dropped	This will be taught while handling farm tractor in senior four
SENIOR 4		
1	Dropped the topic of perennial crops[sugar cane]	Competences, Knowledge and skills acquired in principles of crop production, vegetable growing, legumes , cereal, root, coffee, field crops production can be applied in growing of perennial crops.
2	Dropped crop improvement	Competence and knowledge and skills acquired in plant propagation and field visits can be applied in crop improvement.
3	Dropped the settlement and resettlement	Knowledge acquired in land use can be applied in understanding settlement and resettlement schemes
4	Farming organization (Other organizations) has been dropped	Competences, knowledge and skills acquired while handling cooperatives will be applied in other organisations.

5	Fruit crops has been dropped	Competences, knowledge and skills acquired in principles of crop production, vegetable growing, legumes , cereal, root, coffee, field crops production can be applied in growing of fruits crops.
SENIOR 6		
1	Dropped the soil and water as a farmink resource, soil fertility, soil composition	This is integrated in chemicals of life
2	Dropped topics of agro forestry, bee keeping, fish farming, urban or peri urban farming	These have been integrated into ecosystems and livestock production as projects
3	Dropped gender and population	These are integrated in agricultural policies and farming organizations
4	Animal production III [Bee keeping, fish farming ,livestock rearing and environment]	These have been integrated into ecosystems and livestock production as projects
5	Animal production IV [Dairy production, livestock records]	Knowledge and competences acquired in livestock management can be applied in dairy production.
6	Economics I [Population and its influence on agriculture, Gender and agriculture production]	These are integrated in agricultural policies and farming organizations
7	Crop production V [Urban and peri urban farming]	These have been integrated into ecosystems and livestock production as projects
8	Agriculture engineering I and farm mechanization[Principles	

9.	of working of machines, simple calculations on mechanics] Economics III [Land policies]	The intended knowledge and competences in simple machines will be acquired while handling animal and crop projects as well as livestock management The content and knowledge obtained while handling factors of production and agriculture policies will be applied in land policies.
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