



The Republic of Uganda

Ministry of Education and Sports

LATIN TEACHING SYLLABUS

Uganda Certificate of Education

Senior 1 - 4

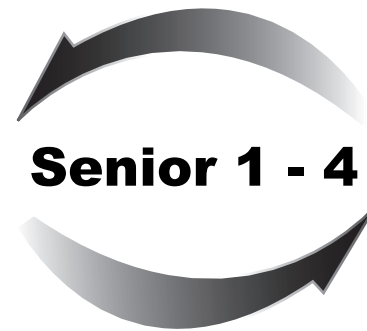


National Curriculum Development Centre
P.O. Box 7002
Kampala - Uganda

2008

LATIN TEACHING SYLLABUS

UGANDA CERTIFICATE OF EDUCATION



National Curriculum Development Centre

Latin Teaching Syllabus, National Curriculum Development Centre.

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA - 2008.

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P.O. BOX 7002, KYAMBOGO, KAMPALA.
KAMPALA - UGANDA

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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies.



Connie Kateeba
DIRECTOR,
National Curriculum Development Centre



FOREWORD

The educational experiences one goes through have a lot of bearing on the knowledge and skills acquired, attitudes developed and consequently what one is able to do in achieving quality and successful life.

The teaching syllabuses for O-Level subjects will go a long way in achieving the government aims and objectives of education for all. For a long time each school has been developing its own teaching syllabuses. However, there has been need to standardise the various teaching syllabuses, in terms of scope and depth of the content in the various subjects for every school. This will provide detailed guidance to the teacher for scheming and lesson preparations. The syllabuses still leave room for the teacher to use his/her own creativity. These standardised syllabuses will guide the teaching/learning process.

I appeal to all stakeholders to join hands and make the implementation of this educational process a success.

A handwritten signature in black ink, appearing to read 'John Mbabazi'.

Dr. John Mbabazi
Director of Education
Ministry of Education and Sports

SECTION I

INTRODUCTION

Latin may be classified as a dead language, not simply because it is no longer spoken but it is a language which is no longer changing within the norms of linguistically development. It has however changed into other romance and teutonic languages. The fact that no people have it now as own language makes it merit the benefit of its stability and constancy.

Latin is a language which the Romans spoke many years ago. It was considered to be a language of the Latins who lived in the region of Latium, central Italy. The language spread with the expansion of the Roman empire, and later on, with its official use in the Catholic Church.

PURPOSE

Latin is the mother of Teutonic languages such as English and German and Romance languages such as French, Spanish etc. Most of these languages are offered in the school curriculum.

English has a special role as the medium of instruction and the official language of Uganda. Latin helps students to learn individual English words or vocabulary that have their origin from Latin language.

As a language of reference, Latin has gained stability and has consequently become a reliable source of coinage from which modern languages derive vocabulary especially in the science field.

The morphology of Latin trains the learner in skills of critical and analytical thinking. Such skills are basic for humanities like History, Literature, Linguistics, theology, Philosophy and sciences like Biology, Chemistry, Physics, Information technology and Military Science.

BROAD AIMS OF EDUCATION

- (i) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of internal relations and beneficial inter-dependence;
- (ii) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship;

- (iii) To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- (iv) To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- (v) To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development, for better health, nutrition and family life, and the capability for continued learning; and
- (vi) To contribute to the building of an integrated, self-sustaining and independent national economy.

AIMS AND OBJECTIVES OF SECONDARY EDUCATION

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

AIM OF TEACHING LATIN

- a) To enable the learner acquire a linguistic background to humanities and sciences that have Latin as a core subject and use the language appropriately.
- b) To enable the learner to access knowledge written in Latin books which have not been translated.

AIMS OF TEACHING LATIN

To enable the learner to:

1. Pronounce and use all the Latin sounds correctly.
2. Respond to oral communication in Latin.
3. Read, comprehend and translate simple Latin text.
4. Write Latin sentences based on correct grammatical rules.

TARGET

The syllabus for ordinary level has been prepared for students who have successfully completed their Primary level. The teachers who qualify to teach the language are Diploma holders and those with a Degree in Education.

SCOPE AND DEPTH

The scope and depth of Latin is in PACAGENUTEDE COM. It starts with parts of speech (PA) cases (CA) gender (GE), number (NU) tenses (TE) declension (DE) conjugation (CO) and mood (M). In addition the syllabus teaches the culture of Roman under some topics. This helps the students to conceptualize the life of the people whose language they are studying, that is, language and culture are inseparable.

TEACHING SEQUENCE

- S1:** Introduction to Latin
Home
Family Relationship
Human Body
Schools
Occupations

- S2: Market Place
Foods and Drinks
Holidays
Environmental Protection
Hospital and Health
Epidemics
- S3: Worship
Communication
Dressing
Ceremonies
Historical Events
Government
Prescribed texts
- S4: Security
Leisure
Prescribed texts

TIME ALLOCATION

Latin is allocated two periods a week, 8 periods a month, 32 periods a term. Every term has 12 weeks.

HOW TO USE THE SYLLABUS

The syllabus has been organized in topics. Every topic has an aspect that is to be taught and the time allocated. It has the content column which has two parts: subtopics, the vocabulary and structures to be taught in that topic. The vocabulary is given in both English and Latin. This is not for purposes of translating but to give the teacher line of focus as he prepares to teach. The column for objectives; this gives the teacher the targeted intentions of the teaching. The methodology column has suggested methods and hints. However the teacher is expected to think of the most appropriate methods in addition to the given ones.

TEACHING /LEARNING AIDS

These will include:

- Conversation posters
- Puppets
- Picture cards
- Flannel board
- Sound clips
- Radio cassette
- VIPP cards
- Pictures and captions from Latin texts.

MODE OF ASSESSMENT

The assessment of Latin will be both continuous and test at the end of a term. The culture will be assessed as per topics covered. In senior one and two listening and speaking should be emphasized and reading and writing in senior three and four.

Assessment

Latin, like any other language, will be assessed continuously as teaching takes place at the end of every topic; and summative at the end of the term, year and the course.

Summative Assessment

Latin has three papers:

Paper One: consists of two questions on translation and both are compulsory. The paper is two hours.

Paper Two: is one hour. It consists of two prose translation questions and a candidate is expected to answer only one.

Paper Three: is one hour. It consists of two verse translation questions from which a candidate chooses one.