THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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Commissioner for Education

ACADEMIC COMMUNICATION SYLLABUS FOR ADVANCED SECONDARY EDUCATION
FORM V–VI
2023

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Abbreviations and Acronyms

ACSEE   Advanced Certificate of Secondary Education Examination

CA   Continuous Assessment

CD   Compact Disk

ICT   Information and Communication Technology

Q&A   Question and Answer

RIPS   Read-Ink-Pair- Share

TIE   Tanzania Institute of Education

TIPS   Think-Ink-Pair-Share

TPS   Think-Pair-Share

TV   Television

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1.0 Introduction

Academic Communication is a compulsory subject for all students in Forms V and VI. The purpose of learning Academic Communication is to strengthen students' ability to using English in academic communication. Furthermore, the subject aims at developing a variety of language competences that will enable students to communicate proficiently and make academic presentations in English.

The Academic Communication syllabus is designed to guide the teaching and learning of Academic Communication subject at the Advanced Secondary Education, Form V–VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences. It is expected that the subject will help students to develop 21st century skills which include creativity, communication, collaboration, critical thinking and problem solving.

2.0 Main Objectives of Education in Tanzania
The main objectives of education in Tanzania are to enable every Tanzanian to:
  (a) Develop and improve his or her personality so that he or she values himself or herself and becomes self-confident.
  (b) Respect the culture, traditions and customs of Tanzania, cultural differences, compassion, human rights, and inclusive attitudes and actions.
  (c) Increase knowledge and the use of science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and for sustainable development of the nation and the world at large.
  (d) Understand and protect the national values, including compassion, patriotism, morality, unity, transparency, honesty, accountability and the national language.
  (e) Build life and work-related skills in order to increase efficiency in everyday life.
  (f) develop a habit of liking and valuing work in order to increase productivity and efficiency in production and service provision.
  (g) Identify and consider cross-cutting social issues, including the health and well-being of other people (society), gender equality, as well as the management and sustainable conservation of the environment.

(h) Develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0   Objectives of Advanced Secondary Education, Form V–VI

The objectives of Advanced Secondary Education, Form V–VI, are to:

(a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the lower level of Secondary Education.

(b) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights.

(c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge.

(d) Improve the use of language in academic communication.

(e) Strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation.

(f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well.

(g) Develop readiness to continue to a college education.

4.0   General Competences for Advanced Secondary Education, Form V–VI

The general competences for Advanced Secondary Education are to:

(a) Apply the knowledge and skills acquired in ordinary secondary education to strengthen and broaden academic understanding.

(b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights.

(c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education.

(d) Use language skills in academic communication.

(e) Apply knowledge of cross-cutting issues to master the surrounding environment.

(f) Use knowledge and skills to enable a student to employ him/herself, be employed as well as manage life and his/her environment.

(g) Demonstrate readiness to proceed to the next level of education.

5.0 Main and Specific Competences

The main and specific competences to be developed by students are presented in Table 1.

Table 1: *Main and specific competences for Academic Communication, Form V – VI*

Main competences	Specific competences
1.0 Demonstrate mastery of the principles of English language	1.1 Demonstrate understanding of basic principles and usage of English language (e.g., syntax, pronunciation, grammar, etc.)
	1.2 Apply the principles of language to construct sentences, paragraphs and texts
2.0 Apply academic communication skills	2.1 Demonstrate mastery of the use of English language in academic communication
	2.2 Prepare different documents in English
	2.3 Use ICT to search for academic information
	2.4 Prepare and make academic presentations in English
	2.5 Demonstrate mastery of using illustrations in academic documents

6.0 Roles of the Teacher, Student and Parent in Teaching and Learning

A good relationship between teachers, students and parents or guardians is fundamental in ensuring a successful learning. This section outlines the roles of each participant in facilitating the teaching and learning of Academic Communication subject as follows:

6.1 The teacher

The teacher is expected to:

(a) Help the student to learn and acquire the intended competencies in Academic Communication.

(b) Use teaching and learning approaches that will allow a student with different needs and abilities to:

  i.   develop the competencies needed in the 21st century; and

  ii. actively participate in the teaching and learning process.

(c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources.

(d) Create a friendly teaching and learning environment.

(e) Prepare and improvise teaching and learning resources.

(f) Conduct formative assessment regularly by using tools and methods which assess theory and practice.

(g) Treat all the students equally irrespective of their differences.

(h) Protect the student while at school.

(i) Keep track of the student's daily progress.

(j) Identify individual student's needs and provide the right intervention.

(k) Involve parents/guardians and the community at large in the student's learning process.

(l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2　The student

The student is expected to:

    (a) Develop the intended competencies by participating in various learning activities inside and outside the classroom.

    (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3　The parent

The parents and guardians are expected to:

    (a) Monitor their children's academic progress in school.
    (b) Where possible, provide a child with the needed academic support.
    (c) Provide the child with a safe and friendly home environment which is conducive for learning.
    (d) Keep track of the child's progress in behaviour.
    (e) Provide the child with any necessary materials required in the learning process.
    (f) Instil in a child a sense of education commitment and positive value towards education and work.

7.0　Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0　Teaching and Learning Resources

The process of teaching and learning the subject requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and a student are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of approved textbooks and reference books shall be provided by TIE.

9.0 Assessment

Assessment is important in teaching and learning of Academic Communication subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form VI Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Type of Assessment	Form V	Form VI
First Term Examination	5%	6%
Second Term Examination	5%	-
Project	-	7%
Mock Examination	-	7%
National Examination	-	70%
Total	**100%**	

10.0 Number of Periods

The Academic Communication Syllabus for Advanced Secondary Education provides estimates of the time that will be spent in learning and teaching, and in consideration of the complexity of specific competencies and activities that the student is required to do. Four periods of 40 minutes each have been allocated for this subject per week. In general, each class shall have 140 periods per year.

11.0 Teaching and Learning Content

The contents of this syllabus are presented in a matrix form with seven columns which include main competences, specific competences, learning activities, suggested methods, assessment criteria, suggested resources and number of periods as presented in Tables 3 and 4.

Table 3: *Detailed Content for Form V*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the principles of English language	1.1 Demonstrate the understanding of basic principles and usage of English language (e.g., syntax, pronunciation, grammar, etc.)	(a) Form words using word-formation processes that express clarity and fluency in oral and written communications	**Discussion:** In manageable groups, guide students through discussing the processes of forming words **TIPS (Think-Ink-Pair-Share):** Guide students through thinking and writing down various words and predict on their formation	Word formation processes are used properly to express clarity and fluency in oral and written communications	Texts, newspapers, audio-visual materials for word formation process	28

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Pronounce words correctly using stress and intonation in oral and written communications	**Demonstration:** Use video to guide students through pronouncing word stress and intonation, bang the tables, clap hands, put brackets to show a stressed part of the word and arrows to show the types of intonation **Discussion:** In manageable groups, guide students through pronouncing simple words and sentences with stress and intonation **Song:** Guide students through identifying word and sentence stress and intonation from the song	Words are pronounced properly by using stress and intonation in oral and written communications		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Interpret literal meanings of words and sentences in various contexts	**Role-play:** Guide students through acting out and interpreting literal meanings of key words and sentences as they appeared in the role-plays **Dialogue:** Guide students through practising a dialogue while observing the proposed words and interpreting literal meanings of the words and sentences as they have been used in the dialogue	Literal meanings of words and sentences are interpreted properly in various contexts		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Evaluate the importance of stress and intonation in oral communications	**Debate:** Guide students through debating to evaluate the importance of stress and intonation in oral communication	Stress and intonation in oral communication are evaluated appropriately		
			Dramatisation: Guide students through dramatising a simple play with elements of wrong and right stresses and intonation, and evaluate the importance of stress and intonation in oral communication			

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Apply principles of language to construct sentences, paragraphs, and texts	(a) Write different sentences using appropriate punctuation marks	**Discussion:** Guide students through discussing different uses of punctuation marks **Gallery-walk:** Guide students through writing different sentences by using appropriate punctuation marks	Punctuation marks are used appropriately in writing different sentences	Texts, newspapers, audio-visual materials for word formation process	21

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Construct paragraphs using appropriate steps in writing texts	**Jig-saw:** Guide students through constructing paragraphs using proper steps in writing texts (pre-writing, researching, drafting, revising, editing and proofreading) **Gallery-walk:** Guide students through constructing paragraphs by using proper steps of writing texts	Paragraphs are constructed appropriately in writing texts		
		(c) Compose essays using appropriate structure	**Discussion:** Guide students through composing essays and describing their structures	Essays are composed appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Apply academic communication skills	2.1 Demonstrate mastery of the use of English in academic communication	(a) Participate in dialogues and debates to discuss discipline-specific matters (e.g., markets, politics, education, health, etc.)	**Dialogue, debate, discussion:** With selected topics or issues, guide students through debating, discussing and doing dialogues on the discipline-specific matters in markets, politics, education, health and so on to determine their mastery of using English language in academic communication	Discipline-specific matters are discussed well in dialogues and debates	Recorded debates/ dialogues, texts (sample of minutes and agenda from meetings), influential people (politicians, preachers, motivational speakers, etc.) for discipline-specific matters	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Participate in formal and informal meetings (e.g., school, workplace, home, village, ward)	**Dramatisation:** Guide students through dramatising and identifying skills required to participate in formal and informal meetings **Simulation:** Guide students through identifying skills required to participate in formal and informal meetings through simulation **Guest speaker/ Resource person:** Invite a political leader/ a motivational speaker/ a resource person to give	Formal and informal meetings are conducted properly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			speeches for students to observe and learn the skills applied during the presentation **Discussion:** In manageable groups, guide students through discussion to identify the skills required to conduct formal and informal meetings			
		(c) Narrate diverse events/activities/ stories orally and in written communication	**Story-telling:** Guide students through narrating the events or activities experienced orally and in writing **Songs:** Guide students through singing to narrate events and activities they experienced in their families	Diverse events/ activities/life experiences are narrated appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Prepare different documents in English	(a) Prepare posters for academic presentations	**Project work:** Guide students through preparing banners, sign-posts and logos for academic purposes **TIPS (Think-Ink-Pair-Share):** Guide individual students through thinking and creating banners, sign-posts, posters and logos for academic presentations	posters, logos, and banners are created properly for various academic purposes	Samples of invitation cards, business cards, banners, posters, signposts, logos, references and citations for preparation of different documents in English	12

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Use ICT to search for academic information	(a) Search for academic information from physical and online sources	**Scenario:** Guide students through assessing how the library resources are used to obtain academic information **Project work:** Organise students in manageable groups and assign students some activities that require them to utilise online-library in order to search for academic information	Library resources are utilised properly to obtain academic information	Computers/ tablets/ smartphones, Internet, librarian/ curator for academic information search	18

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Assess the importance of different basic databases in learning	**Project work:** Organise manageable groups and assign students tasks to assess the importance of different basic databases in learning **Discussion:** Guide students through discussing how physical and online archives are important in obtaining academic information.	Archives are used properly to obtain information		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Participate in face-to-face research interviews to collect information	**Scenario:** Create a scenario that will guide students to identify the skills required to conduct face to face interview **Simulation:** Guide students through conducting face to face interviews to collect information	Face-to-face research interviews are conducted properly to collect information		
	2.4 Prepare and make academic presentations in English	(a) Make classroom presentations	**Scenario:** Guide students through preparing and making classroom presentations of proposals and reports **Discussion:** Guide students through discussing on how to make classroom presentations	Classroom presentations are done properly	Written speeches, audio-visual materials (radio, TV), social media (Facebook, YouTube) for academic presentations in English	20

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Demonstration: Guide students through presenting proposals and reports in the classroom to develop presentation skills **Presentations:** Guide students through making classroom presentation on the project works and reports	Research proposals and research reports are presented appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.5 Demonstrate mastery of using illustrations in academic documents	(a) Identify simple and complex illustrations from various documents	**Demonstration:** Guide students through identifying simple and complex illustrations from various documents **RIPS (Read-Ink-Pair-Share):** Provide students with books, maps, journals, articles, computers for everyone to identify simple and complex illustrations	Simple and complex visual aids are identified properly from various documents	Maps, newspapers, journal articles, computer, Internet for identifying simple and complex illustrations	20
		(b) Interpret simple illustrations used in documents	**Scenarios:** Using a scenario method, guide students through interpreting simple and complex illustrations used in various documents.	Simple visual aids used in documents are interpreted properly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			RIPS (Read-Ink-Pair-Share): Provide students with books, maps, journals, articles, computers for everyone to interpret simple and complex illustrations			
		(c) Use simple illustrations to prepare academic documents	**Project work:** Ask students to prepare academic documents with simple illustrations such as bar charts, graphs, photograph, etc. and associate them with research proposals and reports done in 2.4	Simple visual aids are used properly to prepare academic documents		

Table 4: *Detailed Content for Form VI*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of principles of English language	1.1 Demonstrate understanding of the basic principles and usage of English language (e.g., syntax, pronunciation, grammar, etc.)	(a) Construct sentences (complex, compound, etc.) by observing subject-verb agreement and appropriate word order in oral and written communications	**TIPS (Think-Ink-Pair-Share):** Guide individual students through constructing sentences of different types and writing them down for presentation **Dialogue:** Guide students through conversations to discuss the sentences used in the dialogue	Sentences (complex, compound, etc.) are constructed properly by observing subject-verb agreement and appropriate word order	Dictionaries, oral and written texts on various fields for sentence construction	28

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Justify the necessity of word order in sentence construction	**Scenarios:** Guide students through justifying the necessity of word order in sentence construction **Debate:** Guide students through debating on whether it is necessary or not to have word order in sentences construction	The necessity of word order in sentence construction is justified		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Use field-specific vocabularies (e.g., science, commerce, agriculture, etc.) in oral and written communication	**Scenarios:** Prepare a scenario that will guide students to identify field specific vocabularies and present them to the class **Project work:** Assign students to do practical activities in science, commerce, agriculture, etc. and write reports on the performed practicals	Field-specific vocabulary (e.g., science, commerce, agriculture, etc.) are used appropriately in oral and written communications.		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Interpret implied meanings of words and sentences in various contexts	**Role-play:** Prepare role-plays with words and sentences that will help students to interpret their implied meanings **Dialogue:** Guide students through speaking out the words and sentences to interpret implied meanings	Implied meanings of words and sentences are interpreted correctly in various context		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Apply principles of language to construct sentences, paragraphs and texts	(a) Write various reports using appropriate procedures	**Project work:** Guide students through preparing different reports, and let them present the report to the class **Simulation:** Ask students to simulate a situation for a meeting and guide them through writing reports from the meetings **Demonstration:** Prepare samples of memos and various reports, and guide students through reading and differentiating them	Various reports are written properly	Samples of letters, curriculum vitae, reports and memos for writing various reports	16

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			TIPS (Think-Ink-Pair-Share): Guide students through writing various reports and formal letters			
2.0 Apply academic communication skills	2.1 Demonstrate mastery of the use of English in academic communication	(a) Make presentations on diverse matters (e.g., health, death, celebration, etc.) and contexts (e.g., school, home, workplace, etc.) using informative skills	**Role-play:** Guide students through reporting on diverse matters (e.g., health, death, celebration, etc.) and contexts (e.g., school, home, workplace, etc.) using informative skills through role-play	Diverse matters (e.g., health, death, celebration, etc.) and contexts (e.g., school, home, workplace) are reported	Samples of job advertisement, written announcements of deaths, accidents, police, etc. for making presentations on diverse matters	18

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Study-tour: Guide students through visiting the nearby radio and Television stations to participate in interviews using informative skills			
			Role-play: Guide students through role-playing job interviews using informative skills			

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Prepare different documents in English	(a) Use e-mails, fax, online professional platforms (e.g., LinkedIn) and online portals (e.g., Ajira portal) to communicate information	**Questions and Answers (Q&A); Project Work:** Guide students through identifying on-line professional platforms through oral questions and answers **Project Work:** Assign students to use e-mails, fax, LinkedIn, Ajira portal to communicate information and guide them through discussing to identify their effectiveness	E-mails, fax, online professional platforms (e.g., LinkedIn) and online portals (e.g., Ajira portal) are used properly to communicate information	Computer, Internet, printer, photocopy machine, scanner, projector, referencing programs, billboard pictures, posters, logos, signposts, and banners for communicating information	20

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Write project proposals and project reports	**RIPS (Read-Ink-Pair-Share)**: Guide students through visiting a library, searching for important elements in writing project proposals and project reports and sharing with the whole class **Discussion:** Organise students in manageable groups and guide them through discussing and writing project proposals and project reports	Project proposals and project reports are written properly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Write references and citations in academic documents manually and by using software (e.g., Mendeley, Endnote, etc.)	**TIPS (Think-Ink-Pair-Share):** Guide students through assessing different documents with different citations and referencing done manually and by using software **Jig-saw:** Guide students through writing references and citations in academic documents manually, and by using software (e.g., Mendeley, Endnote, etc.) for presentation	References and citations are written correctly in academic documents using software		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Use ICT to search for academic information	(a) Conduct online research interviews to collect information	**Scenario:** Create a scenario that can help students to identify the skills required to conduct online research interviews **Simulation:** Guide students through conducting online research interviews to collect information **Project work:** Assign activities to students in groups and guide them through using online/ virtual library to obtain academic information	Online/virtual libraries are utilised appropriately to obtain information	Internet-connected computers, online journals/ archives/ libraries special apps (e.g., Zoom, MS-Teams, Google Meet), website links for communicating information	18

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Assess the importance of different basic databases in learning	**Case study:** Guide students through assessing the importance of different basic data bases in learning **Debate:** Guide students through debating on the usefulness and importance of different basic databases in learning	Online/virtual archives/ databases are used properly in learning Importance of different basic databases in learning is assessed properly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Project work: Organise manageable groups of students and assign them some tasks that require discussion on the importance of different basic databases in learning			
	2.4 Prepare and make academic presentations in English	(a) Use multimedia devices (e.g., computer, projector, TV, etc.) in oral presentations	**Demonstration:** Ask students to use multimedia devices (e.g., computer, projector, TV, etc.) in oral presentations	Multimedia devices (e.g., computer, projector, TV, etc.) are used appropriately in oral presentations	Computers, smartphones/tablets, projectors, Internet, TV, special apps (e.g., Zoom, MS-Teams, Google Meeting) for multimedia use	20

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Project work: Guide students through preparing presentations on various cross-cutting issues using multimedia devices (e.g., computer, projector, TV, etc.)			
		(b) Present project proposals and project reports	**Demonstration:** Guide students through presenting project proposals and reports **Presentations:** Guide students through presenting the project proposals and project reports in groups	Project proposals and project reports are well presented		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.5 Demonstrate mastery of using illustrations in academic documents	(a) Interpret complex illustrations used in various documents	**Scenarios:** Guide students through interpreting complex illustrations used in various documents **RIPS (Read-Ink-Pair-Share):** Provide students with books, maps, journals, articles and computers for everyone to interpret complex illustrations	Complex visual aids used in various documents are interpreted properly	Newspapers, maps, computers, Internet, academic texts for interpretation of complex illustrations	20

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Use complex illustrations to prepare academic documents	Project work: Guide students through using complex illustrations to individually prepare academic documents	Complex visual aids are used properly to prepare academic documents		

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