TEACHER'S RESOURCE PACK

Ghanaian Language BASIC 7

NaCCA

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

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Part A

1 INTRODUCTION

1.1 HOW TO USE THIS PACK

The Teacher Resource Pack does not provide all the information that teachers need to deliver lessons in class. It does however provide ideas on how to handle the various strands of the curriculum. It also contains sample lessons. The sample lessons are just to guide the teacher to prepare comprehensive lesson notes for class delivery. Teachers are to refer to this book only as a guide to learning and teaching, as there are other suggested references in this book that teachers could refer to for further information on the various Sub-strands. Teachers are therefore not to depend on this pack solely for lesson delivery, but read also, other relevant books for more information on the Sub-strands that they would be teaching in class.

1.2 RATIONALE B7–B10

Language is both a medium of communication and a library in which the elements of culture are stored. It remains the most reliable means through which elements of culture are preserved and transmitted from generation to generation. First, the study of learners' first language and culture will make them conscious of their identity and equip them with effective communication skills that will provide them with the ability to appreciate the values embodied in their language and culture. They will know their cultural values and practices and this will help them to become honest and responsible citizens in their communities.

Again, learners must be made to learn Ghanaian Language in their schools to enable them access indigenous and educational knowledge and integrate this knowledge with present day global developments and technological advancements. In light of such current global development and technological advancement, knowledge in a Ghanaian Language

will help learners maintain their identity as Ghanaians. In addition, research has proven that learners who are very good in their first language are able to learn a second language faster and better. This implies that emphasis must be put on the teaching and learning of Ghanaian Languages to serve as a foundation to the effective learning of English as second language. This will therefore make learners bilinguals, a skill which is crucial in the current global world.

The development of a Teacher Resource Pack for Ghanaian Languages therefore is to assist teachers understand and use the curriculum effectively and prepare their lessons very well to ensure an effective delivery in class.

1.3 TEACHING PHILOSOPHY

The language and culture learning curriculum is informed by two main philosophical ideas, namely the Developmental theory and Social Constructivism. Children go through developmental stages as they learn language and research. Children develop command over their language at their own pace as they interact with the social environment around them. Therefore, when children are provided with a good social environment they develop their language and culture faster.

In teaching language and culture, the curriculum adopts the socio-constructivists dimensions to learning. Children have in-built potentials to develop and acquire new language while approximating grammatical structures as they learn to speak. They invent names for the objects in their world from the start, and gradually learn the appropriate language as they interact in their community. The social constructivist theory holds the notion that reading, and writing are active processes of constructing meaning from print; hence the use of their favourite phrase "meaning making" to describe how active the reader is in learning a first language and comprehending what they read or hear. In this way, the teacher serves

as guide and a facilitator to enhance the children's ability to decode text and support them to engage and make sense of what they read. This is to ensure that good readers constantly make hypotheses and predictions, and modify them as they read along. This calls for participatory and thematic approaches to help children to connect Ghanaian language learning in the classroom to solve real world problems. The teacher should therefore promote interaction and make learners active in constructing their own knowledge, thought and experiences. In this approach, teachers should recognise individual differences in language learning abilities to ensure effective teaching of language in the classroom.

1.4 LEARNING PHILOSOPHY

Language learning is not just listening, speaking, reading and writing; it also involves the appropriate use of the language in appropriate contexts. Teachers should therefore develop the linguistic and socio-linguistic competencies of their learners. Teachers should also promote effective use of verbal and non-verbal strategies in their communication. The Ghanaian language and culture curriculum, therefore, assumes that learners who are knowledgeable in their first language can access indigenous and educational information effectively, construct their knowledge, thoughts and experiences efficiently, and appreciate their language and culture and that of others and contribute meaningfully in the development of their communities as honest and responsible citizens.

1.5 AIMS

1.5.1 GENERAL AIMS
The Teacher Resource Pack aims to assist the teacher in preparing lesson notes to teach and develop individuals who are literate, problem solvers, can think creatively, and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

1.5.2 SUBJECT AIMS
The overriding aim of the Ghanaian Language curriculum is to develop the linguistic and cultural awareness of the learner. The following aims may culminate into the achievement of this broad aim:

1. Heighten learners' sensitivity in their Ghanaian Language.

2. Acquire the basic skills that will help them decode appropriate age level text in the Ghanaian Language.

3. Read age level/appropriate text with ease, fluently, and with comprehension.

4. Cultivate a life-long habit of reading widely for information as well as for pleasure.

5. Acquire a wide stock of vocabulary and understand grammatical structures and linguistic conventions for easy listening, speaking, reading and writing.

6. Write clearly, accurately and coherently in their first language in a range of contexts for varied purposes and audience.

7. Read literary material with pleasure, and appreciate great stock of literary works to become lifelong learners.

8. To polish existing skills and extend the learners' linguistic knowledge and experience.

9. Appreciate and value their culture and that of others.

10. Appreciate the linguistic, historical and cultural heritage of their people.

1.6 STRUCTURE AND ORGANISATION OF THE GHANAIAN LANGUAGE CURRICULUM

The content of the curriculum has been structured into four columns namely, Strands, Sub-Strands, Content Standards and Indicators, and Exemplars. A unique annotation is used for numbering the learning indicators in the curriculum for easy referencing. The annotation is explained in Table 2.

Example: **B7.2.3.4.1**

ANNOTATION	MEANING/REPRESENTATION
B7	Year or Class
2.	Strand Number
3.	Sub-Strand Number
4.	Content Standard Number
5.	Indicator Number

Strands are the broad areas/sections of the Ghanaian Language content to be studied.

Sub-Strands are the topics within each Strand under which the content is organised.

Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The Indicators represent the minimum expected standard in a year.

Exemplar: Support and guidance which clearly explains the expected outcomes of an Indicator, and suggests what forms teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

2   PLANNING, TEACHING AND ASSESSMENT

2.1   INCLUSIVE PEDAGOGICAL APPROACHES

2.1.1   Learning–Centred Pedagogy

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4**R**s – Reading, w**R**iting, a**R**ithmetic and c**R**eativity. It is expected that at each Key learning phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with their classmates.

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful hands-on activities that bring home to the learner what they are learning in school, and what they know from outside of school. The learning-centred classroom is a place for learners to discuss ideas and, through the inspiration of the teacher, actively engage in finding solutions to problems by working in groups. This also includes researching for information, and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:

- Learners feel safe and accepted.

- Learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials, and ideas in a variety of ways.

- The teacher assumes the position of a facilitator or coach who helps learners to identify a problem suitable for investigation via project work.

- Problems are connected to the context of the learners' world so that it presents authentic opportunities for learning.

- Subject matter is coined around or focused on the problem, and not the discipline.

- Learners responsibly define their learning experience and draw up a plan to solve a problem in question.

- Learners collaborate whilst learning.

- Learners demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom.

2.1.2   Assessment

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner's response to instruction.

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment *as* learning and Assessment *for* learning.

- **Assessment *as* learning**: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching and learning strategies. Learners are assisted to play their roles and to take responsibility of their own learning to improve performance.

Learners set their own goals and monitor their progress.

- **Assessment *for* learning**: It is an approach used to monitor learner's progress and achievement. This occurs throughout the learning process. The teacher employs assessment *for* learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies, and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

- **Assessment *of* learning**: This is summative assessment. It describes the level learners have attained in the learning, what they know, and what they can do over a period of time. The emphasis is to evaluate the learner's cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, try to select Indicators in such a way that you will be able to assess a representative sample from a given Strand. Each Indicator in the curriculum is considered a criterion to be achieved by the learners. When you develop assessment items or questions that are based on a representative sample of the Indicators taught, the assessment is referred to as a "Criterion-Referenced Assessment". In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure you use i.e. class assessments, homework, projects, etc., must be developed in such a way that the various procedures complement one another to provide a representative sample.

2.2 INSTRUCTIONAL EXPECTATIONS

2.2.1 Integration of Skills

A fundamental component of this curriculum is the integrated approach to the teaching of language skills and cultural values in the sense that, listening, speaking (cultural values), reading and writing are integral to building the grammatical and communicative competence of the learner; grammar simply sets the rules for speaking, reading and writing correctly. This is not to shift the focus of language lessons to preaching grammatical rules. Small doses of these grammatical rules are fused into literature

and composition, as well as reading and oral work. It is, therefore, advantageous at this level to adopt an integrated approach in the teaching of language skills and cultural values.

This means, for example, that as you teach a writing/composition lesson, relevant grammatical and cultural issues must be raised and explained in relation to the writing task. Similarly, such a lesson must have significant aural and oral components.

2.2.2 Approach to Grammar

It is important to point out that at the basic school level, grammar is basically internalised; it must be seen as an integral part of listening and speaking and treated as such. The main task is to assist learners to **use** the listed language/grammatical items correctly and fluently. These should be introduced in meaningful situations in the context of everyday activities, modelled adequately and practiced orally by every child. As much as is possible, the children must not be bothered with grammatical terminologies, definitions and lengthy explanation of abstract grammatical concepts.

2.2.3 Customs and Institution

The section on Oral Work is referred to as "Customs and Institutions" in this curriculum. The purpose of each of the segments is to encourage learners to listen carefully, recite, sing and carry out instructions in the Ghanaian language. In B7 to B10, the Grammar aspect has been integrated into the Customs and Institutions as well as the Writing aspects of the lessons. The teacher must give the segments their due weight, balance and influence in the teaching process.

2.2.4 Reading Material

To help the teacher to achieve the Indicators of the "Reading" Strand, a list of topics for reading has been provided below. The topics have been carefully selected to help learners acquire vital information on health issues, as well as on issues of current interest. The teacher is further encouraged to use their initiative in improvising and planning new reading materials. It is a requirement that each learner should read *three books on different topics each term*; that is, nine books per year. Apart from the prescribed books, the teacher should also encourage learners to read any Ghanaian language book they find interesting.

2.2.5 Supplementary Material

The teacher is encouraged to constantly look for other supplementary material which will enhance the teaching/learning, especially of the sections on "Listening and Speaking", and "Reading". Materials that focus on energy efficiency, gender issues, moral, ethical and social values such as honesty, diligence, and integrity are particularly recommended.

The Ghanaian language subject is given three periods a week in the Common Core Programme. Each period is made up of fifty (50) minutes.

2.3. SAMPLE SCHEMES OF LEARNING AND LESSON PLAN

2.3.1 Table 1: Yearly Overview

Weeks	Term 1 (List term 1 Sub-strands)	Term 2 (List term 2 Sub-strands)	Term 3 (List term 2 Sub-strands)
1	Rites of Passage	Rites of Passage	The Clan System
	Speech Soundsb v	Tone	Reading
	Sentences	Integrating grammar in written language (verbs, adverbs, conjunctions, postpositions/preposition)	Integrating grammar in written language (nouns, pronouns, adjectives)
2	Structure and organise ideas in composition writing	Structure and organise ideas in composition writing	Structure and organise ideas in composition writing
	Tones	Play Songs	Play Songs
	Integrating grammar in written language (nouns, pronouns, adjectives)	Poetry	Prose
3	Structure and organise ideas in composition writing	Naming Systems	Presentation
	Lullaby	Reading	Tones
	Drama	Integrating grammar in written language (verbs, adverbs, conjunctions postpositions/preposition)	Integrating grammar in written language (verbs, adverbs, conjunctions postpositions/preposition)
4	The Clan System	Structure and organise ideas in composition writing	Structure and organise ideas in composition writing
	Reading	Folktale	Play Songs
	Integrating grammar in written language (nouns, pronouns, adjectives)	Prose	Drama
5	Structure and organise ideas in composition writing	Rites of Passage	Chieftaincy
	Play Songs	Translation	Reading
	Poetry	Use of Postpositions	Use of Adverbs
6	Chieftaincy	Structure and organise ideas in composition writing	Structure and organise ideas in composition writing
	Translations	Lullaby	Lullaby
	Integrating grammar in written language (nouns, pronouns, adjectives)	Drama	Poetry

Weeks	Term 1 (List term 1 Sub-strands)	Term 2 (List term 2 Sub-strands)	Term 3 (List term 2 Sub-strands)
7	Conversation/everyday discourse	The Clan System	Rites of Passage
	Folktales	Reading	Translation
	Prose	Integrating grammar in written language (nouns, pronouns, adjectives)	Integrating grammar in written language (verbs, adverbs, conjunctions postpositions/ preposition)
8	Speech Sounds	Listening Comprehension	Presentation
	Folktale	Play Songs	Lullaby
	Prose	Poetry	Poetry
9	Presentation	Chieftaincy	Reading
	Speech Sounds	Translation	Integrating grammar in written language (verbs, adverbs, conjunctions postpositions/ preposition)
	Use of Verbs	Use of Pronouns	Persuasive Writing
10	Tone	Structure and organise ideas in composition writing	Reading
	Vocabulary Development	Lullaby	Presentation
	Drama	Poetry	Poetry

2.3.2 Sample Weekly/ Termly Scheme of Learning

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1	Customs and Institutions	**Rites of Passage**	B7.1.1.1	B7.1.1.1.1; B7.1.1.1.2 B7.1.1.1.3; B7.1.1.1.4 B7.1.1.1.5	Word cards, sentence cards, printed texts, pictures, audio visual
	Listening and Speaking	**Speech Sounds**	B7.2.3.1	B7.2.3.1.1; B7.2.3.1.2 B7.2.3.1.3	Word cards, sentence cards, printed texts
	Language and Usage	**Sentences**	B7.4.1.1	B7.4.1.1.1; B7.4.1.1.2 B7.4.1.1.3	Sentence cards, word cards, audio visual
2	Composition Writing	**Structure and organise ideas in composition writing**	B7.5.1.1	B7.5.1.1.1; B7.5.1.1.2	Manila cards, sentence cards
	Listening and Speaking	**Tone**	B7.2.4.1	B7.2.4.1.1	Word cards, sentence cards, printed texts
	Language and Usage	**Integrating grammar in written language (nouns, pronouns, adjectives)**	B7.4.2.1	B7.4.2.1.1; B7.4.2.1.2 B7.4.2.1.3	Sentence cards, word cards, audio visual, printed texts

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
3	Composition Writing	**Structure and Organise in composition writing**	**B7.5.2.1**	**B7.5.2.1.1** **B7.5.2.1.2**	Manila cards, sentence cards
	Literature	**Oral and Written Literature**	**B7.6.1.1**	**B7.6.1.1.1;** **B7.6.1.1.2** **B7.6.1.1.3**	Audio visual, pictures, word cards, manila cards
	Literature	**Oral and Written Literature**	**B7.6.1.1**	**B7.6.1.1.1;** **B7.6.1.1.2** **B7.6.1.1.3**	Audio visual, sentence cards, printed texts, manila cards
4	Customs and Institutions	**The Clan System**	**B7.1.3.1**	**B7.1.3.1.1;** **B7.1.3.1.2**	Pictures, audio visuals, word cards, sentence cards, manila cards
	Reading	**Reading**	**B7.3.1.1**	**B7.3.1.1.1;** **B7.3.1.1.2**	Word cards, sentence cards, printed texts
	Language and Usage	**Integrating grammar in written language (nouns, pronouns, adjectives)**	**B7.4.2.1**	**B7.4.2.1.1;** **B7.4.2.1.2** **B7.4.2.1.3**	Word cards, sentence cards, printed texts, audio visual
5	Composition Writing	**Structure and organise ideas in composition writing**	**B7.5.1.1**	**B7.5.1.1.1;** **B7.5.1.1.2**	Sentence cards, word cards, printed texts
	Literature	**Oral and Written Literature**	**B7.6.1.1**	**B7.6.1.1.1;** **B7.6.1.12** **B7.6.1.1.3**	Audio visuals, word cards, sentence cards, manila cards
	Literature	**Oral and Written Literature**	**B7.6.1.1**	**B7.6.1.1.1;** **B7.6.1.12** **B7.6.1.1.3**	Printed texts, audio visuals, word cards
6	Customs and Institutions	**Chieftaincy**	**B7.1.4.1**	**B7.1.4.1.1;** **B7.1.4.1.2** **B7.1.4.1.3;** **B7.1.4.1.4**	Audio visuals, pictures, word cards, sentence cards
	Reading	**Translations**	**B7.3.2.1**	**B7.3.2.1.1**	Printed texts, word cards, manila cards, audio re
	Language and Usage	**Integrating grammar in written language (nouns, pronouns, adjectives)**	**B7.4.3.1**	**B7.4.2.1.1;** **B7.4.2.1.2** **B7.4.2.1.3**	Word cards, sentence cards, printed texts, audio visual
7	Composition Writing	**Structure and Organise ideas in composition writing**	**B7.5.1.1**	**B7.5.1.1.1;** **B7.5.1.1.2**	Sentence cards, word cards, printed texts
	Literature	**Oral and Written Literature**	**B7.6.1.1**	**B7.6.1.1.2;** **B7.6.1.1.2** **B7.6.1.1.3**	Audio visuals, word cards, sentence cards, manila cards
	Literature	**Oral and Written Literature**	**B7.6.1.1**	**B7.6.1.1.2;** **B7.6.1.1.2** **B7.6.1.1.3**	Printed texts, audio visuals, word cards

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
8	Listening and Speaking	**Presentation**	**B7.2.6.2**	**B7.2.6.2.1**	Manila cards, word cards, sentence cards, audio visual
	Literature	**Oral and Written Literature**	**B7.6.1.1**	**B7.6.1.1.2; B7.6.1.1.2 B7.6.1.1.3**	Audio visuals, word cards, sentence cards, manila cards
	Literature	**Oral and Written Literature**	**B7.6.3.1**	**B7.6.1.1.2; B7.6.1.1.2 B7.6.1.1.3**	Printed texts, audio visuals, word cards
9	Listening and Speaking	**Presentation**	**B7.2.6.1**	**B7.2.6.1.1**	Manila cards, word cards, sentence cards, audio visual
	Listening and Speaking	**Speech Sounds**	**B7.2.3.1**	**B7.2.3.1.1; B7.2.3.1.2 B7.2.3.1.3**	Sound cards, word cards, sentence cards, manila cards
	Language and Usage	**Integrating grammar in written language (verbs, adverbs, conjunction, postposition/ preposition**	**B7.4.3.1**	**B7.4.3.1.1; B7.4.3.1.2 B7.4.3.1.3; B7.4.3.1.4**	Word cards, sentence cards, printed texts, audio visual
10	Composition Writing	**Structure and organise ideas in composition writing**	**B7.5.1.1**	**B7.5.1.1.1; B7.5.1.1.2**	Sentence cards, word cards, printed texts
	Literature	**Oral and Written**	**B7.6.1.1**	**B7.6.1.1.1; B7.6.1.1.2 B7.6.1.1.3**	Audio visual, pictures, word cards, manila cards
	Literature	**Oral and Written**	**B7.6.1.1**	**B7.6.1.1.1; B7.6.1.1.2 B7.6.1.1.3**	Audio visual, sentence cards, printed texts, manila cards

2.3.3 The Lesson Plan Format

Learning Indicator(s) (Ref No)	B7.1.1.1.1; B7.1.1.1.2; B7.1.1.1.3; B7.1.1.1.4		
Performance Indicator(s)	Learner narrates the childhood rites of their culture and tells the significance of childhood rites.		
Week Ending	07-02-2020		
Reference	Ghanaian Language Curriculum (please insert page), other reference books consulted by the teacher (title of book and page number)		
Learning/Teaching Resources	Word cards, sentence cards, printed texts, pictures, audio visual, real objects		
DAY	Phase 1: Starter (Preparing the brain for learning)	Phase 2: Main (New learning including assessment)	Phase 3: Plenary/ Reflections (Learner and teacher)

MONDAY	Have learners sing a popular traditional song from their culture	Have learners mention their names and where they come from.	Learners will mention some new words they have learned for the day.
		Lead learners to discuss what childhood rites are.	Use the words to form sentences.
		Write the naming process on a manila card and display it on the board and lead learners to read the naming process.	Tell what they have learnt.
		Let learners pick words from a basket of words written on word cards and mention the words aloud to the class.	Further discuss the naming process and relate it to their daily lives.
		Show some of the items used in the naming process and lead learners to identify them in their languages.	
		Learners now discuss the naming process and the items used at each stage of the process.	
		Give texts on the naming process to learners and let them read silently.	
		Lead learners to discuss the passage read bringing out the naming processes that they identified in the passage.	
		Put learners into groups for them to discuss the significance of the naming processes and the items used for naming.	
		Play an audio visual on a naming ceremony for learners to watch and appreciate.	
		ASSESSMENT:	
		Learners to role play the naming ceremony briefly.	
		Learners to answer a few questions based on the Sub-strand discussed.	
TUESDAY			
WEDNESDAY	Have learners do the sound game as a starter to the lesson. (A game where learners are given cards bearing different sounds. They are to combine the sounds to form words and the learner with the most words wins).	Have learners mention the names of their pets (if they have one).	Learners will mention some new words they have learned in the day.
		Write the naming process on a manila card and display it on the board and let learners read it.	Use the words to form sentences.
		Let learners pick words from a basket of words written on word cards and mention the words aloud to the class.	Tell what they have learnt.
		Let learners mention some of the items used for the naming ceremony.	
		Give texts on the naming process to learners and let them read silently.	
		Based on what was read, lead learners to discuss the passage bringing out the naming processes that they identified in the passage.	
		Lead learners to discuss the naming process of other cultures (about two other cultures).	
		Put learners into groups for them to discuss the similarities and differences of the naming processes and make presentations in class for discussion.	
		ASSESSMENT:	
		Learners to role play the naming ceremony briefly	
		Learners to answer a few questions based on the Sub-strand discussed.	

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THURSDAY			
FRIDAY		Have learners mention their names and where they come from.	Learners will mention some new words they have learned for the day.
		Lead learners to discuss what childhood rites is.	Use the words to form sentences.
		Write the naming process on a manila card and display it on the board, and lead learners to read the naming process.	Tell what they have learnt.
		Let learners pick words from a basket of words written on cards and mention the words aloud to the class.	
		Learners now discuss the naming process and the items used at each stage of the process.	
		Give texts on the naming process to learners and let them read silently. (The text should be about the naming process of more than one culture).	
		Based on what was read, lead learners to discuss the passage bringing out the processes they identified in the passage.	
		Let learners watch a short video of a contemporary naming process.	
		Put learners into groups for them to discuss the naming processes that they have identified in the video, and bring out the differences and similarities between the contemporary naming process and the traditional naming process.	
		Learners to role play a contemporary naming process. (Check the language usage, jot down your points and discuss what you observed with the class).	
		ASSESSMENT:	
		Learners to answer a few questions based on what was discussed.	
		Learners to demonstrate a naming ceremony among their people.	

4.0 SAMPLE ASSESSMENT TASK

Group project: Find out the names of the people in your households and categorise them under day names and order of birth names.

Pair work: Order these names in ascending order: (Names will be given by the teacher based on the language being studied).

Individual work:

0.6.0.1	Match these names to their days of birth: (The teacher will supply the names).
0.6.0.2	Use the names you just matched to form sentences.
0.6.0.3	Read your sentences to the class.

Group project: Record the sounds of birds, play the audio back and interpret the bird sounds in your own words. Make a presentation in class for discussion.

Pair work: From the list of words supplied over here, categorise the letters into vowels and consonants: (The teacher will supply the words)

Word	Vowels	Consonants	No of vowels	No of consonants

Individual work:

1. Form your own words from the vowels and consonants above. You can combine the vowels and consonants from any part of the table above.

2. Form sentences with the words you have formed and read your sentences to the class.

2.5 Resources

The resources suggested in this resource pack refer to the learning and teaching materials required to effectively deliver a lesson. These resources when effectively used will enhance the delivery of the lessons. The resources suggested are not exhaustive and teachers are advised to look for more resources in addition to the suggested ones in this Resource Pack. Where the resources are not available, the teacher can improvise.

Part B

Strand: B7.1 Customs and Institutions

Sub-strand: B7.1.1 Rites of passage: childhood rites

Content standard: B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures.

Indicators:

B7.1.1.1.1 Identify the processes involved in naming a child.

B7.1.1.1.2 Explain the significance of the processes in naming a child

B7.1.1.1.3 Compare and contrast the naming processes in their culture to other Ghanaian cultures.

B7.1.1.1.4 Compare and contrast the indigenous naming process to the contemporary naming process.

B7.1.1.1.5 Role play a naming ceremony session in their culture.

Key words/vocabulary: *naming, outdooring, items used*, etc.

Suggested activities for learning and assessment:	Equipment/Resources	Learner Resource page ref	Progression
• Have learners mention names of items around them. • Have learners read a passage on naming ceremony for a gist and to get the right vocabulary to discuss naming ceremony. • Learners discuss naming ceremony based on what they read from the passage. • Identify the items that are used in the naming process. • Discuss the significance of the items used for the naming ceremony and present their work to the class for discussion. • Discuss the naming process in their culture. E.g. ushering the baby, invitation of ancestors, giving the baby a name, blessing, presentation of gifts (father, person child was named after, family, community), etc. Note that the naming process differs from culture to culture. • Have learners perform a short sketch on the naming process.	basket, bucket, beads, basin, mat, powder, lantern, clothes (baby and mother), gun, water, salt, *akpeteshie*, myrrh, chewing sponge, soap, cola nut, food items, fowl, calabash, etc.	Page xxx	Use the appropriate register to communicate on issues relating to naming ceremonies. Mention the naming processes in their language and other Ghanaian cultures. Tell the significance of the parts of the naming process. Apply the knowledge of the naming process in a role play.

Homework/project work/community engagement suggestions:

• Draw a scene of a naming ceremony in your locality.

Cross-curriculum links/cross-cutting issues:

• Learners require this knowledge and the vocabulary they gain to write good essays on this topic in English Language.

Potential misconceptions/student learning difficulties:

• Watch out for those who would be religiously biased and attend to them professionally. Watch out for learners from other cultures who would not want to learn this from other cultures.

Strand: B7.1 Customs and Institutions

Sub-strand: B7.1.2 Naming Systems: Day names, order of birth names

Content Standard: B7.1.2.1 Exhibit an understanding of day born names and order of birth names and relate the names to the days and order of birth.

Indicators:
B7.1.2.1.1 State the names of people born on particular days of the week and relate the names to the days.
B7.1.2.1.2 State the order of birth (i.e. first, second, and so on) and relate the names accordingly.
B7.1.2.1.3 Compare and contrast the day names and order of birth names in their culture to other cultures of Ghana.

Key words/vocabulary: *day names*, *order of birth*, etc.

Suggested activities for learning and assessment.	Equipment/Resources	Learner Resource page ref	Progression
- Lead learners to sing a familiar traditional song. - Let learners mention their names. - Show a card with the names of the days of the week written on it. - Have learners mention the names on the card. - Show another card with names relating to the days of the week for learners to mention. - In their groups, lead learners to sort out the names of the days of the week and their related human names, and match the days to their names. - In pairs, let learners mention their names for the other to determine the day or order the name belongs to. - Lead learners to arrange numbers in ascending order. - Prepare a puzzle on the order of birth names. - Let learners in groups, sort out the names and match them to their order. - Have learners mention names of the days of the week in their order and arrange numbers in ascending order. - Let learners relate the names with their days and order. - Let learners discuss day and order of birth names and compare the names in their culture to those of others.	Word cards, illustrations on cards, puzzles,	Page xxx	Review the previous lesson with learners Have learners mention some names of items they know. Learners use the correct register to communicate. Learner connect names with the days and order of birth.

Homework/project work/community engagement suggestions:
- Let learners find out names of their parents/guardians and relate them to the Sub-strand discussed. Learners to discuss the names in class.

Cross-curriculum links/cross-cutting issues:
- Learners require this knowledge to be able to effectively discuss the ethnic groups in Ghana in Social Studies and other subjects. Ordering of numbers is studied in Mathematics. The learner would apply the knowledge on ordering of names when they study numbers as a Sub-strand in Mathematics.

Potential misconceptions/student learning difficulties:
- It is possible for learners to laugh at some names. Kindly take note of that and handle it professionally.

Strand: B7.1 Customs and Institutions

Sub-strand: B7.1.3 The Clan System

Content Standard: B7.1.3.1: Demonstrate an understanding of the clan system among their people.

Indicators:
B7.1.3.1.1 Describe the clan system and state some clans in their linguistic community.
B7.1.3.1.2 Discuss the features of the clan system.

Key words/vocabulary: clan, features, etc.

Suggested activities for learning and assessment:	Equipment/Resources	Learner Resource page ref	Progression
• Have learners do the *sound game*. • Ask learners to talk briefly about themselves: names, place of birth and where they come from. • Guide learners to study a picture of a clan and discuss it. • Together with learners, read a 200-word passage on the clan system and use the ideas in the passage to identify the features (totem, food, etc.) of a clan. • Have learners talk about the clan systems in their communities in groups and present their work for class discussion. • Guide learners to compare their clan systems to those of their friends to come out with differences and similarities. • Have learners answer a few questions based on the Sub-strand discussed.	Pictures, audio-visual equipment (if available), printed text on the clan system.		Recollect information about their friends. Mention names of clans. Read a passage on a clan. Identify the differences and similarities.

Homework/project work/community engagement suggestions:
• Learners to look out for the names of other clans in their locality, write them down and make a presentation in class for discussion.
• Learners to find out names of their parent/guardians and relate it to the Sub-strand discussed.
• Learners to discuss the names in class.

Potential misconceptions/student learning difficulties:
• It is possible for learners to laugh at some names. Kindly take note of that and handle it professionally.

Strand: B7.1 Customs and Institutions

Sub-strand: B7.1.4 Chieftaincy: Instalment and Destoolment

Content standard: B7.1.4.1 Demonstrate knowledge in and an understanding of how chiefs and queenmothers are selected, enstooled/enskinned and compare their duties and responsibilities.

Indicators:

B7.1.4.1.1: Discuss how chiefs and queen mothers are selected in their community.

B7.1.4.1.2: Discuss the processes involved in enstooling/enskinning chiefs and queen mothers.

B7.1.4.1.3: Discuss the duties and responsibilities of chiefs and queen mothers among their people.

B7.1.4.1.4: Discuss and compare modern trends affecting the enstoolment/enskinement of chiefs and queen mothers.

Key words/vocabulary: chief, queen mother, regalia, palace, stool, staff, etc.

Suggested activities for learning and assessment:	Equipment/Resources	Learner Resource page ref	Progression
• Ask learners to sing a popular traditional song. • In groups, ask learners to read a short passage on chieftaincy and write down the salient points that would be required in discussing how chiefs and queen mothers are selected in their communities. • From the points identified in the passage let learners now discuss how chiefs and queen mothers are selected in their communities and link it to the passage read. • Guide learners to discuss how chiefs and queen mothers are enstooled/enskinned in their communities. This includes who the kingmakers are and the processes involved. This should be done in mixed ability groups. • Learners, in groups, should discuss pictures of the chiefs and queen mothers and present their views to the class for further discussion. • Let learners identify some of the key words in the passage and use them to form their own sentences. Let learners read the sentences aloud. • Let learners watch a short video on the installment of a chief or queen mother, and a the videos bringing out some similarities and differences in both processes. • Learners, in their mixed ability groups, should identify and evaluate the duties of a chief and a queen mother. • Have l Learners write down the duties and read to the class for a whole class discussion. • Guide learners to identify and discuss the modern trends affecting the enstoolment/enskinement of chiefs and queen mothers. • Have learners write down the trends as a group and make a presentation to the class. • Have learners discuss the traditional and modern ways of enstooling/enskinning chiefs and queen mothers bringing out the similarities and differences. • Guide learners to role play the selection and enstoolment/enskinement of chiefs and queen mothers.	Pictures of chiefs and queenmothers, sentence cards, a video on the installment of a chief or queenmother, costumes.		Read a 200-word passage on chieftaincy. Tell how chiefs are selected. Write the duties of the chief and the queenmother. Mention modern trends affecting the chieftaincy institution. swearing of the president of Ghana. Discuss

Homework/project work/community engagement suggestions:

- Have learners visit the chief's palace to observe what happens there, record their findings and present to the class for discussion.

Cross-curriculum links/cross-cutting issues:

- Since learners are going to write essays of different kinds, the vocabulary collected from this experience would help them write good and coherent ones.

Potential misconceptions/student learning difficulties:

- Watch out for wrong pronunciations that could generate laughter and curb it in a professional way. You can possibly tell learners about the different L1 backgrounds of their peers and the possible effects that it could have on the study of a second language.

Strand: B7.2 Listening and Speaking
Sub-strand: B7.2.1 Conversation/Everyday Discourse
Content Standard: B7.2.1.1 Demonstrate use of appropriate language orally in specific situations.
Indicators: B7.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues. B7.2.1.1.2 Ask questions that elicit elaboration and respond to others' questions in conversation. B7.2.1.1.3 Use appropriate language orally to describe experiences about oneself and others. B7.2.1.1.4 Listen to and give accurate directions to familiar places. B7.2.1.1.5 Use techniques (voice modulation and eye contact) for effective oral communication.
Key words/vocabulary: communication, direction, questions, turn right, turn left, go straight, junction, opposite, adjacent, etc.

Suggested activities for learning and assessment:	Equipment/Resources	Learner Resource page ref	Progression
• Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues • Lead learners to sing a popular traditional occupational song. • Write a range of topics/issues on cards and give to learners. • Let learners read the topics/issues aloud • Pair learners to brainstorm and select the topic/issues they would wish to talk about. • Have learners then discuss the topic/issue and make a presentation to the class. Go round to find out how learners are working towards achieving the goal. Ask questions where necessary for further clarification. As they make their presentations, pay attention to their use of the correct registers for the topic/issue selected. • Put learners in mixed ability groups of five and let them read a given text. • Guide learners to bring out the main ideas in the texts read and present them to the class for discussion. • Pair learners to discuss a given topic/issue using the correct registers for the topic/issue under discussion. • Ask questions that elicit elaboration and respond to others' questions in conversation. • Discuss some question words with learners. E.g. '**why**?', '**how**?', '**for what reason**?', etc. • Pair learners and have them discuss an issue. *The issues could be contemporary such as coronavirus, sanitation, energy conservation, drug abuse, inclusivity in education, etc.* • Encourage learners to use the appropriate registers to ask questions to elicit more elaborations on points raised concerning the issues being discussed.	Pictures, printed text on various topics/issues, card/paper, markers		Give topics/issues of interest Ask questions to elicit elaboration on issues Use appropriate registers to give accurate directions to familiar places Engage in a meaningful conversation using the correct registers and techniques.

• Learners must also use the appropriate register and respond to questions from their peers on the points raised for further clarification on issues. • Have learners engage in a conversation asking more questions for clarification. • Guide learners to use appropriate language orally to describe experiences about oneself and others. • Pair learners and have them narrate an experience they have had before to their partners. *These can be experiences had at the market, hospital, workshops (blacksmith, wood carvers, potter, mechanic, construction sites, etc.), farm, excursion site, etc. Do go round to monitor what learners are doing.* • Have one learner narrate to the class what the friend said to them. *Do pay attention to language usage and make corrections where necessary.* • Have learners listen to and give accurate directions to familiar places. • Let learners mention some familiar places. • Pair learners and have one give accurate directions to the places mentioned in front of the class. *Pay attention to the use of the correct registers such as adjacent, opposite, few metres away, etc. There could also be the use of landmarks such as church buildings, cinemas, rivers, lakes, public toilets, etc.* • Guide learners to use techniques (voice modulation and eye contact) for effective oral communication. • Discuss the effective use of the techniques mentioned (voice modulation and eye contact). • Pair learners and have them communicate to each other on a given topic in front of the class. *Pay attention to the use of the techniques mentioned.* • Have learners discuss the engagement they witnessed. • Guide learners to engage in more conversations with partners monitoring the use of the techniques.			

Homework/project work/community engagement suggestions

• Learners will make a map of the community in which they live showing directions using arrows from their homes to the school, mosque, shrine, church, market, the sea side, hospital, courts, police station, etc.

Cross-curriculum links/cross-cutting issues

• The idea on drawing maps is a topic in Social Studies (Geography). Correct drawing of the maps will enhance the learners understanding of maps in the subject (Social Studies).

Potential misconceptions/student learning difficulties

• The L1 background of learners would have effect on the sentence structure of the language so watch out for those errors and make corrections accordingly. Watch out for laughter in class which could discourage learners from expressing themselves freely and correct it accordingly. Watch for the introverts who wouldn't be using the eye contact during conversations and help them get over it.

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Strand: B7.2 Listening and Speaking
Sub-strand: B7.2.2 Listening Comprehension
Content standard: B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information
Indicators: B7.2.2.1.1 Listen to a level appropriate text attentively and identify key information. B7.2.2.1.2 Listen to, discuss ideas and share opinions from level-appropriate text.
Key words/vocabulary: ideas, opinions, etc.

Suggested activities for learning and assessment.	**Equipment/Resources**	**Learner Resource page ref**	**Progression**
• Guide learners to listen to a level-appropriate text attentively and identify key information. • Have an icebreaker (choose an appropriate icebreaker). • Read a level-appropriate text aloud. • Have learners read the text aloud in turns. • Pair learners and have them identify and write down the key information in the text read. • Ask the pair to make a presentation to class for discussion. *The class should decide which information is/are key and write them down.* • Guide learners to listen to, discuss ideas and share opinions from level-appropriate text. • Play an audio recording of a song or a poetry recital in class. *Where there is a hearing-impaired person in class, play an audio-visual recording.* • Put learners into a mixed ability groups of five and have them discuss the texts they heard bringing out their ideas and opinions. • Have learners post their works on the walls of the classroom for a gallery walk. • Ask the groups to make a presentation for a whole class discussion.	Audio recording (a song or a poem), printed text on different issues/topics, card/paper		Read a level-appropriate text fluently. Identify key information from text read. Listen to texts and bring out ideas and opinions.

Homework/project work/community engagement suggestions • Listen to and record bird sounds from the community. Play the recorded sounds in class for interpretation and sharing of ideas and opinions.
Cross-curriculum links/cross-cutting issues • Appreciating music from birds is discussed in Creative Arts. The knowledge gained from this experience would help learners participate fully in the Creative Arts class. Learners would need the vocabulary acquired over here in writing good essays in English language.
Potential misconceptions/student learning difficulties • The L1 background of learners would have effect on the sentence structure of the language so watch out for those errors and make corrections accordingly. Watch out for laughter in class which could discourage learners from expressing themselves freely and correct it accordingly. Watch for the introverts who might not be using the eye contact during conversations and help them get over it.

Strand: B7.2 Listening and Speaking

Sub-strand: B7.2.3 Speech Sounds: Vowels, Consonants and Syllables

B7.2.3.1 Recognise and sound vowels and consonants and read one syllable words of their linguistic community.

B7.2.3.1.1 Identify and produce the vowels in their language.
B7.2.3.1.2 Identify and produce consonants in their language.
B7.2.3.1.3 Identify and produce one to four syllable words of the language of study.

Key words/vocabulary: vowels, consonants, sounds, etc.

Suggested activities for learning and assessment.	Equipment/Resources	Learner Resource page ref	Progression
• Identify and produce the vowels in their language. • Write the vowels on a card and show it to learners. • Lead learners to say the vowels. • Show words to learners and put them in mixed ability groups to write down all the vowels that they see in the words. **E.g. a, e, ɛ. Etc** • Have learners display their work for the class to have a gallery walk to discuss. • Guide learners to identify and produce the consonants in their language. **E.g. b, d, f, etc.** • Pair learners for one to pronounce a word for the other to say all the consonants heard in the word. Learners write down the consonants and use them to form their own words. Learners mention the words to the class. Learners use the words to form simple sentences. • Guide learners to identify and produce one to four syllable words of the language of study. • Play a recorded audio that contains words for learners to listen. • Have learners write down all the vowels they heard in each word. • Ask learners to produce words that have those sounds they heard. • Let learners compare their works. • Lead learners to divide their words into syllables and tell the class the number of syllables that they got per word. • Write words on word cards and show it to learners for them to pronounce aloud. • Learners in their mixed groups, should break the words into syllables and write the number of syllables down. • Let learners compare their works with others.	Pictures, audio-visual equipment (if available), card/paper		Produce the vowels and consonants correctly. Form words with the vowels and consonants. Listen to and write down all words heard on a tape. Use words to form sentences. Identify vowels sounds in words in a conversation. Break words into syllables. Communicate effectively

Homework/project work/community engagement suggestions
• Learners write words they hear in conversations at home for class discussion.

Cross-curriculum links/cross-cutting issues
• The learner needs this knowledge to effectively comprehend sounds in English Language, Arabic and French.

Potential misconceptions/student learning difficulties
• Watch out for differences in pronunciations since some students may have a different L1 orientation and that could affect the way they produce sounds. Let learners understand the effects of the L1 on the second language being studied.

Strand: B7.2 Listening and Speaking
Sub-strand: B7.2.4 Tone
B7.2.4.1 Recognise the basic tones in their language.
B7.2.4.1.1 Identify and produce the basic tones in their language.
Key words/vocabulary: tones, high, low, mid, etc.

Suggested activities for learning and assessment.	Equipment/Resources	Learner Resource page ref	Progression
• Have an icebreaker (teacher to design their own icebreaker). • Write words on cards and put them in a basket. • Call learners to pick the words and mention them. • Put learners into pairs and let them use the words to form and read sentences in different contexts. (The focus should be on ambiguous words in the language.) Move around the room monitoring the learners. Listen to their sentences and discuss the various tones in the language with learners, asking questions to elicit and develop understanding, e.g. *Can you give me another example of a word that has a similar tone?* • Invite each pair to share their sentences with another pair and to practise the tones on the syllables. • Discuss the various tones in the language with learners. • Mention some words and let learners tell the tones on the syllables. • Play an audio of some words and ask learners to say the words and identify the tone placed on the words. • Have learners engage in a short dialogue on a given topic applying the knowledge of tones. • Let learners in pairs, engage in a short dialogue with a partner on a given topic applying the knowledge of tones.	Pictures, audio-visual equipment (if available), card/paper, and any other resources the teacher finds useful.		Mention the type tones in his/her language. Determine the type of tone on a syllable Form different words and use the words to form sentences. Communicate effectively using the correct tones.

Homework/project work/community engagement suggestions
• Learners in groups write down words and use the words to form sentences.
• Learners record bird sounds and predict what the birds are saying in class.

Cross-curriculum links/cross-cutting issues
• Learners will be reading passages in the Ghanaian Languages and would need the tone to read effectively. They also need this knowledge to be able to learn English Language, Arabic and French effectively.

Potential misconceptions/student learning difficulties
• The L1 orientations would have effect on the pronunciation of certain words. Watch out and make corrections accordingly so that the native speakers would not be tempted to laugh at others.

Strand: B7.2 Listening and Speaking
Sub-strand: B7.2.5 Vocabulary Development (sight and content vocabulary)
B7.2.5.1: Exhibit an understanding of recognising words and using them in sentences
B7.2.5.1.1 Identify and produce words in the home and school environments and use them to form meaningful sentences.
Key words/vocabulary: spoon, shoes, chalkboard, kitchen, classroom, chalk, pencil, book, pencil, etc.

Suggested activities for learning and assessment.	**Equipment/Resources**	**Learner Resource page ref**	**Progression**
• Identify and produce words in the home and school environments and use them to form meaningful sentences. • Lead learners to sing a traditional song. • Arrange the items from home and school in front of the class and post a picture of some places in the home and school on the walls of the classroom. • Pair learners to identify the items by writing their names. • Let learners draw the items and label them. • In pairs, learners categorise the items under those found in school, home and both. *Some items that can be brought to the class include but not limited to the following spoons, pale, chair, shoes, etc. The places in the picture could also be the dining room, kitchen, bathroom, classroom, headteacher's office, school compound, etc.* • Learners, in pairs, should use the words written to form sentences. • Let learners present their sentences to the class for discussion.	Real objects from school and home, word cards, sentence cards, pictures of some places in school and at home.		Identify objects by their names. Categorise the objects under those from home and school. Use the words to form meaningful sentences.

Homework/project work/community engagement suggestions
• Learners to observe more items at home and school, draw and label those items, and present their work to the class for discussion.
Cross-curriculum links/cross-cutting issues
• Learners would need this vocabulary to write a very good and coherent essay in both English language and Ghanaian language.
Potential misconceptions/student learning difficulties
• The L1 orientations would have effect on the pronunciation of certain words. Watch out and make corrections accordingly so that the native speakers would not be tempted to laugh at others.

Strand: B7.2 Listening and Speaking

Sub-strand: B7.2.6 Presentation − Everyday experiences

B7.2.6.1 Present information effectively on familiar topics using appropriate language.

B7.2.6.1.1 Describe daily activities using appropriate register, structure and gestures for the context being presented.

Key words/vocabulary: brush, scrub, wash, comb, walk, buy, write, eat, bath, etc.

Suggested activities for learning and assessment.	Equipment/Resources	Learner Resource page ref	Progression
• Describe daily activities using appropriate register, structure and gestures for the context being presented. • Pair learners and have them discuss with each other some activities they undertake on a daily basis. • Let the pair make a presentation to the class for whole class discussion using gestures. • Call learners individually to narrate what they do in the morning before school, at school and after school. *In the narration process, do kindly pay attention to the language use and make corrections accordingly.* • Put learners into mixed ability groups and have them develop a daily activity calendar. Post the activity calendar on the walls of the classroom for a gallery walk. • Have learners then discuss what they saw as a class to come out with a daily activity calendar with the activities that are common to all learners. • Let learners engage in a dialogue on some other familiar topics, e.g. family, holidays, weather, hobbies, animals (pets), hometown or village, favourite time of the year, festivals, etc.	Cards, markers, projectors (where available), laptops (where available)		Outline daily activities. Narrate daily activities using gestures Develop a daily activity calendar. Engage in a dialogue on other topical issues.

Homework/project work/community engagement suggestions
• Learners prepare a presentation about their hometown and present it to the class for discussion. *This could include but not limited to, the name of the hometown, the location, some landmarks in the hometown, other things about the hometown, etc.*

Cross-curriculum links/cross-cutting issues
• Learner would be making presentations in English lessons and would need this knowledge to make effective presentations.

Potential misconceptions/student learning difficulties
• The L1 orientations would have effect on the pronunciation of certain words. Watch out and make corrections accordingly so that the native speakers would not be tempted to laugh at others.

Strand: B7.3 Reading
Sub-strand: B7.3.1 Reading
B7.3.1.1 Understand the main ideas and supporting points in texts.
B7.3.1.1.1 Read and understand the main ideas and supporting points in a range of texts on familiar and unfamiliar topics.   **B7.3.1.1.2** Read to understand and summarise the main ideas in a given grade level passage.
Key words/vocabulary: main idea, supporting idea, etc.

Suggested activities for learning and assessment.	Equipment/Resources	Learner Resource page ref	Progression
• Skim a given passage of about one hundred and fifty words and state the main ideas. • Have an icebreaker (teacher to design their own icebreaker). • Give passages to learners in groups and have them go through to identify new vocabularies. • Learners in their groups should discuss the vocabularies and then share them with the class. • Let learners use the vocabularies to create their own songs, poems or rhymes. • Let learners identify the main ideas in the passage read on themes from other subject areas. • Have learners in groups do reading of the passages on themes from other subject areas silently • Let learners tell what every passage is about. • Ask learners to identify the supporting ideas in a passage read. • Have learners list the ideas identified in the order in which they occur in the passage. Ask learners to read their points aloud for class discussion. • Explain the relationship between the main ideas and supporting ideas. • Let learners in groups identify the main and supporting ideas in given passages. • Use the ideas to create their own passages and read to the class for discussion. • Learners tell what they have learnt from the main and supporting ideas identified and relate it to their daily lives. • Let earners explain the relationship between the main and supporting ideas in the passages read. • Have learners answer recall and inferential questions based on the passages read. These questions could be answered orally. Teacher to take note of learners with learning difficulties in the classroom when grouping learners (to ensure mixed ability groupings).	Pictures, audio-visual equipment (if available), printed text on various topics, card/paper. *The number of topics is dependent on the number of groups the teacher plans to have in class.*		Identify new vocabularies and use them in everyday conversation. Read and comprehend a passage. Identify the main ideas in a passage and use the ideas to create their own passage. Arrange the main ideas in a passage in a logical order.

Homework/project work/community engagement suggestions
• Learners read a supplementary book, pick out the main and supporting ideas and answer recall and inferential questions based on what is read.

Cross-curriculum links/cross-cutting issues
• Since learners will be studying English Language, Arabic and French, and there are a lot of reading to be done in the subjects mentioned, they would need the ideas here to be able to study those subjects effectively. The teacher is therefore advised to take note and link the ideas appropriately.

Potential misconceptions/student learning difficulties
• Watch out for learners from other L1 backgrounds and assist them with the correct pronunciation of words to avoid feeling marginalised and mocked.

Strand: B7.3 Reading

Sub-strand: B7.3.2 Translation

B7.3.2.1 Demonstrate knowledge of translating words, phrases and simple sentences.

B7.3.2.1.1 Translate words and phrases in their language.

Key words/vocabulary: translate, words, phrases, target language, source language etc.

Suggested activities for learning and assessment.	Equipment/Resources	Learner Resource page ref	Progression
• Translate given words and simple phrases from a source language to a target language. • Have an icebreaker: Teacher to design an icebreaker. • Write different words on cards and put them in baskets (or bowls). • Put learners into groups with each group having a basket of words. • Let every member of the group pick a word from the basket and mention it to the class. • Let learners form sentences with the words as a group and display their works on the walls. • Ask learners to have a gallery walk and have a discussion on what they saw from their works. • Translate phrases, simple sentences from a source language to a target language. • Discuss what a phrase is with learners. • Discuss what a sentence is with learners. • Give learners some phrases and simple sentences to read aloud. Learners translate the phrases and simple sentences from a source language to a target language. • Put learners in pairs and let one speak in English for the other to translate into Ghanaian Language of study and vice versa. • Play an audio for learners to listen to and translate what they heard into the Ghanaian Language of study.	Pictures, audio-visual equipment (if available), card/paper, word cards, and any other resource the teacher would find appropriate for teaching the Sub-strand.		Translate words. Tell what a phrase is. Tell what a sentence is. Identify phrases and sentences. Use appropriate registers to translate phrases and sentences.

Homework/project work/community engagement suggestions
• Learners use the correct registers to translate words and phrases and bring them to class for discussion.
• Learners select phrases from passages and translate them.

Cross-curriculum links/cross-cutting issues
• Learners would need this knowledge to be able to comprehend English Language lesson and also write good essays in Ghanaian Language and other languages studied in school.

Potential misconceptions/student learning difficulties
• Watch out for transliterations and deal with it in a more professional way. Let learners understand that the meaning of a sentence is of more importance than the translation of individual words in the sentences.
• Watch out for different structures of the Ghanaian Language.

Strand: B7.4 Language and Usage

Sub-strand: B7.4.1 Sentences: Simple, Compound and Complex

B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences.

B7.4.1.1.1 Discuss the components of sentences.
B7.4.1.1.2 Discuss the types of sentence structure (simple, compound and complex).
B7.4.1.1.3 Classify sentences according to functions (declarative, imperative and interrogative).

Key words/vocabulary: sentence, simple sentence, compound sentence, complex sentence, declarative, imperative, interrogative, etc.

Suggested activities for learning and assessment.	Equipment /Resources	Learner Resource page ref	Progression
• Explain what a sentence is. • Discuss the components of a sentence in their language. • Have an icebreaker: To be designed by the teacher • Write different sentences on a card and put them in a bowl or basket. • Call learners in turns to pick a sentence and read it aloud. • Paste the sentence cards on the walls of the class for learners to have a gallery walk. • Based on what learners saw on the sentence cards have them now discuss the components of sentences E.g.: subject and predicates (direct object, indirect object, subject). • Guide learners to write the components of a sentence down and have a class discussion with them. • Discuss the types of sentences with learners. • Guide learners to use the same sentences to categorise the sentences under the various types. • Learners can be grouped, and each group tasked to create five different sentences. The sentences may be written on cards. The cards can be pasted and groups will take turns to read the sentences on the walls and suggest whether they are simple, compound or complex sentences. • Discuss the functions of a sentence with learners. E.g.: interrogative, statement, etc. • Ask learners in groups to form sentences and categorise the sentences under the functions. • Have learners engage in a short dialogue using the various sentence types taking into consideration the structure of sentences in the language of study.	Pictures, audio-visual equipment (if available), printed text on chieftaincy, card/paper		Tell what a sentence is Form own sentences using the correct structure Categorise sentences according type and function Engage in a meaningful dialogue.

Homework/project work/community engagement suggestions
• Learners form sentences and present it in class for a whole class discussion.

Cross-curriculum links/cross-cutting issues
• Learners need this knowledge to be able to write good essay in both Ghanaian Language and English Language

Potential misconceptions/student learning difficulties
• Watch out for wrong sentence structures and effect corrections accordingly since some may be tempted to use the structure of different languages to form the sentences.

Strand: B7.4 Language and Usage
Sub-strand: B7.4.2 Integrating grammar in written language (nouns, pronouns and adjectives)
B7.4.2.1 Demonstrate knowledge of identifying and using the various forms of nouns (common, proper, collective), pronouns and adjectives in sentences and passages.
B7.4.2.1.1 Categorise nouns under common, proper and collective. B7.4.2.1.2 Categorise pronouns according to their types and construct sentences with them. B7.4.2.1.3 Categorise adjectives into their types and construct simple sentences with them.
Key words/vocabulary: common nouns, proper nouns, collective nouns, pronouns, adjectives, etc.

Suggested activities for learning and assessment.	Equipment /Resources	Learner Resource page ref	Progression
• Identify nouns in a set of words. • Classify the nouns identified into common, proper and collective nouns. • Have an icebreaker: Teacher should select an icebreaker • Write the names of humans, places, things, months of the year, days of the week, names of rivers and other water bodies, etc on cards. • Put these names, mixed up in different bowls and create learner groups to match the number of bowls. • Let each group pick their bowl and bring the words out and mention the words. • Let learners form sentences with the words and read them to the class. • Discuss what common, proper and collective nouns are with learners. • Based on the discussion, learners in groups are now tasked to discuss the names they have and come out with the category of noun the names belong to. • Construct sentences with the types of nouns identified. • Have learners form sentences with the names and display their works for the class to have a gallery walk (each group to explain what they have done). • Identify nouns (common, proper and collective) in short paragraphs. • Have learners read a two hundred word passage on any topic. • Group learners to read the passage again and identify the nouns in the passage. • Guide learners in same groups to categorise the nouns under the types discussed. • Have learners engage in a short dialogue using the nouns appropriately. • Discuss what a pronoun is with learners. • Lead learners to mention some of the pronouns in their language. • Guide learners to form sentences with the pronouns. • Guide learners to replace nouns with pronouns in sentences.	Pictures, card/paper, word cards, sentence cards, any other resource that can help deliver the lesson effectively.		Select nouns, pronouns and adjectives among a list of words. Use the nouns, pronouns and adjectives to form correct sentences and in conversations appropriately. Categorise nouns, pronouns and adjectives Identify the nouns, pronouns and adjectives in passages.

• Have learners in groups read a two hundred word passage, and then identify and replace all the nouns with the appropriate pronouns. • Compose the plural forms of singular pronouns and vice versa. • Construct sentences with singular and plural pronouns. • Identify singular and plural pronouns in a passage. • Have learners discuss the plural forms of the pronouns and use them to form sentences. • Ask learners to read a passage and identify all the singular and plural pronouns in the passage. • Have learners play a game in pairs where one forms a sentence with a pronoun and the other forms another sentence with the plural form of the pronoun. • Learners engage in a short dialogue using the pronouns discussed. • Explain what an adjective is and give examples. • Use the examples to form sentences in groups and read to the class. • Identify adjectives in a set of words. • Put a set of words in a bowl. • Let learners in groups select the adjectives in the group of words and present their work to the class for discussion. • Construct sentences with the adjectives. • Read the sentences to the class. • Identify adjectives in a passage. • Let learners in pairs engage in a short dialogue using the adjectives. • Put learners in pairs and let one make a sentence with an adjective for the other to identify the adjective in the sentence. • Write some adjectives and classify them by their types. • Lead learners to read a set of sentences with adjectives in them • Use the sentences to determine the type of adjective. • Let learners to read a passage and identify all the adjectives in them and categorise them.			

Homework/project work/community engagement suggestions
- Learners form sentences and present their work in class for a whole class discussion.
- Learners draw and label items at home and at school and around them.

Cross-curriculum links/cross-cutting issues
- Learners need this knowledge to be able to write good essay in both Ghanaian Language and English Language and also to communicate effectively.

Potential misconceptions/student learning difficulties
- Watch out for mistakes in sentence structure and effect corrections accordingly.

Strand: B7.4 Language and Usage

Sub-strand: B7.4.3 Integrating grammar in written language (verbs, adverbs, conjunctions, postpositions/prepositions)

B7.4.3.1 Recognise the use of verbs, adverbs, conjunctions and preposition/postpositions in sentences.

B7.4.3.1.1 Identify and classify verbs into their types.
B7.4.3.1.2 Identify and classify adverbs into their various types.
B7.4.3.1.3 Identify and classify conjunctions and use them appropriately in a range of texts.
B7.4.3.1.4 Explore the use of postpositions/prepositions appropriately and correctly in a range of texts.

Key words/vocabulary: verbs, adverbs, conjunctions, postposition/prepositions

Suggested activities for learning and assessment.	Equipment /Resources	Learner Resource page ref	Progression
• Explain what a verb is and give examples. • Group learners. Allow learners to discuss and fish out transitive, intransitive and ditransitive verbs in passages. • Construct sentences with the verbs identified. • Identify the types of verbs (transitive, intransitive and ditransitive) in the sentences. • Form simple sentences using: Transitive verbs, Intransitive verbs and Ditransitive verbs. • Identify transitive, intransitive and ditransitive constructions in a passage. • Write different sentences on a card using adverbs and put them in a bowl or basket. • Call learners in turns to pick a sentence and read it aloud. • Paste the sentence cards on the walls of the class for learners to have a gallery walk. • Discuss what an adverb is with learners. • Based on what learners saw on the sentence cards have them now discuss the sentences bringing out all the adverbs in the sentences. • Construct sentences with the adverbs. • Let learners form their own sentences with the adverbs and display it on the walls of the class for a gallery walk. • Identify adverbs in sentences: • Have learners in pairs form sentences and underline the adverbs in the sentences and present their work for class discussion • Indicate the type of adverbs in sentences. • Lead learners to discuss the types of adverbs and give examples of each type. • Use the types to form sentences and present their work to the class. • Identify adverbs in a passage: • Let learners in groups read a level appropriate passage. Let learners in their groups, write all the adverbs that they see in the passage and display their work for discussion. • Have learners in groups use the adverbs to form sentences of their own, present their sentences through reading for discussion. • Write sentences on the boards and ask learners to read them aloud individually.	Pictures, audio-visual equipment (if available), printed text on chieftaincy, card/paper		Tell what verbs, adverbs, conjunctions and postpositions/ prepositions are. Use the verbs, adverbs, conjunctions and postpositions/ prepositions to form sentences. Identify the verbs, adverbs, conjunctions and postpositions/ prepositions in passages. Engage in a meaningful dialogue using the verbs, adverbs, conjunctions and postpositions/ prepositions.

• Combine the sentences using the conjunctions and let learners read them aloud.			
• Lead learners through discussions to identify the conjunctions in the sentences.			
• Put learners into groups and give them passages to read.			
• Have learners in their groups identify all the conjunctions in the passages they have read and present their work to the whole class for discussion.			
• Have learners now use the conjunctions to form their own sentences.			
• Let learners display their sentences on the walls of the class for a gallery walk.			
• Have learners individually read the sentences that they have constructed.			
• Apply the knowledge of conjunctions to state which conjunctions are subordinates and which ones are coordinates in sentences:			
• Based on the sentences formed, lead learners to discuss subordinate and coordinate conjunctions.			
• Let learners in groups, form sentences with the conjunctions and state whether they are subordinate or coordinate conjunctions.			
• Identify subordinate and coordinate conjunctions in passages:			
• Guide learners to read a passage in groups and identify and write down all sentences with conjunctions.			
• Let learners now group the conjunctions under subordinate or coordinate, based on the sentences they have identified.			
• Have leaners engage in a short dialogue using the conjunctions correctly.			
• Explain what a postposition/preposition is and give examples:			
• Give learners an icebreaker: Teacher selects the icebreaker.			
• Write sentences on the board and ask learners to read them aloud individually.			
• Lead learners to discuss what a postposition/ preposition is.			
• Have learners to identify the postpositions/ prepositions in the sentences on the board.			
• Have learners construct their own sentences using the postpositions/prepositions.			
• Have learners read a passage silently in groups and write all the postpositions they see in the passage.			
• Let learners present their works for discussion.			
• Guide learners tp engage in short dialogues using the postpositions/prepositions.			

Homework/project work/community engagement suggestions

• Learners should write an essay that features transitive, intransitive and ditransitive verbs.

Cross-curriculum links/cross-cutting issues

• Learners need this knowledge to be able to communicate the Ghanaian and English Languages.

Potential misconceptions/student learning difficulties

• Watch out for sentence structure and effect corrections accordingly.

Strand: B7.4 Language and Usage			
Sub-strand: B7.4.4 Vocabulary, spelling and punctuations			
B7.4.4.1: Demonstrate knowledge and understanding of vocabulary, spelling and punctuation in writing			
B7.2.1.1.1 Use vocabulary appropriately and correctly. B7.2.1.1.2 Spell words related to home and school correctly B7.2.1.1.3 Identify and use punctuations appropriately and correctly in writing.			
Key words/vocabulary: spoon, kitchen, toilet, books, pen, pencil, cupboard, classroom, comma, full stop, colon, semi colon, quotation marks, exclamation marks, etc.			

Suggested activities for learning and assessment.	Equipment /Resources	Learner Resource page ref	Progression
• *Use vocabulary appropriately and correctly:* • Let learners have the hot seat game as a starter. (In this game, a learner assumes the hot seat to answer three or four questions from their friends on topics treated in previous lessons. If they get all questions correct, then they score a certain number of points, two questions correct gives some points, one question correct gives some points, and if no question was answered then no point. This is done in turns.) • Have learners in pairs observe the real object displayed in class and categorise them under school items and home items. Learners post their works on the wall for a gallery walk. Learners discuss the works of their peers to come out with the correct categorisations. • The pair now use the vocabulary of identified items to construct appropriate and correct sentences. The pair present their work to the class for discussion. *Watch out for sentence structure and make the corrections accordingly.* • *Spell words related to home and school correctly:* • Have learners collate as many words as they can from objects at home and school. • Have learners write the vocabulary on cards and display their works for the whole class to see. *Do make corrections to wrongly spelt words.* • Let learners mention the words on the cards and use them to form sentences. • Put learners into mixed ability groups, remove the words displayed and mention the words for the groups to spell. Each group should have a turn. *Pay attention to those with special needs and prepare an activity for them as well.* • Identify and use punctuations appropriately and correctly in writing: • Introduce learners to the punctuation marks you would want them to use to punctuate a given text (e.g. comma, full stop, colon, semi colon, quotation marks, exclamation marks, etc.). • Pair learners and give them an unpunctuated paragraph. Let learners punctuate the paragraph using the punctuations discussed.	Real objects from school and home, cards, markers, sentence cards.		Tell what a sentence is Form own sentences using the correct structure Categorise sentences according type and function Engage in a meaningful dialogue.

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• Have learners display their works for a gallery walk. • Have learners talk about the work of their peers bringing out areas they think were not correctly punctuated.			

Homework/project work/community engagement suggestions
- Learners to punctuate an unpunctuated two-paragraph passage, and present it to the class for class discussion.

Cross-curriculum links/cross-cutting issues
- The use of punctuation is also needed to effectively read passages as well as write good essays. Learners need this knowledge to effectively participate fully in an English language lesson on punctuations.

Potential misconceptions/student learning difficulties
- The L1 orientations would have effect on the pronunciation of certain words. Watch out and make corrections accordingly so that the native speakers would not be tempted to laugh at others.

Strand: B7.5 Composition Writing			
Sub-strand: B7.5.1 Structure and Organise Ideas in Composition Writing			
B7.5.1.1 Demonstrate an understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)			
B7.5.1.1.1 Discuss the features of a paragraph. **B7.5.1.1.2** Develop a one to three paragraph essay using the features of a given text type.			
Key words/vocabulary: features, text types, narrative, descriptive, creative/free writing, etc.			
Suggested activities for learning and assessment.	**Equipment /Resources**	**Learner Resource page ref**	**Progression**
• Explain what a paragraph is. • Identify paragraphs in a passage. • Read a paragraph of a passage and identify the salient points. • Tell what a paragraph is in their own words. • Introduce a topic of interest to the learners. • Elicit prior knowledge and generate interest in the topic by asking questions. • Show learners an informative video on the topic. While they are watching, ask them to note down the main points of the video. • Ask learners to check their information with a partner. • In pairs, learners write a shared list of the main points of information in the video. • Tell learners they are going to write an informative essay on the topic, using the information in the video plus any additional information that they know already. Give them time to add this extra information to their notes. • Ask learners: What makes a good information essay? • Elicit success criteria, e.g. information on the topic, paragraphs to organise ideas, accurate grammar, spelling and punctuation. • In pairs, have learners use their notes to write a 3-paragraph essay. • While learners are working, move around the pairs asking questions to elicit understanding, formatively assess learners, and promote thinking and learner-led improvements to the writing. • Pairs exchange essays with another pair and peer check using the success criteria. • Write a three logical, coherent, and sequential paragraph essay on a given narrative topic. The topic for the essay should be on contemporary issues. E.g. coronavirus, teenage pregnancy, energy conservation, sanitation, etc. • State the main ideas in the essay you have written	Video, Smart phones, cards, markers		Ability to describe a paragraph. Identify the features of a paragraph. Narrate an event. Write a given text type coherently and logically.

Homework/project work/community engagement suggestions

- Write one to three paragraph essay on a given narrative topic. The topics should touch on contemporary issues such as the coronavirus outbreak, sanitation, etc.

Cross-curriculum links/cross-cutting issues

- The various text types discussed here have similar features and structure with that of the English language, French and Arabic. Teachers are to check and do the links appropriately.

Potential misconceptions/student learning difficulties

- The ability of learners to use the right registers in their narratives.

Strand: B7.6 Literature

Sub-strand: B7.6.1 Folktales, songs, prose, drama, poetry

B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written).

B7.6.1.1.1 Discuss the components of literature. B7.6.1.1.2 Discuss the components of oral literature (folktales and songs—lullabies and play songs). B7.6.1.1.3 Discuss the components of written literature (prose, drama, poetry).

Suggested activities for learning and assessment.	Equipment /Resources	Learner Resource page ref	Progression
• Explain the term literature. • Discuss the characteristics of literature. • Discuss what a folktale is. • Describe the structure of a folktale. • Discuss the significance of folktales. • NB: These activities should be done in pairs or mixed ability groups. • Invite responses from each pair or group. Agree on the best definitions as a class and write them on the board. • Have learners in groups look for folktales from the community and tell one to the class. • Explain what a lullaby is. • Sing some popular lullabies. • Have learners compose their own lullaby as a group and present their work for the class to discuss. • Assess the significance of a lullaby (to the child, the mother and the household). • Compose and sing a lullaby individually. • Explain play songs. • Sing some popular play songs and compose their own play songs in mixed ability groups of five. • Explain what a prose is. • Identify and state the features of a prose and explain them. E.g. a continuous writing, characters, plot, setting, literary devices, and so on. • Put learners into pairs. Give each pair a copy of the opening four paragraphs of a story. • Ask learners to write three headings on paper – plot, characters, setting. • Have learners discuss each category with their partner, finding out as much from the paragraphs as they can. Ask them to identify words or phrases from the text to support their findings. • Pairs share their findings with another pair. • Each individual learner writes a short analysis of the story opening, with one paragraph about each category. • Explain what drama is in groups. The groups should read their definitions to the class for discussion. • Ask learners to read the first two pages of a drama book in groups.	Tape recorder Mobile phone cards, markers		Discussion of literature and its types. Explain the features of folktales and songs. Develop and appreciate a song. Create a folktale. Talk about stories bringing out the characters, setting and language usage in bringing out meaning.

• Have earners in the same mixed ability groups or in pairs, identify and state the features of a drama and explain them. E.g. characters, scenes, plots, dialogue, literary devices, and so on.			
• Let learners in pairs relate lessons learnt from the drama to everyday life experiences.			
• Put learners into mixed ability groups to explore given poems to come out with what they think a poem is. Learners read their definitions to the class for a class discussion. Let the class decide on the best definition.			
• Have learners in the same mixed ability groups or in pairs identify and state the features of a poem and explain them.			
• E.g. Written in stanzas, lines, condensed language, and so on.			
• Ask learners to read and discuss a given poem with a classmate bringing out the features as discussed.			
• Have learners read their findings to the class for discussion.			
• Have learners in pairs write the lessons learnt from the poem read and relate the lessons learnt from the poem read to everyday life experiences.			

Homework/project work/community engagement suggestions
- Write a folktale and present to the class.
- Compose a lullaby/play song and sing it to the class.
- Compose a poem in pairs and read to the class for discussion.

Cross-curriculum links/cross-cutting issues
- These genres discussed here are also discussed in English language. Learners would apply the knowledge gained here to effectively discuss the genres in English Language.

Potential misconceptions/student learning difficulties
- Learners have a difficulty differentiating between folktale and stories. Watch out and correct that difficulty.

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APPENDICES

Appendix A: GUIDELINES FOR THE FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The National Council for Curriculum and Assessment (NaCCA), as part of the strategies for an effective implementation of the Common Core Programme Curriculum for Basic 7 (JHS1) – Basic 10 (SHS1) has come out with guidelines for the formation of Professional Learning Communities (PLCs).

FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The focus of education in recent times has been on *transformation.* Currently, most countries are shifting from block scheduling to tele-collaborative projects, from discovery learning to authentic assessment, etc. In realising these transformation agenda, new ideas for efficient education delivery and best performance attainment levels come and fade away or metamorphose into other models. One of these is the concept of Professional Learning Communities (PLCs). This has taken the central stage in most advanced countries in their quest for making education delivery robust and responsive in meeting their developmental needs. Ghana is no exception.

An article published by *Glossary of Education Reform* describes the professional learning community (PLC), as a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of learners." According to Hord (1997b), "professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement." A PLC is a learning approach where teachers are activated as learning resources.

Generally, PLCs are considered as collegial groups of administrators and school staff who are united and committed to learners' learning. They function as an effective strategy for building school capacity around core issues of teaching and learning (Darling-Hammond, 1995). They serve as a mechanism to transform school culture. In other words, PLCs connect teachers with information, strategies, and best practices.

How is PLC formed?

- The head-teacher through consultation with his/her teachers and the major stakeholders (PTA, SMC, school improvement support officer (SISO), the education directorate, etc.) puts a committee in place.

- The committee is headed by a ***curriculum lead*** who must be a staff of the school.

What are the terms of reference of the committee?

The PLC in consultation with the entire membership and other stakeholders:

- agrees on the PLC session (or meeting) schedules for the term;

- identifies for PLC sessions, individual challenges in effective lesson delivery and innovative practices in teaching;

- creates common platform for members to share ideas, skills, knowledge and experiences;

- Identifies and invites facilitators for each session;

- Ensures that the focus of the school is changed from teaching to learning;

- Sets SMART goals for best practices in the school to meet expected performance outcomes and targets;

- collates data on all issues that relate to teaching and learning in the school for informed decisions;

- keeps records of attendance of members during PLC meetings;

- considers ways of changing the school's climate positively;

- plans and shares best practice lessons and integrated cross-curricular projects to all staff;

- creates a database on learner achievement scores that guides decisions for interventions;

- reviews and reflects on school data to plan instruction across the school curricular;

- considers extra-curricular experiences for learners.

What are some Characteristics of an Effective PLC?

- Shares values and norms.

- Creates time for collaborative work.

- Focuses collectively on learner's learning.

- Encourages collaborative work by creating common work spaces using proximity.

- Ensures leadership support for all PLC activities – school heads must be supportive.

- Respects and trusts one another.

What are the Guidelines for PLC's Activities?

- PLCs should be conducted once every week.

- The session should be for a minimum of one hour and should be set as the last hour of the day.

- The head of school will take the lead role.

- Roles should be assigned to encourage participation.

- The activities must focus on the Common Core Programme (CCP) Subjects-Curricula.

- The agenda for the next meeting should be developed at the end of each meeting for participants to prepare adequately for effective participation.

The minutes for each meeting should be made available after each session and sent to the regional PLC

platform for headquarters' validation. The platform will be made up of the following officers from the Metropolitan, Municipal, District and Regional level:

- Training Officers

- Supervision and Monitoring (S&M) Officers

- Basic School Coordinators

- Heads of School

- School Improvement Support Officers (SISOs)

- Curriculum Leads

NB: PLC sessions should be conducted from the second week of the term through to revision week.

Who are the Key Actors in the PLC?

- District Education Oversight Committee (DEOC)

- MMD Director of Education

- MMD Head of Monitoring and Supervision,

- School Improvement Support Officer (SISO)

- Head of School

- Curriculum Lead

- JHS and SHS subject teachers

MMD Education Oversight Committee

- Validates the PLC programmes

- Develops guidelines for the effective implementation of all PLC programmes in the MMD

- Provides a supervisory role for the MMD Education Office in the performance of duties relating to PLC programmes and activities.

MMD Director of Education

- Approves the calendar for the integration of PLC activities into MMD plan

- Provides overall leadership and supervision of all PLC activities in the MMD and assigns targeted roles and responsibilities to subordinates.

MMD Supervision and Monitoring Officer

- Develops, in collaboration with DDE and School Improvement Support Officers

(SISOs), a plan for monitoring Fidelity of Implementation (FOI) initiative and the overall evaluation of the success of the PLC initiative.

- Reviews (with support from SISOs) monitoring, evaluation & fidelity of implementation data for each term and implement needed changes. In consultation with the DDE, select/recruit curriculum leads for the PLC for each school.

School Improvement Support Officer (SISO)

- Participates in the selection/recruitment of curriculum leads for the schools.

- Collects, collates, and submits to the MMDEO M&E and FOI data (nature of data and regularity of collection and reporting to be determined by GES in consultation with NaCCA).

- Identifies the training needs of the heads of schools and subject-teachers in partnership with the MMD Training Officer.

- Trains the heads of schools and curriculum leads and refers matters relating to attitudes and behaviours that are detrimental or advantageous to the intervention to the MMD Head of Monitoring and Supervision for moderation, share/promote the experiences of the various interventions among schools under his supervision.

Head of School

- Attends initial training on PLC programme

- Ensures the support of the School-based Management Committee (SMC), Parents-Teacher Association (PTA) and other stakeholders for the PLC programmes.

- Ensures the active participation of all teachers during PLC Sessions, as well as the implementation of innovative lesson-delivery strategies and best practices discussed at PLC meetings.

- Identifies and puts in place measures to acknowledge teachers who make an effort to implement best practices discussed at PLC meetings.

- Puts in place measures to monitor and report on learners' progress concerning performance indicators and established national performance standards.

- Adopts the FOI of learning for accountability.

JHS and SHS Subject Teachers

- Participate actively in all PLC Sessions (activities and programmes).

- Follow the revised CCP Curriculum, prepare scheme of learning and lesson plans/notes according to specification and keep track of challenges or difficulties encountered.

- Try out new teaching activities, strategies and practices discussed during PLC Sessions.

- Share challenges and successes with teaching colleagues in future PLC meetings.

How Do We Conduct an Effective PLC Session?

Pre-Discussion

- Register and introduce participants and key facilitators if any.

- Nominate a PLC secretary to take note of discussion points.

- Identify and discuss challenging themes, i.e. themes evolving from the CCP Curriculum training and implementation.

- Identify and invite an expert or colleague with in-depth knowledge of the theme identified to facilitate a PLC session or lead the discussions.

- Assign specific themes to different teachers (members of the PLC) to research and lead future PLC sessions.

- Encourage mutual discussions and contributions by all members.

Discussion stage (action)

- The lead facilitator takes participants through the content and demonstration lessons (where applicable) associated with the theme.

- Facilitation should be participatory, engaging and interactive.

Post-Discussion Stage

- At this stage participants evaluate the content and demonstration lesson learnt and assess the extent of improvement through reflection and debriefing.

- The agenda for the next meeting should be developed (or agreed upon) at the end of each meeting for participants and the PLC lead to prepare adequately for effective participation.

- Participants are expected to improve on their daily teaching skills through leading questions.

- Participants are encouraged to use group platforms strictly dedicated to PLC for professional learning and providing colleagues with useful professional materials.

Who Monitors the Activities of PLC?

- The Ghana Education Service (GES)
    - Headteacher
    - Circuit Supervisor
    - MMD Monitoring Officers
    - Regional Monitoring Officer
- National Inspectorate Board (NIB)
- National Teaching Council (NTC)
- National Council for Curriculum and Assessment (NaCCA)

http://www.allthingsplc.info/
http://www.sedl.org/pubs/change34/2.html
http://www.inspiringteachers.com

CONTINUOUS PROFESSIONAL DEVELOPMENT DAY (CPDD) FOR JHS BEGINNING 2020/21 ACADEMIC YEAR

Teachers in the Public JHS shall observe a Continuous Professional Development Day beginning 2020/21 Academic Year.

The observation of the CPDD shall help the teachers (facilitators) develop and/or adopt new strategies for teaching which will help them overcome identified challenges in their day to day activities as teachers (facilitators). Continuous Professional Development is in two folds:

1. **Professional Learning Communities (PLCs)**

    PLC, as explained earlier, is a group of educators and other stakeholders who meet regularly to share expert knowledge, skills and experiences for the improvement in the performance of learners, through effective lesson delivery and assessment. PLCs serve as an innovative mechanism for transforming the learning culture and social environment of the school. It connects and equips teachers from not only the same school, but from other schools within or outside the geographical location with information, learning and teaching strategies and best practices.

    About 50 minutes (one period of co-curricular activities) has been assigned to PLC activities every week on the school's timetable. It can be organised at the cluster or circuit level as well as subject-based. On PLC days, learners will close and go home while teachers meet at PLC sessions to learn and share ideas, concepts, skills, knowledge, and experiences to upgrade and improve themselves.

2. **Continuous Professional Development Days (CPDDs)**

    This will be organised once every quarter – 4 times a year. On these days, learners will be given a holiday to stay at home. Teachers will have a full training day to update their content knowledge, sharpen their lesson delivery and pedagogical skills, as well as share experiences and best practices – leadership for learning, conducive social environment, sustainable learning concepts, etc.

Appendix B: DESIGNING SCHOOL-BASED TIMETABLES

A **school timetable** is a table for regulating and coordinating activities of the learners, teacher and school. Timetables are cyclical. These activities recur every week or every fortnight (in cases of shift schools).

The timetable for the Common Core Programme (CCP) Curriculum to be rolled out in the 2020/21 academic year has the following characteristics.

1. **Proposed Contact Hours (Time on Task)**

Number of periods per day:	8 periods
Number of periods per week:	40 periods (8 periods × 5days)
Duration per period:	50 minutes

2. **Length of School Day**

Time on Task:	400 minutes (50 minutes x 8 periods)
Break Time	60 minutes (two breaks at 30 minutes each)
Extra-curricular activities	50 minutes per day
Total length of school day	510 minutes (8.5 hours)

3. **Proposed options for Length of School Day**

S/No	Lessons Start	Lessons Close	Extra-Curricula
1	7.00am	2.40pm	2.40pm – 3.30pm
2	7.30am	3.10pm	3.10pm – 4.00pm
3	8.00am	3.40pm	3.40pm – 4.30pm

4. **Proposed Co-Curricular Activities**

- Life and Psychosocial Skills:
  - *Sports and Games*
  - *Tourism, Arts and Culture Club*
  - *STEM Club*
  - *Creative Writers/Debaters Club*
  - *Human Rights Club*
  - *Friends of the Earth Club*
  - *NGO Activities: Talks and Sensitisation etc.*
- Research, Science, Agriculture (Gardening) and Community Project
- Entrepreneurship Development, Guidance and Counselling.
- Library, Sustainable Learning and Study Skills
- Professional Learning Community (PLC), CPD and School/Cluster-based INSET

5. **Period Allocations for Subjects**

Subject	No. of Periods
Mathematics	4
English	4
Ghanaian Languages	3
French/Arabic	3
Science	4
Computing	3
Social Studies	3
Religious and Moral Education	3
Career Technology	4
Creative Arts and Design	4
Physical Education	3
Worship and Library Studies	2
TOTAL	**40**

Timetable Template

	30m	1 50m	2 50m	**B1** 30m	3 50m	4 50m	5 50m	6 50m	**B2** 30m	7 50m	8 50m	Co-Curricular
M	A S S E M B L Y & R E G			B R E A K					B R E A K			
T												
W												
T												
F												

- **Things to consider when populating the Timetable**

  In populating the template to develop a school-based community friendly timetable, the officer should consider the following:

  - Local dynamics – average walking distance from home to school.

  - Socio-cultural and economic activities etc. within the community.

  - If possible, the periods for Mathematics and the languages should be completed before lunch.

  - Activity-based lessons such as Computing, Career Technology, and Creative Arts and Design can be organised after lunch.

  - PLC should be allocated one of the 5 slots for co-curricular activities.

For further inquiries contact
National Council for Curriculum and Assessment (NaCCA)
Tel. No. +233 302 909 071
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Website: www.nacca.org.gh

Appendix C: Assessment in the CCP Curriculum

The ultimate goal of Assessment is to improve Learner's learning

[This document was prepared by the Assessment Unit of NaCCA led by Antwi Aning]

Introduction: What is Assessment?

Assessment is the process of collecting information or evidence of learning and achievements and using it to improve teaching and learning. It is about getting to know our learners and the quality of their learning. It is an ongoing process for gathering evidence of learning and using it to enhance learners' learning.

Why assess learners in our classrooms?

Assessment is the bridge between teaching and learning and the central process in effective instruction.

Generally, we assess to find out:
- what learners know
- what learners can do, and how well they can do it
- improve learners' learning
- gather evidence of learning
- inform instruction
- yield information about areas of weakness and problems of teaching and learning
- show the strength and weaknesses of learners
- identify individual differences and achievement gaps among learners
- assist teachers in the process of remediation.
- determine whether expected outcomes have been met

The CCP curriculum will be assessed both formatively and summatively but the outcome of both assessments will be used to move learning forward.

Formative Assessment

Formative Assessment is a concept which covers various approaches for using assessment to improve learners' learning. Two of such approaches are assessment **for** learning and assessment **as** learning. Formative assessment deals with finding out on day-to-day basis, information about learners' progress and difficulties so that immediate measures can be taken.

Any instructional activity that allows teachers to uncover the way learners think about what is being taught and which can be used to promote improvements in learners' learning can serve a formative purpose. Formative Assessment supports learning during the learning process.

Characteristics of Effective Formative Assessment

- Clarifying, understanding, and sharing learning goals and criteria for success with learners.
- Creating effective classroom discussions, questions, activities, and tasks that offer the right type of evidence of how learners are progressing to the agreed learning goals.
- Providing feedback that moves learners forward.
- Activating learners as learning resources for one another.
- Activating learners as owners of their own learning.
- Using varied instructional methods to meet diverse learner's needs.
- Using varied approaches to assessing learner's understanding.

(Thompson & William, 2007)

Summative Assessment

It is an assessment which is generally taken by learners at the end of a unit, a term or semester, end of year or a course to demonstrate the "**sum**" of what they have or have not learned.

- Usually, it is called Assessment of Learning
- It compares learners' knowledge or skills against standards or benchmarks.
- It evaluates mastery of learning and offers information on what learners know and do not know.
- It provides educators with the metrics to know what's working and what's not.

- Usually, it is high stakes, for example when used for promotion, admission, certification, selection, accountability, etc.

- Can also be used formatively if it provides feedback to inform teaching and learning.

- Does not provide teachers with vital information to use in crafting remedial instruction.

- Plays a pivotal role in education by troubleshooting weaknesses in the system despite its shortcomings.

- Provides educators with valuable information to determine the effectiveness of instruction for a particular unit of study, to make high-stakes decisions and to evaluate the effectiveness of schoolwide interventions.

- Works to improve overall instruction.
    - by providing feedback on progress measured against benchmarks,
    - by helping teachers to improve, and
    - as an accountability instrument for continuous improvement of systems (Hart et al., 2015).

Formative Assessment Approaches

1. Assessment for learning (AfL)

Assessment for Learning (AfL) is an approach, integrated into teaching and learning, which creates feedback for learners to improve learning. i.e. occurs when assessment and learning are integrated.

AfL is not a means of evaluating schools, teachers or learners, rather it is a feedback mechanism.

It provides learners with rich, meaningful and timely feedback on their learning and progress throughout a programme of study. Assessment for Learning is an ongoing part of teaching & learning in which both teachers and learners share the responsibility for learning. It can take many forms, and may be either formal or informal (Yorke 2003). With AfL, teachers can understand better how their learners are learning and use this to plan what they will do next with a class or individual learners. AfL helps the learner to see what they are aiming for and understand what they need to do to achieve those aims. AfL therefore focuses on the teacher and the learners' understanding.

Why is AfL important?

Assessment for learning is a key pedagogical tool for:
- establishing where the learners are in their learning
- establishing where they are going
- working out how to get them there

(William, 2009)

2. Assessment as learning (AaL)

In this approach, learners are their own assessors. They monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. AaL helps learners to take more responsibility for their own learning and monitoring future directions. Learners are able to learn about themselves as learners and become aware of how they learn. They reflect on their work on a regular basis, usually through self and peer assessment and decide what their next learning will be.

The teacher's role in assessment *as* learning is to:
- model and teach the skills of self-assessment
- guide learners in setting their own goals, and monitoring their progress towards them
- provide examples and models of good practice and quality work that reflect curriculum outcomes
- work with learners to develop clear criteria of good practice

Feedback in Assessment

Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and learners about how learners are doing relative to learning goals. Giving good feedback is one of the skills teachers need to master as part of good formative assessment. *(Ref: Susan M. Brookhart)*

For feedback to be effective for learners, they need the following:
- an understanding of the desired learning goal;
- evidence about their present position in relation to that goal;
- guidance on the way to close the gap between the two.

Effective feedback should:

- focus on what is being learned (learning outcomes) and how learners should go about it (success criteria)

- occur as the learners are doing the learning, i.e. be given at a time when the response will help the learner improve their learning

- provide information on how and why the learner has or has not met the criteria

- be phrased so the learner can understand how he/she should respond and;

- provide strategies or act as guidance showing how the learner can improve; and

- encourage a dialogue (where appropriate), so the learner can probe for clarification on next steps needed to progress their learning.

Success Criteria

It is important in the learning cycle that the learners and teacher are all aware of what will show that learning has taken place.

Why Are Success Criteria Important?

- Improve understanding
- Empower learners
- Encourage independent learning
- Enable accurate feedback
- Enhance quality assessment which is totally dependent on the use of success criteria

What Are Success Criteria?

'… success criteria summarise the key steps or ingredients the learner needs in order to fulfil the learning goal – the main things to do, include or focus on.' (Shirley Clarke)

Effective Success Criteria

- are **linked** to the learning intention;
- are specific to an activity;
- are measurable;
- are **discussed and agreed** with learners prior to undertaking the activity;

- provide a **scaffold** and focus for learners while engaged in the activity; and

- are used as the basis for **feedback** and peer-/self-assessment

Sample success criteria

B 2.1.2.3.1 Describe a solid-solid mixture and explain how to separate the components	Low	Medium	High
	I can correctly identify and give an example of a solid-solid mixture	I can form and describe a solid-solid mixture	I can separate a solid-solid mixture into its components

Assessment for Learning Strategies

The following are samples of activities that you can try in your classroom. These can be adapted to be applied to all subjects and stages of education.

Shared Learning Goals

Promote learner's autonomy over their learning progression by sharing with them the learning goals, and most importantly the success criteria.

Learners write or ask questions

For example –

- About what they would like to know on a new topic;

- To ask the teacher or other learners in order to assess their learning;

- To demonstrate their learning/misconceptions/areas they would like to further explore.

Lesson Target Setting

- Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do;

- These can be referred to through the lesson and/or revisited in the plenary;

- Learners could then show how they have met targets in the plenary and/or set targets for next lesson.

#### Making Learning Goals Clear

- Put lesson goals on the board at the beginning of the lesson;

- Talk to learners about why they are studying what they are studying;

- Contextualise short-term goals in long-term goals and make real life application clear (e.g. understanding the nature of things in the environment – living and non-living will contribute to our wider understanding of the world around us) and;

- Check with learners whether they understand the goals of the lesson.

Brainstorming

- Brainstorming is a technique used to determine what a learner may already know about a particular topic. Learners often feel free to participate because there is no criticism or judgment.

- Follow this with a clear description of what concepts to be covered in the lesson (to consolidate and clarify understandings)
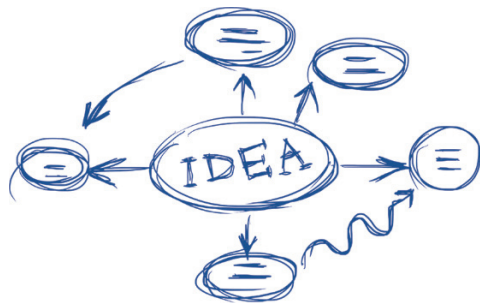
Devising Questions

Devise questions that –
- Challenge common mistaken beliefs about a topic (misconceptions)

- Create conflict that requires discussion

- Explore ambiguity and encourage discussion and clarification

Wait time

- Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.

- 2 types of wait time –

- Teacher speaks and then waits before taking learners' responses.

- Learner response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.

Observations

Teacher observations can be made in the course of delivery, during times of questioning and feedback and when learners are engaged in activities, either alone or with peers or groups. Look out for the look of confusion, nod or spark of understanding etc. We observe to be responsive and adjust to keep the learning going or notice when it is time to stop or recap a concept.

Tell your neighbour

- Learners 'tell their neighbour' as a means of articulating their thoughts.

- Ask a question, give thinking time and then ask learners to tell their neighbour their thoughts.

- This can either prepare whole class for 'hands down' questioning (where teacher asks randomly selected learner to contribute) or can precede a whole class discussion.

Think–Pair–Share

Give learners the opportunity to articulate their thinking before answering:

- Allow 30 seconds – 1-minute silent thinking before any answers

- Ask learners to write some thoughts down before answering

- Ask learners to brainstorm in pairs first for 2-3 minutes

- Then, get learners ready to talk about their own ideas or their group's ideas in a whole class discussion

Think–Pair–Square

- Think-Pair-Square is the same as Think-Pair-Share except that learners share their answers with another pair instead of the whole class.

Debates

- Debates enable the teacher to informally evaluate learners' oral work by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.

Post-It /Slate/ Mini-whiteboard/ Rough-workbook

Use post-it notes (or the other materials above) to evaluate learning. Groups, pairs or individuals can answer:

- Did I meet the success criteria?
- What should be done to improve next time?

Or:

- What have I learnt?
- What have I found easy?
- What have I found difficult?
- What do I want to know now?

K – W – L

- At the beginning of a topic let learners create a grid with three columns –

What They Know	What They Want To Know	What They Have Learnt

- They begin by brainstorming and filling in the first two columns and then return to the third at the end of the unit (or refer throughout).
- Variation – extra column 'How Will I Learn?'

Response Partners

- Paired or partnership oral marking. Learners invite a partner or a group to discuss or comment on their work. For it to be effective, learners should be aware of the learning goals and success criteria. They should also appreciate the role of a response partner – to offer positive and constructive feedback around the learning goals.

- Learners could be given prompt questions to ask the person who has done the work.

Exemplar Work

- When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.
- Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.

- Two stars = 2 things that are good about the piece of work.
- A wish = something they can improve to make it even better.
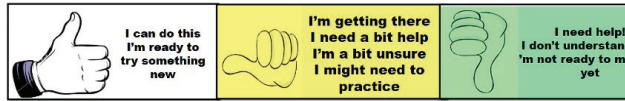
Traffic Lights

Use traffic lights as a visual means of showing understanding. Coloured card or paper could be used.

- Variation – Using smiley faces

  Where coloured card is unavailable, simple face emojis can be used to communicate learners' understanding.
  ☺☺☹

Hand Signals

- Hand signals range from learners raising their hands to respond to a question posed by the teacher to a group to "thumbs up/down" signal to determine learners "acknowledged" understanding of a concept or process.

When using traffic lights or hand signal techniques, it is important to ask a few follow up questions to check learners' actual level of understanding. Learners who are confident can also be used to support or explain to others who are not as confident yet.

Show and Tell

- During teaching, you can use mini-whiteboards/slates/rough-work book so that every learner can write or draw their answer and show it to you (or their peers) immediately. Follow up with questioning to check for genuine understanding or to build upon answers especially in subjects like [insert subject] where there is often one answer.

Active Learners

Key to AfL is learners being active, engaged participants in their learning. Think of ways in which content can be manipulated for these ends, rather than the other way round. If the content seems boring make the approach fun or interesting.

Learners write Questions

For example –

- About what they would like to know on a new topic

- To ask the teacher or other learners in order to assess their learning

- To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where learners drop questions at the end of a lesson.

Or, a plenary could involve learners writing questions that the class then work on together, or forms the basis of the next lesson.

Learners ask Questions

Create opportunities for learners to ask questions. This could be of their peers, of the teacher or as a means to develop discussion.

A 'question box' for written questions offers a different means of communication for learners

Allow time for learners to ask questions about pieces of work. This helps open up assessment and eliminate ambiguity

Comment-only Marking

Comment-only marking provides learners with a focus for progression instead of a reward or punishment for their ego (as a grade does).

Comments could be made in books, in a table at the front of their books, in a learning diary or journal. The latter are helpful for teacher and learner to track the progression of comments and see improvement.

Comments should make it clear how the learner can improve.

Plan activities and work with feedback in mind – let the design assist the process.

Mid-unit Assessment

Having an assessment at the end of a unit may not provide time for you to go over areas learners have struggled with, or in which there are general misconceptions.

Timing assessment during a unit allows time to review, reflect and revisit. It also gives the teacher an opportunity to focus explicitly on areas of weak understanding supported by evidence.

Might

When questioning, insert the word 'might' to give learners greater opportunity to think and explore possible answers.

e.g.

What is meaning of democracy?

What might the meaning of democracy be?

The first infers a single answer known by the teacher whereas the second is inherently more open.
What might the Great Depression look like today?

Wait time

Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.

2 types of wait time –

i) Teacher speaks and then waits before taking learners' responses.

ii) Learner's response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.

Open vs closed

Closed questions can be useful however they are not great at facilitating the use of abstract thinking skills, encouraging talking or eliciting much understanding. Open questions are more likely to do this and thus improve learning. E.g.

Did you go out last night? - (How can you make this question open?)

What did you do after school yesterday?

Exemplar Work

When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.

Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.


Learner Marking

By taking part in the process of assessment, learners gain a deeper understanding of topics, the process of assessment and what they are doing in their own work. This helps to make them more aware of 'what learning is' and thus see their own learning in this way.

Learners could self- or peer- mark homework or assessments.

This could be done in pairs or individually with a learner-made or 'official' mark-scheme.
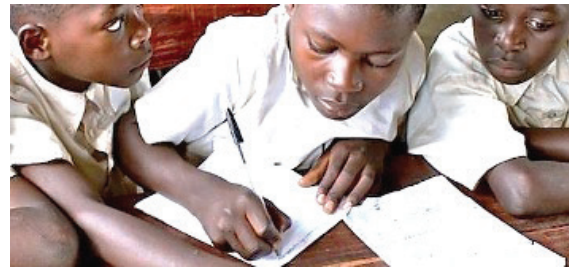
Lesson Target Setting

Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do.

These can be referred to through the lesson and/or revisited in the plenary.

Learners could show how they have met targets in the plenary and/or set targets for next lesson.

2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.
Two stars = 2 things that are good about the piece of work
A wish = something they can improve to make it even better

Two stars and a wish

Articulate then Answer

Give learners the opportunity to articulate their thinking before answering –

- 30 seconds silent thinking before any answers
- Brainstorm in pairs first for 2-3 minutes
- Write some thoughts down before answering
- Discuss with your neighbour first

Tell your Neighbour

Learners 'tell their neighbour' as a means of articulating their thoughts.

- Ask a question, give learners time to think and then ask learners to tell their neighbour their thoughts.

- Tell learners what the new topic is and ask them to tell their neighbour everything they know about it.

Idea Thoughts

When you have received an answer to a question, open up the thinking behind it by asking what others think about the idea. E.g. "What do others think about _____'s idea?"

Devising Questions

Devise questions that –

- Challenge common misconceptions

- Create effective classroom activities, questions and tasks that prompt the right type of discussions

- Explore ambiguity and encourage discussion and clarification

Learning Journal

Create a learning journal in which learners can reflect and review their learning. It could include plenary activities, a target setting chart, aims and goals, etc.

Group Feedback

Group feedback to a teacher concerning peer-assessment of work can help make the teacher aware of learning needs in a manageable way.

If a group feeds back then it draws more attention and presents information that has already been ordered and sorted (meaning less repetition for the teacher).

Peer Marking

Learners mark each other's' work according to assessment criteria.

Encourages reflection and thought about the learning as well as allowing learners to see model work and reason past misconceptions.

Opportunities to do this throughout individual lessons and schemes of work.

Teach Collaboration

Peer assessment requires learners to act collaboratively. Indeed, AfL is a collaborative enterprise therefore, explicitly teach skills of collaboration.

This process can be assisted by discussing collaboration with learners and making it visible as a part of the classroom.

Traffic–Light Revision

When revising a topic or subject, work through the different areas with learners and ask them to traffic light according to their grasp of each.

Subsequently, learners should be able to target their revision more carefully and engage in it actively, rather than simply reviewing everything they have done or reading passively over their entire notes.

Group Answers

Learners work in small groups to agree on answers – when tests are returned or in other situations.

The process of agreeing should include reasoning over the validity of the consensus answer, as well as reasoned negation of misconceptions or wrong answers.
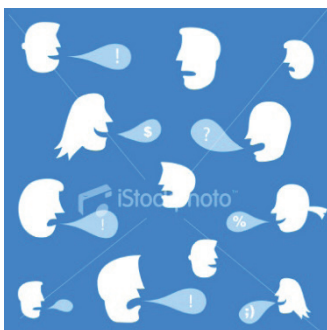

Think–through Talking

Talking allows learners to articulate their thoughts and thus to learn.

Encourage thinking through talking with –

- Discussion activities

- Structured group/pair work

- Modelling by teacher and learners (small group work increases the 'surface area' of talk in the classroom as opposed to whole class discussions)

Communication

Ask learners to communicate thinking through different mediums – not just writing; drawing, drama, maps, sculpture etc.

The medium is the message and therefore circumscribes to some extent how communication can take place. Using alternative mediums allows the teacher to 'see' learners' understanding from different angles.

Appendix D: ABRIDGED GUIDELINES FOR THE FORMATION AND MANAGEMENT OF SCHOOL-BASED CLUBS AND SOCIETIES (SCS) FOR THE IMPLEMENTATION OF THE STANDARDS-BASED AND CCP CURRICULA

Introduction

These guidelines provide tips and ideas for teachers and learners on how to establish and manage **SCSs** at the pre-tertiary level of education in Ghana. They also suggest simple activities that the clubs can carry out. However, this is only a start since the real success of the club in your school will depend on the efforts of the leadership of the clubs being creative, thinking outside the box and coming up with innovative ideas, concepts, projects and activities. The innovations are expected to motivate and elicit in members, the desire go the extra mile while having fun as they learn.

What are School-based Clubs and Societies?

School-based clubs or societies are organised groups approved by the school authorities to offer learners the opportunity to participate in activities they enjoy, learn new skills, explore their talents, meet new colleagues, share experiences and engage in healthy competitions. Learners showcase their talents and acquire functional and lifelong skills. Through SCS activities, learners experience the life that exists outside the classroom and school walls. Majority of learners enjoy club activities because they get the occasion to spend time with their friends and engage in activities they consider as fun and interesting**.** School administrators and teachers also like to see learners participate in co-curricular activities as it helps them know the learners better. The learners demonstrate sterling qualities and skills such as leadership, communicative, organisational, critical thinking, problem solving, creative, innovative, collaborative etc. Every School-based club must have a teacher to supervise the club's activities and report to the school head. Learners are to be given leadership positions such as president, vice-president, secretary and organiser.

Why School-based Clubs and Societies?

The **SCS** seeks to:
- Equip the learner with foundational, functional and lifelong skills.
- Strengthen the acquisition and application of the of the 4Rs and core competencies:
    - critical thinking and problem solving skills;
    - creative and innovative skills;
    - collaborative and communication skills;
    - global citizenship;
    - entrepreneurial skills.
- Introduce the learner to research and project-based learning, enhanced community networking and linking of schools and learners.
- Equip learners with the spirit of volunteerism and community service.

What are the suggested SCS for our Schools?

- Community Service Club
- Digital Literacy Club
- Friends of the Earth Club
- Human Rights Club
- Literary Club (Debaters, Creative Writers and Drama)
- Sports and Games
- STEAM (STEM) Club (Currently, there is what is called STEAM Club. It aims to spark the excitement of young people for Science, Technology, Engineering, Art, Mathematics and More. The challenge is that learners focus more on the Sciences and forget about the interrelatedness between Science and the Arts)
- Tourism, Arts and Culture Club

Other clubs approved by the Ghana Education Service (GES)

How Do We Establish SCS?

1) *Planning, Consultation and Stakeholder Engagement:*

- Community engagement is key to the success of your club – this should be kept in mind as well for any community project.

- Talk to staff members, identify interests, hobbies, talents, and skills of learners, and decide with colleagues which club ideas learners will be comfortable participating in.

- Align the interest of colleagues to the interests, hobbies, talents, and skills you have all identified. Get them to commit to helping the club to develop.

- Arrange with the head of school and administration for permission to start a club or identified clubs.

- Talk to parents and other stakeholders (chief, assembly member, etc.) and seek their support.

- Speak to other volunteers in the school and community to get like-minded colleagues to help run the club with you.

2) *Choosing Club Members*

- Choosing club members should mainly be based on the interests, hobbies, talents, and skills of the learner.

- Decide on a class, form or grade level as target group with a focus on inclusion.

- Decide on gender mix; are you targeting more boys or more girls? Why?

- Targeting a particular class or grade level allows for effective monitoring and evaluation.

- It is always helpful to have learners from different classes and programmes represented, so they can learn from one another, and provide feedback about what they learn to their other mates.

- Get enough people interested - at least 1 teacher and at least ten (10) learners.

- Guide club members to elect club officials - president, secretary, organiser, financial secretary, ladies' rep etc.

- Paste names of elected officials on notice board.

- Inform them of their roles and responsibilities through an orientation.

3) *Branding the Club:*

- Get a name for the Club.

- Brainstorm on club's mission - What do you want to accomplish and how it can be done?

- Draw up action plan – what activities and projects will you carry out to accomplish the club's objectives?

- Make paraphernalia, souvenirs and create a Social Media presence on Facebook, Twitter, or a club web blog where you can host an online club magazine. These make learners feel special and have a sense of belonging.

4) *Invitation to Club Members*

- Get parents, CSOs, NGOs, other schools and school heads involved.

- Explain to parents and learners what the club stands for and the benefits it will offer the learner.

- Together with some learners who have bought into the idea of the club, design a membership form.

- Publicise club activities - announce upcoming events and updates of club activities on notice boards, during assemblies and through social media, etc.

- Invite 'specially targeted' learners to the club.

- Keep records of the club's activities – minutes, attendance, projects, etc.

5) *Launch the Club*

- Launch the Club and explain to the members the focus of the club.

- Make the club activities fun and engaging, and perhaps offer some incentives as long as these can be sustained.
- Ensure that the club activities do not become an extension of classroom learning activities.

6) *Keeping it Simple*

- Don't feel any pressure to run complicated activities.
- Simple projects work well for new clubs.
- Meet an hour once every week as captured on the school's timetable.
- Use the club's activities to discuss effective ways of doing things - 'Dos' and 'Don'ts'
- Regularly review your projects and revise your action plan accordingly.

NB: *Sample club activities can be downloaded from the internet.*

7) *Selecting Club Patrons*

- Club Patrons are volunteers who voluntarily offer their human and material resources to support the activities of the club.
- Consult and select patrons who are willing to support the activities of the club.
- Patrons should be persons whose interests, skills, and hobbies align with the aims, objectives and goals of the club.

8) *Celebrating Achievements*

- Celebrate members for actively participating in the activities and programmes of the club.
- Provide certificates and other souvenirs to members who dedicate themselves.
- These awards could be done during school assemblies and other social gatherings to help raise the profile of the club across the school and also to motivate other learners.
- A journal/diary should be designed to help learners reflect on what they do during club activities.

Community Service

Learners get motivated to practise what they learn at school when they are given the opportunity to undertake community service. They become agents of change in their communities and learn to be proactive citizens. During community service learners are guided to identify common challenges and the relationship between community resources and opportunities to an improved way of life. Some activities they can do are:

- Community projects on climate change, tree planting, clean-up exercises etc.
- Community sensitisation and awareness on emerging issues.

Excursions and Field Trips

Excursions and field trips help learners to gain more insight into socio-cultural and economic issues and offer them an opportunity to have a first-hand experience of what they only hear or read about. They learn about current situations and get informed about how they can improve their performance in other learning areas. Learners can visit:

- Historical and heritage sites;
- Industries and production units;
- Government institutions and departments;
- Botanical gardens or wildlife parks; and
- Power plants using alternative energy sources such as solar, wind, geothermal, etc.

Projects

- Robotics
- Creative Arts productions: art and craft works, theatre and musical concerts etc. to sensitise, educate and entertain
- Tree planting
- Renewable energy projects
- Essay competitions
- Climate change
- Research and surveys

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Appendix E: FIDELITY OF IMPLEMENTATION OF THE COMMON CORE PROGRAMME (CCP)

KEYS (✓ TICK AS APPLIES): **YES**: Indicates indicator has been attained

NO: Indicates that indicator has not been attained

N**OT YET:** Indicates that the indicator is yet to be initiated

NEEDS SUPPORT: Indicates indicator where a teacher needs assistance from a SISO, Head teacher, a colleague, a resource person, Curriculum lead or any DEO. A teacher can tick any of the above three and this section. Write specific area the teacher needs support in the Remarks Column. *NB: Not applicable to all indicators*

A. TEACHERS CHECKLIST

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS
1.	Prepares and submits lesson notes on time					
2.	Applies differentiation and scaffolding in lesson delivery					
3.	Understands Assessment for Learning, Assessment as Learning and Assessment of Learning strategies					
4.	Frequently uses Assessment for Learning, Assessment as Learning and Assessment of Learning strategies in lessons					
5.	Gives immediate feedback to learners after assessment					
6.	Has teacher learner resource packs available for lesson planning and delivery					
7.	Understands issues of barriers to learning and takes measures to assist learners overcome them					
8.	Partakes in PLC meetings					
9.	Partakes in school clubs and societies					
10.	Assists learners as individuals with differentiated abilities, needs, achievement and learning styles					
11.	Shares learning goals and success criteria with learners before lessons					
12.	Maintains consistent and proactive discipline					
13.	Anticipates classroom challenges					
14.	Remediates where learners have learning difficulties					
15.	Assists learners to reflect and take responsibility of their own learning					
16.	Assists learners set their own goals					
17.	Works with learners to develop clear criteria of good practice					
18.	Supports school administration with assigned tasks and responsibilities effectively					

B. HEADTEACHER

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS
1.	Understands the Core Competencies, 4Rs, Knowledge, Skills, Values and Attitudes					
2.	Specific remedial programmes are put in place to help learners with learning needs					
3.	Conducts classroom observation (*Select One*) A. Once a week B. Twice a week C. More than once a week C. Once every two weeks D. Once a month					
4.	Provides feedback on classroom observation for teachers to improve teaching and learning					
5.	Supervises records keeping on PLC meetings					
6.	Takes part in INSETS and PLC sessions in the school this term					
7.	Has Curriculum Lead (CL) in the school					
8.	Takes measures to overcome barriers of learning in the school					
9.	Has functional clubs and societies in the school					
10.	Monitors activities of clubs and societies in the school					
11.	Teacher and Learner Resource Packs and other resources for each subject available					
12.	Teaches alongside administrative duties					
13.	Supports teachers to access additional resources for implementation of the CCP					
14.	Involves the community in the implementation of the CCP					
15.	The community provides support to the school in implementing the SBC					
16.	SISO supports the school in the implementation of the CCP					
17.	Aside the SISO, other District Education Officers come to this school to monitor facilities, teaching quality, or teacher attendance					

C. CURRICULUM LEAD

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS
1	Organises PLC meetings in the school *(Select One)* A. Once a week B. Twice a week C. More than once a week C. Once every two weeks D. Once a month					
2	Keeps record of PLC meetings					
3	Partakes in INSET meetings in the school					
4	Develops and initiates capacity building programmes to support efficient implementation of the CCP					
5	Involves resources person to address challenges during PLC meetings					
6	Has resources to assist during PLCs meetings					

Appendix F: COMMON CORE PROGRAMME (CCP) CONCEPT

Introduction

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The CCP runs from Basic 7 through Basic 10.

The common core attributes of the learner, which describe the essential out- comes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to the learner's lifetime values, well-being, physical development, metacognition and problem-solving abilities. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core pro- gramme are shown in Figure 1. These are:

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches;
- learning context – engagement, service and project;
- learning areas – mathematics, science, computing, languages (English, Ghanaian Languages, French and Arabic), career technology, social studies, physical and health education, creative arts and design and reli- gious and moral education.
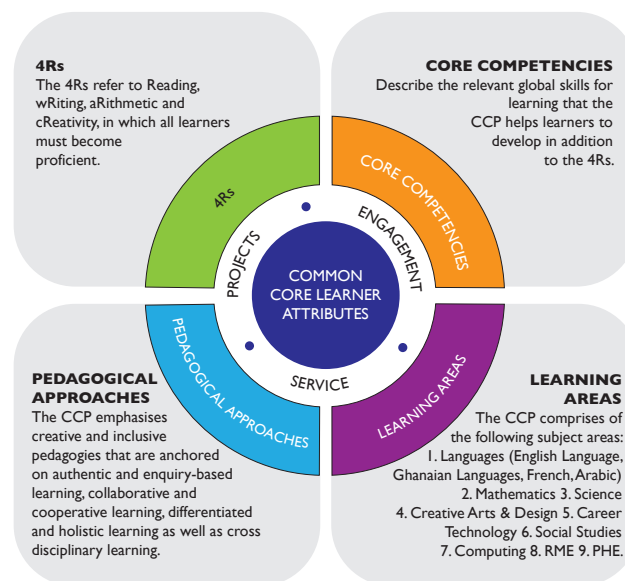

Figure 1: CCP Learner Attributes

These are elaborated subsequently:

Learning and teaching approaches

- **The core competencies**: Describe the relevant *global skills for learning* that the CCP helps learners to develop in addition to the 4Rs. The global skills for learning allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development.

- **Pedagogical approaches:** The CCP empha- sises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning and holistic learning as well as cross disciplinary learning.

- **The 4Rs across the Curriculum:** The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.

Learning context

The CCP places emphasis on engagement of learners in the classroom activities and projects (in and outside classroom).These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 10. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavour. Community service offers an opportunity for learners to nurture, love and care for, and solve problems in their community.

Learning Areas

The CCP comprises the following learning areas:

1. Languages (English Language, Ghanaian Languages, French, Arabic)

2. Mathematics

3. Science

4. Creative Arts and Design (CAD)

5. Career Technology

6. Social Studies

7. Computing

8. Religious and Moral Education (RME)

9. Physical and Health Education (PHE)

This document sets out the standards for learning Ghanaian Languages in the Common Core Programme (CCP). The standards in the document are posited in the expectation that the CCP (B7 – B10) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasises a set of high internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these competencies in Ghanaian Languages for post-secondary education, workplace training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

Appendix G: LEARNING SCENARIOS

Case Study 1

Consider these two lesson scenarios and then discuss and answer the questions below:

Scenario 1

When the teacher enters her B3 class, some of the learners are shouting at each other; some are talking quietly; some are moving around restlessly; and others are quietly waiting for the lesson to begin. She claps her hands and the learners take out their books. The teacher asks the learners what they read yesterday. When they tell her, she asks them to go to the next story, 'The Hare and the Hyena'.

One of the learners, who has been chosen to always be the reader in this class, stands up and begins to read this story. While the boy is reading, some learners are still trying to find their book, and others are still talking; many of them do not have a book to follow. Only a few learners are paying attention to the text and listening to the boy read. While this is happening, the teacher completes the attendance register and occasionally looks up and shouts "Hey, look at your books and follow. I am going to ask some questions. All of those who do not answer the questions correctly will have extra homework."

When the text has been read aloud by the reader, the teacher asks a few questions about the text. Those who are listening and know the answers raise their hands and the teacher calls on them to give the answers. The teacher tells the learners to read the text again at home for homework, then the lesson ends.

Scenario 2

When the teacher enters her B3 class she spends a few minutes talking to the class, encouraging them to relax, interact, smile and laugh. The learners see she is carrying a book, 'The Hare and the Hyena' and the teacher holds the book up so all the learners can see it. Then the teacher introduces the book by asking questions about it to gain their interest. She asks questions at different levels for example:

'What colours are on the cover of this book?'
'What is on the cover of this book?'
'Who do you think are the main characters in this book?' 'What is the name of the book?'
'Who is the author?' What do you think the book is about?

She waits a moment after each question to give an opportunity for all the learners to raise their hands before choosing one to give the answer. Sometimes she asks a learner who hasn't raised their hand, if she thinks they will know the answer but are being lazy. The teacher goes on to ask other members of the class to explain what an author does, and then asks the learners to raise their hands if they know what a hare and a hyena are. She asks if any of the learners have seen these animals and what the animals did.

The teacher asks the learners what they think the hare and the hyena will do in the book. She then asks them to work in pairs to discuss what they think the story is about and how the story might begin and end. After a few minutes, the teacher asks one pair to give the results of their discussion. She asks if any other pairs think the same and they raise their hands. She then asks any of the remaining pairs for their thoughts. Finally, the teacher reads the first part of the story. As homework, she asks her learners to bring stories or information about the animals from their family, community members or elder peers for the next day. She tells them they will read and find out the end of the story tomorrow.

Discuss and answer:

1. Which of the two lessons do you think is most effective and why?

2. How does the teacher gain and maintain all learners' attention, participation and engagement?

3. What does the teacher do to accommodate all ability levels?

4. How does each teacher assess learning?

5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?

6. How does the teacher use existing material and human resources in an interesting way?

Case Study 2

Consider these two lesson scenarios and then discuss and answer the questions below:

Scenario 1

The Ghanaian Language teacher enters the JHS 1 class and shouts for everyone to sit down and listen. She waits while some of the learners take out their books. The teacher tells the class they will learn about naming systems. She asks the class to open to the specific page in the textbook. Then she calls one of the learners to read aloud, while the others follow the text in their textbooks.

As the student reads the text, the teacher marks the exercise books of another class. Although only few learners in the class paid attention to the reading, when it was complete, the teacher asks them to re-read the text aloud together. She instructs the learners to answer in their exercise books, the questions that follow the text.

The teacher continues to mark the exercise of the other class, until the end of the lesson. She stops and asks learners to show by hand those who have completed the exercise. Five learners raise their hands. The teacher says, "Good." She tells those who are yet to complete the exercise to take the exercise home as homework.

Scenario 2

The teacher starts her JHS 1 Ghanaian Language lesson by asking learners what they learned in the previous lesson. She encourages learners to engage and interact with each other. She asks them to submit their homework.

After this, she explains that they are going to talk about naming systems with the focus on child naming in Ghana. She tells the learners that, they will discuss the stages of naming and the items used at each of the stages. She asks learners to write what they know on child naming on a piece of paper and paste it on the walls in the classroom for a gallery walk.

She asks learners to discuss in pairs what they observed during the gallery walk. She calls on each pair of learners to share their experiences with the rest of the learners. She then shows a video of a traditional child naming ceremony and asks learners to pay attention to the various stages of the naming process. She asks them to also jot down the items used at every stage of the ceremony.

She puts learners into groups and assigns each group one stage of the naming ceremony. Each group is to write the items used at the assigned stage, as well as how they were used. Learners are also supposed to discuss why the items were used.

After the group discussions, she calls the groups to make presentations in turn. She leads the class to discuss every group's presentation and adds on to their views where necessary. She asks the learners to make a short sketch on child naming ceremony, before giving them as homework how child naming ceremony is done in modern day.

Discuss and answer:

1. Which of the two lessons do you think is most effective and why?

2. How does the teacher gain and maintain all learners' attention, participation and engagement?

3. What does the teacher do to accommodate all ability levels?

4. How does each teacher assess learning?

5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?

6. How does the teacher use existing material and human resources in an interesting way?

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