GHANAIAN LANGUAGE

CURRICULUM FOR SECONDARY EDUCATION (SHS 1 – 3)

NaCCA

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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FOREWORD

Through the National Council for Curriculum and Assessment (NaCCA), Ghana's Ministry of Education has introduced a series of curriculum reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in the country. These reforms will improve learning through the introduction of innovative pedagogies that encourage critical thinking and problem-solving. For a long time, our learners memorise facts and figures, which does not develop their analytical and practical skills. The Ministry recognises that learners need to be equipped with the right tools, knowledge, skills and competencies to deal with the fast-changing environment and the challenges facing their communities, the nation and the world.

These curriculum reforms were derived from the Education Strategic Plan (ESP 2018-2030), the National Pre-tertiary Education Curriculum Framework (NPTECF) and the National Pre-Tertiary Learning Assessment Framework (NPLAF), which were all approved by Cabinet in 2018. The new standards-based curriculum implemented in 2019 in basic schools, aims to equip learners to apply their knowledge innovatively to solve everyday problems. It also prioritises assessing learners' knowledge, skills, attitudes, and values, emphasising their achievements. The content of the basic school standards-based curriculum was therefore designed to promote a curriculum tailored to the diverse educational needs of the country's youth. It addresses the current curriculum's deficiencies in learning and assessment, especially in literacy and numeracy. These reforms have been carried out in phases. The curriculum for the basic school level – KG, Primary and Junior High School (JHS) – was developed and implemented from 2019 to 2021.

The curriculum for Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technical, Engineering and Mathematics (STEM), which constitutes the next phase, is designed to ensure the continuation of learning experiences from JHS. It introduces flexible pathways for progression to facilitate the choice of subjects necessary for further study, the world of work and adult life. The new SHS, SHTS and STEM curriculum emphasises the acquisition of 21st Century skills and competencies, character development and instilling of national values. Social and Emotional Learning (SEL), Information Communications Technology, Gender Equality and Social Inclusion, have all been integrated into the curriculum. Assessment – formative and summative has been incorporated into the curriculum and aligned with the learning outcomes throughout the three-year programme.

The Ministry of Education's reform aims to ensure that graduates of our secondary schools can successfully compete in international high school competitions and, at the same time, be equipped with the necessary employable skills and work ethos to succeed in life. The Ministry of Education, therefore, sees the Senior High School (SHS) curriculum as occupying a critical place in the education system – providing improved educational opportunities and outcomes for further studies, the world of work and adult life – and is consequently prioritising its implementation.

ACKNOWLEDGEMENTS

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THE SHS CURRICULUM OVERVIEW

The vision for this curriculum is to ensure the nation has a secondary education system that enables all Ghanaian children to acquire the 21st Century skills, competencies, knowledge, values and attitudes required to be responsible citizens, ready for the world of work, further studies and adult life. The nation's core values drive the SHS curriculum, and it is intended to achieve Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. Above all, it is a curriculum enabling its graduates to contribute to the ongoing growth and development of the nation's economy and well-being.

The curriculum is inclusive, flexible, and robust. It was written under the auspices of the National Council for Curriculum and Assessment by a team of expert curriculum writers across Ghana. It reflects the needs of critical stakeholders, including industry, tertiary education, the West African Examination Council, SHS learners, teachers, and school leaders. It has been written based on the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Policy.

The key features of the curriculum include:

- flexible learning pathways at all levels, including for gifted and talented learners and those with deficiencies in numeracy and literacy, to ensure it can meet the needs of learners from diverse backgrounds and with different interests and abilities.
- the five core learning areas for secondary education: science and technology, language arts, humanities, technical and vocational and business; with emphasis placed on STEM and agriculture as integral to each subject.
- a structured, standards-based approach that supports the acquisition of knowledge, skills and competencies, and transition and seamless progress throughout secondary education, from JHS to SHS and through the three years of SHS.
- a focus on interactive approaches to teaching and assessment to ensure learning goes beyond recall enabling learners to acquire the ability to understand, apply, analyse and create.
- guidance on pedagogy, coupled with exemplars, demonstrating how to integrate cross-cutting themes such as 21st Century skills, core competencies, the use of ICT, literacy and mathematics, Social Emotional Learning, Gender Equality and Social Inclusion as tools for learning and skills for life. Shared Ghanaian values are also embedded in the curriculum.

The curriculum writing process was rigorous and involved developing and using a Curriculum Writing Guide which provided systematic instructions for writers. The process was quality assured at three levels: through (a) evaluation by national experts, (b) trialling curriculum materials in schools and (c) through an external evaluation by a team of national and international experts. Evidence and insights from these activities helped hone the draft's final version. The outcome is a curriculum coherently aligned with national priorities, policies and the needs of stakeholders. A curriculum tailored to the Ghanaian context ensures that all learners benefit from their schooling and develop their full potential.

The following section highlights the details of the front matter of the draft curriculum. The vision, philosophy and goal of the curriculum are presented. This is followed by the details of the 21st Century skills and competencies, teaching and learning approaches, instructional design and assessment strategies. The template for the curriculum frame, which outlines the scope and sequence, the design that links the learning outcomes to particular 21st Century skills and competencies, as well as Gender Equality and Social Inclusion, Social and Emotional Learning and Ghanaian values are presented together with the structure of the lesson frame showing the links between the content standards, learning indicators with their corresponding pedagogical exemplars and assessment strategies.

INTRODUCTION

Effective implementation of this Senior High School (SHS) curriculum is the key to creating a well-educated and well-balanced workforce that is ready to contribute to Ghana's progress by harnessing the potential of the growing youth population, considering the demographic transition the country is currently experiencing (Educational Strategic Plan [ESP] 2018-2030). SHS curriculum aims to expand equitable, inclusive access to relevant education for all young people, including those in disadvantaged and underserved communities, those with special educational needs and those who are gifted and talented. Senior High School allows young people to develop further skills and competencies and progress in learning achievement, building from the foundation laid in Junior High School. This curriculum intends to meet the learning needs of all high school learners by acquiring 21st Century skills and competencies to prepare them for further studies, the world of work and adult life. Changing global economic, social and technological context requires life-long learning, unlearning, and continuous processes of reflection, anticipation and action.

Philosophy of Senior High School Curriculum

The philosophy underpinning the SHS curriculum is that every learner can develop their potential to the fullest if the right environment is created and skilled teachers effectively support them to benefit from the subjects offered at SHS. Every learner needs to be equipped with skills and competencies of interest to further their education, live a responsible adult life or proceed to the world of work.

Vision of Senior High School Curriculum

The vision of the curriculum is to prepare SHS graduates equipped with relevant skills and competencies to progress and succeed in further studies, the world of work and adult life. It aims to equip all learners with the 21st Century skills and competencies required to be responsible citizens and lifelong learners. When young people are prepared to become effective, engaging, and responsible citizens, they will contribute to the ongoing growth and development of the nation's economy and well-being.

Goal of Senior High School Curriculum

The goal of the curriculum is to achieve relevant and quality SHS through the integration of 21st Century skills and competencies as set out in the Secondary Education Policy. The key features to integrate into the curriculum are:

- Foundational Knowledge: literacy, numeracy, scientific literacy, information, communication and digital literacies, financial literacy and entrepreneurship, cultural identity, civic literacy and global citizenship
- Competencies: critical thinking and problem-solving, innovation and creativity, collaboration, and communication
- Character Qualities: discipline, integrity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship.

The JHS curriculum has been designed to ensure that learners are adequately equipped to transition seamlessly into SHS, where they will be equipped with the relevant knowledge, skills and competencies. The SHS curriculum emphasises character building, acquisition of 21st Century skills and competencies and nurturing core values within an environment of quality education to ensure the transition to further study, the world of work and adult life. This requires the delivery of robust secondary education that meets the varied learning needs of the youth in Ghana. The SHS curriculum, therefore, seeks to develop learners to become technology-inclined, scientifically literate, good problem-solvers who can think critically and creatively and are equipped to communicate with fluency, and possess the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens – (referred to as 'Glocal citizens').

The SHS curriculum is driven by the nation's core values of truth, integrity, diversity, equity, discipline, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship, and with the intent of achieving the Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. The following sections elaborate on the critical competencies required of every SHS learner:

Gender Equality and Social Inclusion (GESI)

- Appreciate their uniqueness about others.
- Pay attention to the uniqueness and unique needs of others.
- Value the perspective, experience, and opinion of others.
- Respect individuals of different beliefs, political views/ leanings, cultures, and religions.
- Embrace diversity and practise inclusion.
- Value and work in favour of a democratic and inclusive society.
- Be conscious of the existence of minority and disadvantaged groups in society and work to support them.
- Gain clarity about misconceptions/myths about gender, disability, ethnicity, age, religion, and all other excluded groups in society
- Interrogate and dispel their stereotypes and biases about gender and other disadvantaged and excluded groups in society.
- Appreciate the influence of socialisation in shaping social norms, roles, responsibilities, and mindsets.
- Identify injustice and advocate for change.
- Feel empowered to speak up for themselves and be a voice for other disadvantaged groups.

21st Century Skills and Competencies

In today's fast-changing world, high school graduates must be prepared for the 21st Century world of work. The study of Mathematics, Science, and Language Arts alone is no longer enough. High school graduates need a variety of skills and competencies to adapt to the global economy. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills are needed. These skills help learners to keep up with today's fast-paced job market. Employers want workers with more than academic knowledge. The 21st Century skills and competencies help graduates navigate the complex and changing workplace. Also, these help them become active citizens who improve their communities. Acquisition of 21st Century skills in high school requires a change in pedagogy from the approach that has been prevalent in Ghana in recent years. Teachers should discourage and abandon rote memorisation and passive learning. Instead, they should encourage active learning, collaboration, and problem-solving, project-based, inquiry-based, and other learner-centred pedagogy should be used. As well as aligning with global best practices, these approaches also seek to reconnect formal education in Ghana with values-based indigenous education and discovery-based learning which existed in Ghana in pre-colonial times. This is aligned with the 'glocal' nature of this curriculum, connecting with Ghana's past to create confident citizens who can engage effectively in a global world. Digitalisation, automation, technological advances and the changing nature of work globally mean that young people need a new set of skills, knowledge and competencies to succeed in this dynamic and globalised labour market.

Critical Thinking and Problem-Solving Competency

- Ability to question norms, practices, and opinions, to reflect on one's values, perceptions, and actions.
- Ability to use reasoning skills to come to a logical conclusion.
- Being able to consider different perspectives and points of view
- Respecting evidence and reasoning
- Not being stuck in one position
- Ability to take a position in a discourse
- The overarching ability to apply different problem-solving frameworks to complex problems and develop viable, inclusive, and equitable solution options that integrate the above-mentioned competencies, promote sustainable development,

Creativity

- Ability to identify and solve complex problems through creative thinking.
- Ability to generate new ideas and innovative solutions to old problems.
- Ability to demonstrate originality and flexibility in approaching tasks and challenges.
- Collaborating with others to develop and refine creative ideas
- Ability to incorporate feedback and criticism into the creative process
- Utilising technology and other resources to enhance creativity
- Demonstrating a willingness to take risks and experiment with new approaches
- Adapting to changing circumstances and further information to maintain creativity

- Integrating multiple perspectives and disciplines to foster creativity
- Ability to communicate creative ideas effectively to a variety of audiences

Collaboration

- Abilities to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy)
- Ability to understand, relate to and be sensitive to others (empathic leadership)
- Ability to deal with conflicts in a group
- Ability to facilitate collaborative and participatory problem-solving
- Ability to work with others to achieve a common goal.
- Ability to engage in effective communication, active listening, and the ability to compromise.
- Ability to work in groups on projects and assignments.

Communication

- Know the specific literacy and language of the subjects studied
- Use language for academic purposes
- Communicate effectively and meaningfully in a Ghanaian Language and English Language
- Communicate confidently, ethically, and effectively in different social contexts.
- Communicate confidently and effectively to different participants in different contexts
- Ability to communicate effectively verbally, non-verbally and through writing.
- Demonstrate requisite personal and social skills that are consistent with changes in society
- Ability to express ideas clearly and persuasively, listen actively, and respond appropriately
- Ability to develop digital communication skills such as email etiquette and online collaboration.
- Ability to engage in public speaking, debate, and written communication.

Learning for Life

- Understand subject content and apply it in different contexts
- Apply mathematical and scientific concepts in daily life

- Demonstrate mastery of skills in literacy, numeracy, and digital literacy.
- Develop an inquiry-based approach to continual learning.
- Be able to understand higher-order concepts and corresponding underlying principles.
- Participate in the creative use of the expressive arts and engage in aesthetic appreciation.
- Use and apply a variety of digital technologies
- Be digitally literate with a strong understanding of ICT and be confident in its application.
- Be equipped with the necessary qualifications to gain access to further and higher education and the world of work and adult life
- Ability to apply knowledge practically in the workplace so that they are able to utilise theory by translating it into practice.
- Develop their abilities, gifts and talents to be able to play a meaningful role in the development of the country
- Be able to think critically and creatively, anticipate consequences, recognise opportunities and be risk-takers
- Ability to pursue self-directed learning with the desire to chart a path to become effective lifelong learners.
- Independent thinkers and doers who show initiative and take action.
- Ability to innovate and think creatively, building on their knowledge base so that they take risks to achieve new goals
- Ability to think critically and solve problems so that they become positive change agents at work, in further study and in their personal lives.
- Be motivated to adapt to the changing needs of society through self-evaluation and ongoing training
- Be able to establish and maintain innovative enterprises both individually and in collaboration with others.
- Be able to ethically prioritise economic values to ensure stability and autonomy
- Show flexibility and preparedness to deal with job mobility
- Be committed towards the improvement of their quality of life and that of others
- Feel empowered in decision-making processes at various levels e.g., personal, group, class, school, etc.

- Be able to seek and respond to assistance, guidance and/or support when needed.
- Ability to make and adhere to commitments.
- Adopt a healthy and active lifestyle and appreciate how to use leisure time well.
- Be enthusiastic, with the knowledge, understanding and skill that enable them to progress to tertiary level, the world of work and adult life.
- Ability to transition from school to the world of work or further study by applying knowledge, skills and attitudes in new situations.
- Be independent, have academic and communication skills such as clarity of expression (written and spoken), and the ability to support their arguments.
- Be innovative and understand the 21st Century skills and competencies and apply them to everyday life.

Global and Local (Glocal) Citizenship
- Appreciate and respect the Ghanaian identity, culture, and heritage
- Be conscious of current global issues and relate well with people from different cultures
- Act in favour of the common good, social cohesion and social justice
- Have the requisite personal and social skills to handle changes in society
- Appreciate the impact of globalisation on the society.
- Ability to be an honest global citizen displaying leadership skills and moral fortitude with an understanding of the wider world and how to enhance Ghana's standing.

Systems Thinking Competency
- Ability to recognise and understand relationships
- Ability to analyse complex systems
- Ability to think of how systems are embedded within different domains and different scales
- Ability to deal with uncertainty

Normative Competency
- Ability to understand and reflect on the norms and values that underlie one's actions

- Ability to negotiate values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

Anticipatory Competency
- Ability to understand and evaluate multiple futures – possible, probable, and desirable
- Ability to create one's vision for the future.
- Ability to apply the precautionary principle
- Ability to assess the consequences of actions
- Ability to deal with risks and changes

Strategic Competency
- Ability to collectively develop and implement innovative actions that further a cause at the local level and beyond.
- Ability to understand the bigger picture and the implications of smaller actions on them

Self-Awareness Competency
- The ability to reflect on one's role in the local community and (global) society
- Ability to continually evaluate and further motivate one's actions
- Ability to deal with one's feelings and desires

Social Emotional Learning (SEL): Five Core Competencies with Examples

1. Self-Awareness
Understanding one's emotions, thoughts, and values and how they influence one's behaviour in various situations. This includes the ability to recognise one's strengths and weaknesses with a sense of confidence and purpose. For instance:

- *Integrating personal and social identities;*
- *Identifying personal, cultural, and linguistic assets;*
- *Identifying one's emotions;*
- *Demonstrating honesty and integrity;*
- *Connecting feelings, values, and thoughts;*

- *Examining prejudices and biases;*
- *Experiencing self-efficacy;*
- *Having a growth mindset;*
- *Developing interests and a sense of purpose;*

2. *Self-Management*

The capacity to control one's emotions, thoughts, and actions in a variety of situations and to realise one's ambitions. This includes delaying obtaining one's desires, dealing with stress, and feeling motivated and accountable for achieving personal and group goals. For instance:

- *Managing one's emotions;*
- *Identifying and utilising stress-management strategies;*
- *Demonstrating self-discipline and self-motivation;*
- *Setting personal and group goals;*
- *Using planning and organisation skills;*
- *Having the courage to take the initiative;*
- *Demonstrating personal and collective agency;*

3. *Social Awareness*

The capacity to comprehend and care for others regardless of their backgrounds, cultures, and circumstances. This includes caring for others, understanding larger historical and social norms for behaviour in different contexts, and recognising family, school, and community resources and supports. For instance:

- *Recognising others' strengths*
- *Demonstrating empathy and compassion*
- *Caring about others' feelings*
- *Understanding and expressing gratitude*
- *Recognising situational demands and opportunities*
- *Understanding how organisations and systems influence behaviour*

4. *Relationship Skills*

The capacity to establish and maintain healthy, beneficial relationships and adapt to various social situations and groups. This includes speaking clearly, listening attentively, collaborating, solving problems and resolving conflicts as a group, adapting to diverse social and cultural demands and opportunities, taking the initiative, and asking for or offering assistance when necessary. For instance:

- *Communicating effectively;*
- *Building positive relationships;*
- *Demonstrating cultural competence;*
- *Working as a team to solve problems;*
- *Constructively resolving conflicts;*
- *Withstanding negative social pressure;*
- *Taking the initiative in groups;*
- *Seeking or assisting when needed;*
- *Advocating for the rights of others.*

5. *Responsible Decision-Making*

The capacity to make thoughtful and constructive decisions regarding acting and interacting with others in various situations. This includes weighing the pros and cons of various personal, social, and group well-being actions. For example:

- *Demonstrating curiosity and an open mind;*
- *Solving personal and social problems;*
- *Learning to make reasonable decisions after analysing information, data, and facts;*
- *Anticipating and evaluating the effects of one's actions;*
- *Recognising that critical thinking skills are applicable both inside and outside of the classroom;*
- *Reflecting on one's role in promoting personal, family, and community well-being;*
- *Evaluating personal, interpersonal, community, and institutional impacts*

Learning and Teaching Approaches

Learning and teaching should develop learners as self-directed and lifelong learners. Learners must be helped to build up deep learning skills and competencies to develop the ability to acquire, integrate and apply knowledge and skills to solve authentic and real-life problems. Learners need to be exposed to a variety of learning experiences to enable them to collaborate with others, construct meaning, plan, manage, and make choices and decisions about their learning. This will allow them to internalise newly acquired knowledge and skills and help them to take

ownership of their education. The 21st Century skills and competencies describe the relevant global and contextualised skills that the SHS curriculum is designed to help learners acquire in addition to the 4Rs (Reading, wRiting, aRithmetic and cReativity). These skills and competencies, as tools for learning and teaching and skills for life, will 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 and contributing to national development.

Given the diverse needs of learners, teachers need to have a thorough grasp of the different pedagogies as they design and enact meaningful learning experiences to meet the needs of different learners in the classroom. The teaching-learning techniques and strategies should include practical activities, discussion, investigation, role play, problem-based, context-based, and project-based learning. Active learning strategies have become increasingly popular in education as they provide learners with meaningful opportunities to engage with the material. These strategies emphasise the use of creative and inclusive pedagogies and learner-centred approaches anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated teaching and learning, holistic learning, and cross-disciplinary learning. They include experiential learning, problem-based learning, project-based learning, and talk-for-learning approaches. Some of the pedagogical exemplars to guide learning and teaching of the SHS curriculum include:

- **Experiential Learning:** Experiential learning is a hands-on approach to learning that involves learners in real-world experiences. This approach focuses on the process of learning rather than the result. Learners are encouraged to reflect on their experiences and use them to develop new skills and knowledge. Experiential learning can take many forms, including internships, service learning, and field trips. One of the main benefits of experiential learning is that it allows learners to apply what they have learned in the classroom to real-world situations. This can help them develop a deeper understanding of the material and make connections between different concepts. Additionally, experiential learning can help learners develop important skills such as critical thinking, problem-solving and communication.

- **Problem-Based Learning:** Problem-based learning is an approach that involves learners in solving real-world problems. Learners are presented with a problem or scenario and are asked to work together to find a solution. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and problem-solving. One of the main benefits of problem-based learning is that it encourages learners to take ownership of their learning. By working together to solve problems, learners can develop important skills such as collaboration and communication. Additionally, problem-based learning can help learners develop a deeper understanding of the material as they apply it to real-world situations.

- **Project-Based Learning:** Project-based learning is a hands-on approach to learning that involves learners in creating a project or product. This approach allows learners to take an active role in their learning and encourages them to develop important skills such as critical thinking, problem-solving, collaboration, and communication. One of the main benefits of project-based learning is that it allows learners to apply what they have learned in the classroom to real-world situations. Additionally, project-based learning can help learners develop important skills from each other and develop a deeper understanding of the material.

- **Talk for Learning Approaches:** Talk for learning approaches (TfL) are a range of techniques and strategies that are used to encourage learners to talk by involving them in discussions and debates about the material they are learning. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking, collaboration and communication and also makes them develop confidence. One of the main benefits of TfL is that it encourages learners to think deeply about the material they are learning. By engaging in discussions and debates, learners can develop a deeper understanding of the material and make connections between different concepts.

- **Initiating Talk for Learning:** Initiating talk for learning requires the use of strategies that would encourage learners to talk in class. It helps learners to talk and participate meaningfully and actively in the teaching and learning process. Apart from developing skills such as communication and critical thinking, it also helps learners to develop confidence. Some strategies for initiating talk among learners are Activity Ball; Think-Pair-Share; Always, Sometimes, Never True; Matching and Ordering of Cards.

- **Building on What Others Say:** Building on what others say is an approach that involves learners in listening to and responding to their classmates' ideas.

This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and communication. One of the main benefits of building on what others say is that it encourages learners to think deeply about the material they are learning. By listening to their classmates' ideas, learners can develop a deeper understanding of the material and make connections between different concepts. Additionally, building on what others say can help learners develop important skills such as collaboration and reflection. Some of the strategies to encourage learners to build on what others say are brainstorming, concept cartoons, pyramid discussion, and 5 Whys, amongst others.

- **Managing Talk for Learning:** Managing talk for learning requires the use of various strategies to effectively coordinate what learners say in class. Effective communication is a crucial aspect of learning in the classroom. Teachers must manage talk to ensure that learners are engaged, learning, and on-task in meaningful and purposeful ways. Some strategies for managing learners' contributions are debates, think-pair-share, sage in the circle etc.

- **Structuring Talk for Learning:** One effective way to shape learners' contributions is to structure classroom discussions. Structured discussions provide a framework for learners to engage in meaningful dialogue and develop critical thinking skills. Teachers can structure discussions by providing clear guidelines, such as speaking one at a time, listening actively, and building on each other's ideas. One popular structured discussion technique is the "think-pair-share" method. In this method, learners think about a question or prompt individually, and then pair up with a partner to discuss their ideas. Finally, the pairs share their ideas with the whole class. This method encourages all learners to participate and ensures that everyone has a chance to share their thoughts. Another effective way to structure talk for learning is to use open-ended questions. Open-ended questions encourage learners to think deeply and critically about a topic. They also promote discussion and collaboration among learners. Teachers can use open-ended questions to guide classroom discussions and encourage learners to share their ideas and perspectives. Other strategies that can be used are Concept/Mind Mapping, "Know," "Want to Know," "Learned" (KWL); Participatory Feedback; and the 5 Whys.

- **Diamond Nine:** The Diamond Nine activity is a useful tool for managing talk for learning in the classroom. This activity involves ranking items or ideas in order of importance or relevance. Learners work in groups to arrange cards or sticky notes with different ideas or concepts into a diamond shape, with the most important idea at the top and the least important at the bottom. The Diamond Nine activity encourages learners to think critically about a topic and prioritise their ideas. It also promotes collaboration and discussion among group members. Teachers can use this activity to introduce a new topic, review material, or assess student understanding.

- **Group Work/Collaborative Learning:** Group work or collaborative learning are effective strategies for managing talk for learning in the classroom. These strategies encourage learners to work together to solve problems, share ideas, and learn from each other. Group work and collaborative learning also promote communication and collaborative skills that are essential for success in the workplace and in life. To implement group work effectively, teachers must provide clear guidelines and expectations for group members. They should also monitor group work to ensure that all learners are participating and on-task. Teachers can also use group work as an opportunity to assess individual student understanding and participation.

- **Inquiry-Based Learning:** Learners explore and discover new information by asking questions and investigating.

- **Problem-Based Learning:** Learners are given real-world problems to solve and must use critical thinking and problem-solving skills.

- **Project-Based Learning:** Learners work on long-term projects that relate to real-world scenarios.

- **Flipped Classroom:** Learners watch lectures or instructional videos at home and complete assignments and activities in class.

- **Mastery-Based Learning:** Learners learn at their own pace and only move on to new material once they have mastered the current material.

- **Gamification:** Learning is turned into a game-like experience with points, rewards, and competition.

These strategies provide learners with opportunities to engage with the material in meaningful ways and develop important skills such as critical thinking, problem-solving, collaboration, and communication. By incorporating these strategies into their teaching, teachers can help learners develop a deeper understanding of the material and prepare them for success in the real world. Effective communication is essential for learning in the classroom. Teachers must manage talk to ensure that learners are engaged in learning and on-task. Strategies such as structuring

talk for learning, using Diamond Nine activities, and implementing group work/collaborative learning can help teachers manage talk effectively and promote student learning and engagement. By implementing these strategies, teachers can create a positive and productive learning environment where all learners can succeed.

Universal Design for Learning (UDL) in the SHS Curriculum

The design of the curriculum uses UDL to ensure the creation of flexible learning environments that can accommodate a wide range of learner abilities, needs, and preferences. The curriculum is designed to provide multiple means of engagement, representation, and action and expression, so teachers can create a more inclusive and effective learning experience for all learners. UDL is beneficial for all learners, but it is particularly beneficial for learners needing special support and learners who may struggle with traditional teaching approaches. The integration of UDL in the pedagogy is aimed at making learning accessible to everyone and helping all learners reach their full potential. For instance, teachers need to:

- incorporate multiple means of representation into their pedagogy, such as using different types of media and materials to present information.
- provide learners with multiple means of action and expression, such as giving them options for how they can demonstrate their learning.
- consider incorporating multiple means of engagement into their choice of pedagogy, such as incorporating games or interactive activities to make learning more fun and engaging.

By doing these, teachers can help ensure that the curriculum is accessible and effective for all learners, regardless of their individual needs and abilities.

Curriculum and Assessment Design: Revised Bloom's Taxonomy and Webb's Depth of Knowledge

The design of this curriculum uses the revised Bloom's Taxonomy and Webb's Depth of Knowledge (DoK) as frameworks to design what to teach and assess.

The Revised Bloom's Taxonomy provides a framework for designing effective learning experiences. Understanding the different levels of learning, informed the creation of activities and assessments that challenge learners at the appropriate level and help them progress to higher levels of thinking. Additionally, the framework emphasises the importance of higher-order thinking skills, such as analysis, evaluation, and creation, which are essential for success in today's complex and rapidly changing world. This framework is a valuable tool for educators who want to design effective learning experiences that challenge students at the appropriate level and help them develop higher-order thinking skills. By understanding the six levels of learning and incorporating them into their teaching, educators can help prepare students for success in the 21st century. The six hierarchical levels of the revised Bloom's Taxonomy are:

1. **Remember** – At the foundation is learners' ability to remember. That is retrieving knowledge from long-term memory. This level requires learners to recall concepts—identify, recall, and retrieve information. Remembering is comprised of identifying, listing, and describing. Retrieving relevant knowledge from long-term memory includes, recognising, and recalling is critical for this level.
2. **Understand** – At understanding, learners are required to construct meaning that can be shown through clarification, paraphrasing, representing, comparing, contrasting and the ability to predict. This level requires interpretation, demonstration, and classification. Learners explain and interpret concepts at this level.
3. **Apply** – This level requires learners' ability to carry out procedures at the right time in a given situation. This level requires the application of knowledge to novel situations as well as executing, implementing, and solving problems. To apply, learners must solve multi-step problems.
4. **Analyse** – The ability to break things down into their parts and determine relationships between those parts and being able to tell the difference between what is relevant and irrelevant. At this level, information is deconstructed, and its relationships are understood. Comparing and contrasting information and organising it is key. Breaking material into its constituent parts and detecting how the parts relate to one another and an overall structure or purpose is required. The analysis also includes differentiating, organising and attributing.
5. **Evaluate** – The ability to make judgments based on criteria. To check whether there are fallacies and inconsistencies. This level involves information evaluation, critique, examination, and formulation of hypotheses.
6. **Create** – The ability to design a project or an experiment. To create, entails learners bringing something new. This level requires generating information—planning, designing, and constructing.

Webb's Depth of Knowledge (DoK) is a framework that helps educators and learners understand the level of cognitive engagement required for different types of learning tasks. The framework includes four levels. By understanding the four DoK levels, educators can design learning activities that challenge students to engage in deeper thinking and problem-solving. DoK is an essential tool for designing effective instruction and assessments. By understanding the different levels of DoK, teachers can design instruction and assessments that align with what they intend to achieve. DoK is a useful tool for differentiating instruction and providing appropriate challenges for all learners. Teachers can use DOK to identify students who need additional support or those who are ready for more advanced tasks. The four levels of Webb's' DoK assessment framework are:

- **Level 1: Recall and Reproduction –** Assessment at this level is on recall of facts, concepts, information, and procedures—this involves basic knowledge acquisition. Learners are asked specific questions to launch activities, exercises, and assessments. The assessment is focused on recollection and reproduction.
- **Level 2: Skills of Conceptual Understanding –** Assessment at this level goes beyond simple recall to include making connections between pieces of information. The learner's application of skills and concepts is assessed. The assessment task is focused more on the use of information to solve multi-step problems. A learner is required to make decisions about how to apply facts and details provided to them.
- **Level 3: Strategic Reasoning** – At this level, the learner's strategic thinking and reasoning which is abstract and complex is assessed. The assessment task requires learners to analyse and evaluate composite real-world problems with predictable outcomes. A learner must apply logic, employ problem-solving strategies, and use skills from multiple subject areas to generate solutions. Multitasking is expected of learners at this level.
- **Level 4: Extended Critical Thinking and Reasoning –** At this level of assessment, the learner's extended thinking to solve complex and authentic problems with unpredictable outcomes is the goal. The learner must be able to strategically analyse, investigate, and reflect while working to solve a problem, or changing their approach to accommodate new information. The assessment requires sophisticated and creative thinking. As part of this assessment, the learner must know how to evaluate their progress and determine whether they are on track to a feasible solution for themselves.

The main distinction between these two conceptual frameworks is what is measured. The revised Bloom's Taxonomy assesses the cognitive level that learners must demonstrate as evidence that a learning experience occurred. The DoK, on the other hand, is focused on the context—the scenario, setting, or situation—in which learners should express their learning. In this curriculum, the revised Bloom's taxonomy guided the design, and the DoK is used to guide the assessment of learning. The taxonomy provides the instructional framework, and the DoK analyses the assignment specifics. It is important to note that Bloom's Taxonomy requires learners to master the lower levels before progressing to the next. So, suppose the goal is to apply a mathematical formula. In that case, they must first be able to identify that formula and its primary purpose (remember and understand). The cognitive rigour is therefore presented in incremental steps to demonstrate the learning progression. When measuring assessments in DoK, learners move fluidly through all levels. In the same example, while solving a problem with a formula, learners recall the formula (DoK 1) to solve the problem (DoK 2 and DoK 3). Depending on the difficulty of the problem to be solved, the learner may progress to DoK 4.

Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

The structure of teaching and the assessment should align with the six levels of Bloom's knowledge hierarchy and DoK shown in Figure 1. Each level of DoK should be used to assess specific domains of Bloom's Taxonomy as illustrated in the table below:

Depth of Knowledge (DoK) Assessment	Bloom's Taxonomy applied to DoK
• Level 1: Recall and Reproduction	• Remembering, Understanding, Application, Analysis and Creation
• Level 2: Basic Skills and Concepts	• Understanding, Application, Analysis and Creation
• Level 3: Strategic Thinking	• Understanding, Application, Analysis, Evaluation and Creation
• Level 4: Extended Reasoning	• Understanding, Application, Analysis, Evaluation and Creation

In line with the National Pre-Tertiary Learning and Assessment Framework, the Secondary Education Assessment Guide (SEAG) requires that classroom assessments should cover **Assessment as learning (AaL), Assessment of learning (AoL) and Assessment for learning (AfL).** Therefore, teachers should align the Revised Bloom's Taxonomy with the DoK framework of assessment. Formative assessments should include classroom discussions, project-based assignments, and self-reflection exercises, while summative assessments should include standardised tests and rubric-based evaluations of learners' work. It is important to seek feedback from learners themselves, as they may have unique insights into how well they are developing these skills in the classroom.

To assess 21st Century skills and competencies in the classroom, teachers will have to use a combination of both formative and summative assessments to evaluate learners' acquisition of these skills and competencies. For instance:

- Identify the specific 21st Century skills and competencies to be assessed. For instance, you might want to assess *critical thinking, problem-solving, or creativity*.
- Align the skills and competencies with the DoK levels. For example, lower DoK levels might be more appropriate for assessing basic knowledge and comprehension, whereas higher DoK levels might be more appropriate for assessing more complex skills such as *analysis, synthesis, and evaluation*.

- Develop assessment items that align with the DoK levels and the skills and competencies you want to assess. These items should be designed to elicit evidence of learning across the different levels of the DoK framework.

- Administer the assessment and collect data. Analyse the data to gain insights into student learning and identify areas where learners may need additional support or instruction.

The DoK framework is a powerful tool for assessing the acquisition of 21st Century skills and competencies in the classroom, helping teachers to better understand how learners are learning and identify areas for improvement.

Educational success is no longer about producing content knowledge, but rather about extrapolating from what we know and applying the knowledge creatively in new situations.

The overall assessment of learning at SHS should be aligned with the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Assessment Guide. Formative and summative assessment strategies must be used.

Definition of Key Terms and Concepts in the Curriculum

- **Learning Outcomes:** It is a statement that defines the knowledge, skills, and abilities that learners should possess and be able to demonstrate after completing a learning experience. They are specific, measurable, attainable, and aligned with the content standards of the curriculum. It helps the teachers to determine what to teach, how to teach, and how to assess learning. Also, it communicates expectations to learners and helps them to better master the subject.

- **Learning Indicators:** They are measures that allow teachers to observe progress in the development of capacities and skills. They provide a simple and reliable means to evaluate the quality and efficacy of teaching practices, content delivery, and attainment of learning outcomes.

- **Content Standards:** It is a statement that defines the knowledge, skills, and understanding that learners are expected to learn in a particular subject area or grade level. They provide a clear target for learners and teachers and help focus resources on learner achievement.

- **Pedagogical Exemplars:** They are teaching examples used to convey values and standards to learners. Pedagogical Exemplars are usually demonstrated through teacher behaviour.

- **Assessment:** It is the systematic collection and analysis of data about learners' learning to improve the learning process or make a judgement on learner achievement levels. Assessment is aimed at developing a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences. Assessment involves the use of empirical data on learners' learning to improve learning. Assessment is an essential aspect of the teaching and learning process in education, which enables teachers to assess the effectiveness of their teaching by linking learner performance to specific learning outcomes.

- **Teaching and Learning Resources:** Teaching and learning resources are essential tools for teachers to provide high-quality education to their learners. These resources can take various forms, including textbooks, audiovisual materials, online resources, and educational software. It is also important to avoid stereotypes and use inclusive language in teaching and learning resources. This means avoiding language that reinforces negative stereotypes and using language that is respectful and inclusive of all individuals regardless of their background. Using a consistent tone, style, and design is very important.

PHILOSOPHY, VISION AND GOAL OF GHANAIAN LANGUAGE

Philosophy

Every learner can communicate effectively in a Ghanaian Language, have a good sense of their cultural values and identity, and appreciate the aesthetics of the language using field and creative surrogate experiences to expose them to job prospects, further studies and adult life.

Vision

Learners can communicate effectively and confidently in the Ghanaian Language, appreciate their cultural values, and critically analyse discourse for the world of work or further studies.

Goal

To prepare learners who are literate in the Ghanaian Language and culture, good problem solvers, think creatively, confident and competent to participate fully in national and global discussion in the language.

Contextual Issues

Negative attitudes towards the speaking and study of Ghanaian Language, pedagogical challenges, inadequate learning and teaching materials, content not well sequenced, level of progression not visible, misconceptions about job prospects in the study of Ghanaian Language. This has created a national situation where local language acquisition is not attractive and critical to learners and limits the prospects for career, national identity and development.

Rationale

Ghanaian Languages remain the most reliable means through which elements of culture are stored and transmitted from generation to generation. The study of Ghanaian Languages will make learners 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. This will help them have access to indigenous knowledge and learn other languages and subjects easily which is crucial in the current world.

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SCOPE AND SEQUENCE

Ghanaian Language Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Oral Conversation	Conversation/Communication in context	1	1	2	1	1	2	1	1	3
		Phonology	1	2	4	2	2	4	1	1	2
		Reading	1	1	3	1	1	2	1	1	2
2	Language And Usage	Lexis and structure	1	1	4	1	1	4	1	1	3
		Rules of writing a Ghanaian Language	1	1	3	1	1	2	1	1	2
		Text Composition	1	1	3	2	2	4	1	1	1
		Interpretation and Translation	1	1	1	1	1	1	1	1	2
3	Cultural Practices And Traditional Governance	Cultural practices	2	2	3	2	2	5	2	2	4
		Traditional governance	1	1	2	1	1	3	-	-	-
4	Literature Of The Ghanaian Language	Oral literature	1	1	2	1	1	2	1	1	2
		Written literature	1	1	2	1	1	2	1	1	2
Total			**12**	**13**	**29**	**14**	**14**	**31**	**11**	**11**	**23**

Overall Totals (SHS 1 – 3)

Content Standards	37
Learning Outcomes	38
Learning Indicators	83

YEAR ONE

Subject **GHANAIAN LANGUAGE**
Strand **1. ORAL CONVERSATION**
Sub-Strand **1. CONVERSATION/COMMUNICATION IN CONTEXT**

Learning Outcomes	21st Century Skills and Competencies	GESI[1], SEL[2] and Shared National Values
1.1.1.LO.1		
Collaborate and communicate effectively with others.	**Communication:** Verbally communicate effectively in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Take a position in the sustainability discourse.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others. • Examine misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life **SEL:** Learners having experienced a teaching method that ensures inclusivity through group work would learn to: • Communicate clearly • Listen actively • Resist inappropriate social pressure • Negotiate conflict constructively • Seek and offer help when needed

[1] Gender Equality and Social Inclusion
[2] Socio-Emotional Learning

		These will help maintain healthy and rewarding relationships with diverse individuals in the Ghanaian Language class and beyond
		National Core Values: responsibility, sense of belongingness, diligence, discipline and patriotism, respect cultural beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.1.1.CS1	1.1.1.LI.1	1.1.1.AS.1
Demonstrate the ability to understand discourse and identify key ideas.	**Identify key ideas from appropriate discourse. E.g., cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, GESI etc.** **Group work/Collaborative learning** **Pair work** **Think-pair-share:** Predict the story line based on the title, pictures and key words. **Diamond nine** **Group work:** Identify (a number of) key ideas and discuss. **Individual work:** Create short stories based on the pictures and key words.	**Level 1 Recall** **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.1.1.LI.2	1.1.1.AS.2
	Discuss ideas and relevant opinions from selected discourse. E.g., Cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, GESI, STEM, etc. **Group work/collaborative learning** **Pair work:** • Predict the story line based on the title, pictures and key words. • Identify (a number of) key ideas and discuss. **Whole class discussion:** Share opinions on the key ideas **Individual work:** Create short stories based on the pictures and key words.	**Level 1 Recall:** **Level 2 Skills of conceptual understanding:** Level 3 Strategic reasoning: Level 4 Extended critical thinking and reasoning:
Teaching and Learning Resources	• Printed texts • Cardboards • Markers	• Microphones • Speakers • Amplifier	• Projectors • mobile phones	• videos • computer

Subject   GHANAIAN LANGUAGE
Strand   1. ORAL CONVERSATION
Sub-Strand   2. PHONOLOGY (SPEECH SOUNDS) [OBJ]

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.1.2.LO.1		
Describe vowels and consonants in the Ghanaian Language using the right parameters.	**Communication**: Communicate verbally in the Ghanaian Language. **Learn from others;** to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking**: Ability to question norms, practices and opinions; to reflect on one's own values, perceptions and actions. *Note: Teachers must cater for learners who have difficulty in producing certain sounds.*	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages **Social and Emotional Learning: H**aving learned through a metho**d** that ensures GESI compliance, **would lead learners to:** • Take the perspective and empathise with others from diverse backgrounds and cultures • Understand social and ethical norms for behaviour

		These will help learners support each other in the expression of ideas in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity
1.1.2.LO.2		
Use the knowledge of the sound system of the language to form meaningful words.	**Communication**: Communicate verbally in the Ghanaian Language. **Learn from others;** to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking**: Ability to question norms, practices and opinions; to reflect on one's own values, perceptions and actions. *Note: Teachers must cater for learners who have difficulty in producing certain sounds.*	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge, respecting the linguistic and cultural backgrounds of others and understanding between/among groups and individuals for instance leads to: • respecting individuals of different beliefs, religions, and cultures • being sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. • embracing diversity and practise inclusion • ensuring GESI responsive pedagogies will allow learners at different levels of proficiency to interact. • Involving all learners to develop individual capabilities and skills. • Ensuring mixed-ability groupings will allow learners interact and appreciate each other's strengths and weaknesses.

		SEL: Having learned through a method that ensures gender equality and inclusivity would lead learners to: • Make constructive and respectful choices • Use considerable ethical standards • Consider realistic consequences of various actions These will ensure responsible decision making in the Ghanaian Language class and beyond. **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect cultural values, different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.1.2.CS.1	1.1.2.L1.1	1.1.2.AS.1
Demonstrate knowledge and understanding of the sound system of the Ghanaian Language	**Describe the vowels of the Ghanaian Language using the right parameters (e.g., lip posture, tongue height and part of the tongue).** **Building on what others say:** In pairs, come out with the vowels learnt (e.g., /a/, /e/, /ɛ/, /ɔ/ etc.) **Group work:** In groups, identify the vowels in words for a whole class discussion. **Modelling:** Model production of sounds. **Collaborative learning:** • Produce the vowel sounds and use them to form words. • Discuss the parameters used in describing the vowels (e.g., tongue height, lip posture and part of the tongue). • Describe vowels using the parameters. • Describe consonants using the parameters. **Mixed group**: Discuss the parameters used in describing consonants (e.g., voicing, place of articulation and manner of articulation). **Whole class** • Form words with vowels and consonants. • Show the position of the vowels in the words. • Show the position of the consonants in the words.	**Level 1 Recall** **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.1.2.L1.2	1.1.2.AS.2
	Describe the consonants of the Ghanaian Language using the right parameters (e.g., voicing, place of articulation and manner of articulation). **Building on what others say:** In pairs, come out with the vowels learnt (e.g., /a/, /e/, /ɛ/, /ɔ/ etc.)	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning**

Group work: **Mixed ability group** • In groups, identify consonants in words for a whole class discussion. • Discuss the parameters used in describing consonants (e.g., voicing, place of articulation and manner of articulation). **Modelling:** Model production of sounds. **Collaborative learning:** **Pair work** • Produce consonant sounds and use them to form words. • Describe consonants using the parameters. **Whole class** • Form words with vowels and consonants. • Show the position of the vowels in the words. • Show the position of the consonants in the words.	**Level 4 Extended critical thinking and reasoning**
1.1.2.L1.3	1.1.2.AS.3
Explain the distribution of vowels of the Ghanaian Language (e.g., word initial, medial and final). **Building on what others say** **Pair work:** In pairs, come out with the consonants learnt (e.g., /a/, /e/, /ɛ/, /ɔ/ etc.) **Group work** **Mixed ability group:** In groups, identify the vowels in words for a whole class discussion. **Modelling:** Model production of sounds. **Collaborative learning:** **Pair work:** • Produce vowel sounds and use them to form words. • Discuss the parameters used in describing the vowels (e.g., tongue height, lip posture and part of the tongue).	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

	Mixed group: Discuss the distribution of vowels (e.g., word initial, word medial, word final).		
	Whole class: • Form words with vowels and consonants. • Show the position of the vowels in the words.		
	1.1.2.LI.4		1.1.2.AS.4
	Explain the distribution of consonants of the Ghanaian Language (e.g., word initial, medial and final). **Building on what others say:** **Pair work:** In pairs, come out with the consonants learnt (e.g., /b/, /g/, /p/, /t/ etc.) **Group work:** **Mixed ability group:** In groups, identify the consonants in words for a whole class discussion. **Modelling:** Model production of sounds. **Collaborative learning** **Pair work**: • Produce the consonant sounds and use them to form words. • Discuss the parameters used in describing consonants (e.g., voicing, place of articulation, and manner of articulation). • Describe consonants using the parameters. **Mixed group**: Discuss the parameters used in describing consonants (e.g., voicing, place of articulation and manner of articulation). **Whole class:** • Form words with vowels and consonants. • Show the position of the vowels in the words. • Show the position of the consonants in the words.		**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Printed texts • Cardboards • markers	• Microphones • Speakers • Amplifier	• projectors • laptops • mobile phones	• recorders • YouTube • videos

Subject   **GHANAIAN LANGUAGE**
Strand   **1. ORAL CONVERSATION**
Sub-Strand   **3. READING**

Learning Outcomes	21stCentury Skills and Competencies	GESI, SEL and Shared National Values
1.1.3.LO.1		
Use the knowledge of skimming and scanning to read and solve real life problems.	**Communication:** Communicate effectively within specific contexts. **Collaboration:** The ability to understand, relate to and be sensitive to others (show empathy). **Critical thinking:** Ability to appreciate and analyse and do practical reasoning.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity,

		would lead learners to: Use pragmatic ways to find solutions to different situations in order to achieve goals and aspirations
		This will ensure responsible decision making in the Ghanaian Language class and beyond.
		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.1.3.CS.1	1.1.3.LI.1	1.1.3.AS.1
Demonstrate knowledge and understanding of skimming and scanning for information from a text.	**Discuss skimming using preview, overview and review.** **Problem-Based learning:** **Whole class:** • Discuss skimming (e.g., eye movement, preview, overview and review). • Model skimming. **Individual work:** Skim a passage for general information. *NB: The passage should be selected from a theme under cultural values (good morals, selflessness, confidence, etc.), GESI, STEM, environment, public health, sanitation, contemporary national issues, contemporary international issues, COVID-19, energy efficiency, etc.*	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.1.3.LI.2	1.1.3.AS.2
	Discuss scanning using the strategies (e.g., movement of eyes or finger, locating words or phrases, etc.) **Problem-Based learning:** **Whole class:** • Discuss scanning (e.g., eye movement, locating key words or phrases, reading relevant sections thoroughly, etc.). • Model scanning. **Individual work:** Scan a passage for specific information (e.g., key words, phrases, headings, subheadings, etc.). *NB: The passage should be selected from a theme under GESI, STEM, Environment, Public Health, Sanitation, Contemporary national issues, contemporary international issues, energy efficiency, etc.*	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.1.3.LI.3	1.1.3.AS.3
	Apply skimming and scanning to extract information or ideas from texts	Level 1 Recall Level 2 Skills of conceptual understanding

	Problem based learning : **Whole class:** Model the skimming and scanning techniques to extract information and ideas from text. **Group work/collaborative learning:** **Pair work:** Read a text of about two hundred words and identify the ideas in it. *The text should be selected from a theme under GESI, STEM, Environment, Public Health, Sanitation, Contemporary national and international issues, energy efficiency, etc.* **Whole class:** The pairs present ideas from the text to the whole class.	**Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Printed texts • Microphones • Speakers	• Amplifier • word cards	• sentence cards • (In the absence of these technological tools, learners should be made to read the text using their natural voices)

Subject   **GHANAIAN LANGUAGE**
Strand   **2. LANGUAGE AND USAGE**
Sub-Strand **1. LEXIS AND STRUCTURE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.2.1.LO.1		
Apply the knowledge and understanding of the word classes to form meaningful sentences.	**Communication:** • Demonstrate requisite personal and social skills that are consistent with changes in society. • Communicate effectively in a Ghanaian Language. **Collaboration:** Ability to facilitate collaborative and participatory problem solving.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures GESI, would lead learners to: Use pragmatic ways to find solutions to different situations in order to achieve goals and aspirations in the Ghanaian Language class and beyond.

		This is a topic taught in English Language and must be mentioned to the learners.
		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.2.1.CS1	1.2.1. LI.1	1.2.1.AS.1
Demonstrate knowledge and understanding of appropriate use of nouns, adjectives, verbs and adverbs.	**Categorise nouns according to their types (e.g., proper, common, abstract, concrete, etc.).** **Problem-Based learning:** Identify things inside and outside the classroom and name them. **Group work/collaborative learning:** • Discuss the concept of nouns focusing on the types. • Read a passage of about two hundred words and identify the nouns. • Categorise the nouns identified. (e.g., proper nouns, common nouns, etc.). **Pair work:** Use nouns to form sentences. **Whole class:** Present the work to the class.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
	1.2.1. LI.2	1.2.1.AS.2
	Classify adjectives into their types (e.g., demonstratives, quantifiers and qualifiers) and use them in sentences. **Group work/collaborative learning:** **Mixed group** • Read a passage of about two hundred words and identify the adjectives. • Categorise the adjectives identified. (e.g., demonstratives, quantifiers, qualifiers, etc) **Collaborative learning:** **Pair work:** Use the adjectives to form simple and compound sentences. **Whole class:** Present the work to the class.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.2.1. LI.3	1.2.1.AS.3
	Classify verbs into transitive, intransitive and ditransitive. **Group work/collaborative learning:** **Whole class discussion:** Discuss the types of verbs (transitive, intransitive and ditransitive).	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning**

	Collaborative learning: Pair work: • Read a text of about two hundred words and identify the verbs. • Classify the verbs identified under transitive, intransitive and ditransitive. • Use the verbs identified to form sentences. • Present the responses to the rest of the class for discussion.			**Level 4 Extended critical thinking and reasoning**
	1.2.1. LI.4			1.2.1.AS.4
	Categorise adverbs into types (e.g., manner, place, time, degree). **Group work/collaborative learning:** **Whole class:** Discuss the types of adverbs (e.g., manner, place, time, degree). **Collaborative learning:** **Pair work**: • Read a text of about two hundred words and identify the adverbs. • Classify the adverbs identified under the types (e.g., manner, place, time, degree). • Use the adverbs identified to form sentences. • Present the responses to the rest of the class for discussion.			Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Printed texts • Cardboards • Markers	• Projectors • laptops • Printed words	• Speakers • Amplifier • (In the absence of these technological tools, learners should be made to present the work on paper).	

Subject   **GHANAIAN LANGUAGE**
Strand   **2. LANGUAGE AND USAGE**
Sub-Strand   **2. RULES OF WRITING IN A GHANAIAN LANGUAGE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.2.2.LO.1		
Apply the rules of writing in the respective Ghanaian Languages to construct meaningful sentences	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Take a position in the sustainability discourse.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, would lead learners to: Manage their thoughts and behaviours effectively in different situation ns to achieve set objectives in the Ghanaian Language class and beyond.

		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity. Values and work in favour of inclusive society.

This sub strand on rules of writing would be taught in English Language classroom as well but the rules might differ slightly. The teachers should make this known to the learners for easy understanding of the concept when it is introduced to the learners in English Language. |

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.2.2.CS.1	1.2.2.LI.1	1.2.2.AS.1
Demonstrate correct usage of rules in writing sentences using nouns, pronouns, adjectives, verbs and adverbs	**Construct sentences considering the rules of writing nouns and pronouns.** **Initiating talk for learning:** **Whole class:** Discuss the rules governing the use of nouns and pronouns in sentences. **Group work/Collaborative learning:** **Pair work:** • Form sentences considering the rules of writing using nouns and pronouns. • Study the structure of the sentences carefully. **Whole class:** Present their observations.	**Level 1 Recall** Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.2.2.LI.2	1.2.2.AS.2
	Construct sentences considering the rules of writing adjectives. **Group work/collaborative learning:** **Whole class:** • Discuss the rules governing the use of adjectives in sentences. • Present their observations. **Pair work** • Form sentences using adjectives. • Study and discuss the structure of the sentences carefully.	**Level 1 Recall** Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.2.2.LI.3	1.2.2.LI.3
	Construct sentences considering the rules of writing verbs and adverbs **Group work/collaborative learning:** **Whole class**: Discuss the rules governing the use of verbs and adverbs in sentences. **Pair work**: • Form sentences using verbs and adverbs. • Study the structure of the sentences carefully.	**Level 1 Recall** Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

	Whole class: Present their observations.		
Teaching and Learning Resources	• Printed texts • Cardboards • Markers	• Microphones • Speakers • Amplifier	• Projectors • Laptops • (In the absence of these technological tools, learners should be made to present the work on paper).

Subject   GHANAIAN LANGUAGE
Strand   2. LANGUAGE AND USAGE
Sub-Strand   3. TEXT COMPOSITION

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.2.3.LO.1		
Use the rules of writing essays to compose essays in the respective Ghanaian Languages.	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Learning for life:** Learn to become independent thinkers and doers who show initiative and take action.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, would lead learners to: Use pragmatic ways to find solutions to different situations in order to achieve goals and aspirations in the Ghanaian Language class and beyond.

		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

This sub strand on rules of writing which would be taught in English Language. The teacher should make this known to the learners for easy understanding of the concept when it is introduced to the learners in English Language. |

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.2.3.CS.1	1.2.3.LI.1	1.2.3.AS.1
Demonstrate knowledge and understanding of writing narrative, descriptive and expository essays.	**Compose a narrative essay.** **Problem based learning:** **Whole class:** • Revise topic and supporting sentences of a paragraph. • Discuss the skills of expressing and organising ideas in paragraphs (brainstorming and organising). • Discuss a narrative essay. **Group work/collaborative learning:** **Mixed ability group:** Write a one paragraph narrative essay on a given topic (e.g., cultural values, STEM, GESI, energy efficiency. sanitation, local and global issues, etc.). **Whole class:** Present their works to the rest of the class.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.2.3.LI.2	1.2.3.AS.2
	Compose a descriptive essay. **Problem based learning:** **Whole class:** • Revise topic and supporting sentences of a paragraph. • Discuss the skills of expressing and organising ideas in paragraphs (brainstorming and organising). • Discuss descriptive essay. **Group work/collaborative learning:** **Mixed ability group:** • Write a one paragraph descriptive essay on given topics (e.g., cultural values (confidence, fairness, etc.), STEM, GESI, energy efficiency, sanitation, local and global issues, etc.). • Present their works to the rest of the class.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**

	1.2.3.LI.3	1.2.3.AS.3
	Compose an expository essay	Level 1 Recall
		Level 2 Skills of
	Problem based learning:	**conceptual**
	Whole class:	**understanding**
	• Revise topic and supporting sentences of a paragraph.	**Level 3 Strategic**
	• Discuss the skills of expressing and organising ideas in paragraphs (brainstorming and organising).	**reasoning** Level 4 Extended critical thinking and reasoning
	• Discuss expository essay.	
	Group work/collaborative learning Mixed ability group:	
	• Write a one paragraph expository essay on given topics (e.g., cultural values (faithfulness, confidence, truthfulness), STEM, GESI, energy efficiency, sanitation, local and global issues, etc.).	
	• Present their works to the rest of the class.	
Teaching and Learning Resources	• Printed texts • Projectors • laptops • Cardboards • Computers • Markers • mobile phones	• (In the absence of these technological tools, learners should be made to present the work on paper).

Subject **GHANAIAN LANGUAGE**
Strand **2. LANGUAGE AND USAGE**
Sub-Strand **4. INTERPRETATION AND TRANSLATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.2.4.LO.1		
Exhibit ability to orally communicate effectively to a target group.	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Take a position in the sustainability discourse.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures inclusivity and gender equality, learners would be able to: • Recognise their thoughts and influence on behaviour

		• Accurately assess their strengths and limitation By this, learners will possess a well-grounded sense of confidence and optimism. In the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.2.4.CS.1	1.2.4.LI.1	1.2.4.AS.1
Demonstrate knowledge and understanding of the rules and steps in the interpretation of discourse.	**Discuss oral interpretation focusing on effective listening, encoding and decoding, etc.** **Initiating talk for learning:** **Whole class**: Discuss what oral interpretation is (effective listening, encoding and decoding, etc.). **Group work/collaborative learning:** **Pair work**: Demonstrate an oral interpretation session. **Whole class:** Play a recorded tape for learners to interpreter.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Recorded audio • audio-visual materials	• speakers • mobile phones

Subject   GHANAIAN LANGUAGE
Strand   3. CULTURAL PRACTICES AND GOVERNANCE
Sub-Strand   1. CULTURAL PRACTICES

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.3.1.LO.1		
Analyse the significance of deity names.	**Communication:** Communicate verbally in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Ability to question norms, practices and opinions; to reflect on one's own values, perceptions and actions. **Global citizenship**: Appreciate and respect the Ghanaian identity, culture and heritage.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through methods that ensure inclusivity, learners would be able to: Take the perspective and empathise with others from diverse backgrounds and cultures in the Ghanaian Language class and beyond.

		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity
1.3.1.LO.2		
Evaluate the values and significance of initiation into adulthood (puberty rites) in the respective cultures and those of other cultures.	**Communication:** Communicate verbally in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Global citizenship:** Appreciate and respect the Ghanaian identity, culture and heritage.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL: Having learned through methods that ensure inclusivity, learners would be able to:** Take the perspective of and empathise with others from diverse backgrounds and cultures in the Ghanaian Language class and beyond.

		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI		Assessment
1.3.1.CS.1	1.3.1.LI.1		1.3.1.AS.1
Demonstrate knowledge and understanding of naming systems.	**Explore deity names focusing on their origin and reason.** **Group work/collaborative learning:** **Whole class:** • Mention names of people. • Identify deity names among the names mentioned. • Discuss deity names. *NB: If no deity name is mentioned, supply it.* • Discuss the origin of deity names in their culture.		**Level 1 Recall** **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Cards • Markers	• printed texts on deity names • any other resource the teacher deems useful for teaching the sub strand.	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.3.1.CS.2	1.3.1.LI.2	1.3.1.AS.2
Demonstrate knowledge and understanding of rites of passage.	**Discuss the processes of initiation into adulthood (puberty rites: before, during and after).** **Initiating talks for learning:** **Whole class:** • Discuss initiation into adulthood (puberty rites) and their significance. • Watch a video on initiation into adulthood (puberty rites) • Analyse the content of the video on initiation into adulthood (puberty rites). • Role play the performance of an initiation into adulthood rites.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.3.1. LI.3	1.3.1.AS.3
	Compare the processes of initiation into adulthood rites in the respective cultures to those of other cultures of Ghana. **Group work collaborative:** **Whole class:** • Discuss the processes of initiation into adulthood rites of other cultures of Ghana. • Discuss the similarities in the performance of initiation into adulthood rites among their people and those of other Ghanaian cultures. • Discuss the differences in the performance of initiation into adulthood rites among their people and those of other Ghanaian cultures.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Printed text on rites of initiation into adulthood • illustration on cardboards • pictures • videos	• Laptops • smart phones • sound system/speakers • microphone	• cards • markers • paintings

Subject   **GHANAIAN LANGUAGE**
Strand   **3. CULTURAL PRACTICES AND GOVERNANCE**
Sub-Strand   **2. TRADITIONAL GOVERNANCE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.3.2.LO.1		
Evaluate the values and significance of the traditional governance system	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy).	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others. • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through methods that ensure inclusivity, learners would be able to: • Communicate clearly • Listen actively • Resist inappropriate social pressure

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Negotiate conflict constructively
Seek and offer help when needed

These will help maintain healthy and rewarding relationships with diverse individuals in the Ghanaian Language class and beyond.
National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

The traditional governance system could be a sub strand to be taught in Social Studies and Government. This should be made known to learners.
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.3.2.CS.1	1.3.2.LI.1	1.3.2.AS.1
Exhibit knowledge and understanding of the traditional governance structure in the culture.	**Explore the traditional governance structure (father, family head, clan head).** **Group work/collaborative learning:** **Whole class:** • Discuss the traditional governance structure of their respective cultures (father, family head, clan head). • Create the organogram of the traditional government of the community. • Discuss the functionaries of the traditional governance structure and their importance.	**Level 1 Recall** Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
	1.3.2.LI.2	1.3.2.AS.2
	Explore the traditional governance structure (chief, sub-chiefs, kingmakers, etc.). **Group work/collaborative learning:** **Whole class:** • Create the organogram of the traditional government of the community (chief, sub-chiefs, kingmakers, etc.). • Discuss the functionaries of the traditional governance structure and their importance.	**Level 1 Recall** Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Pictures or posters of traditional leaders. • Passages on traditional governance structure (chief, sub chiefs, kingmakers, etc.).	• Television, laptop, mobile phone. • Pictures or posters of traditional leaders. • Passages on traditional dispute resolution and the governing structure. • A television or laptop or mobile phone.

Subject   GHANAIAN LANGUAGE
Strand   4. LITERATURE OF THE GHANAIAN LANGUAGE
Sub-Strand 1. ORAL LITERATURE

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.4.1.LO.1		
Use the knowledge of the structure and form to perform libation and a dirge.	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy).	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through methods that ensure inclusivity, learners would be able to: • Use a range of strategies to help manage their work

		• Have opportunities to set goals and work to achieve them • Actively practise self-care strategies These will help learners practise managing thoughts and behaviour in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity Libation is a form of prayer and could be taught in the Religious Studies class. This should be made known to learners in the Ghanaian Language class

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI			Assessment
1.4.1.CS.1	1.4.1.LI.1			1.4.1.AS.1
Demonstrate knowledge and understanding of libation and dirges.	**Explore the structure of libation in the respective Ghanaian Languages (invocation, message, conclusion)** **Initiating talk for learning** **Whole class:** • Discuss libation (invocation, message, conclusion). • Watch/observe a libation performance. • Identify and discuss the structure of the libation. • Discuss the significance of libation. **Experiential learning:** Role play the libation performance.			Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.4.1.LI.2			1.4.1.AS.2
	Discuss dirges (functions and significance). **Initiating talk for learning:** **Whole class:** • Discuss dirges. • Discuss the significance of dirges. • Watch/observe a dirge performance. **Group work/collaborative learning:** **Pair work:** Analyse the text of a dirge. **Experiential learning:** Role play a dirge performance.			Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Cardboards • Markers • Audio-visuals • Microphone	• Speakers • mobile phones • laptops • appropriate costumes	• Realia • audio-visuals • computers	• laptops • projector • mobile phones

Subject   **GHANAIAN LANGUAGE**
Strand   **4. LITERATURE OF THE GHANAIAN LANGUAGE**
Sub-Strand   **2. WRITTEN LITERATURE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.4.2.LO.1		
Use the knowledge of the elements of prose to appreciate a prose text.	**Attribute:** Be independent, having academic and communication skills such as: clarity of expression (written and spoken), and the ability to support their argument. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Take a position in the sustainability discourse.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society Discussion should take cognisance of GESI issues in the classroom. **SEL:** Having learned through methods that ensure gender equality and inclusivity, learners will be able to:

		• Communicate clearly • Listen actively • Resist inappropriate social pressure • Negotiate conflict constructively • Seek and offer help when needed These will help maintain healthy and rewarding relationships with diverse individuals in the Ghanaian Language class and beyond. **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity The prose could be a sub strand to be taught in English Literature. This must be made known to learners.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.4.2.CS.1	1.4.2.LI.1	1.4.2.AS.1
Demonstrate understanding of prose.	**Discuss the elements of prose (e.g., characters, theme, plot, setting, point of view, etc.).** **Initiating talk for learning:** **Whole class:** • Discuss the elements of prose text (e.g., characters, theme, plot, setting, point of view, etc.). • Read a prose text and identify the elements. **Group work/collaborative learning:** **Pair work:** Discuss the elements identified in the prose text.	**Level 1 Recall** Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.4.2.LI.2	1.4.2.AS.2
	Appreciate prose texts (title, theme, diction, literary devices, etc.) **Initiating talk for learning:** **Whole class:** • Revise the elements of prose. • Model prose appreciation. **Group work/collaborative learning:** **Pair work:** • Read a prose text. • Apply the knowledge gained to appreciate a prose text.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Printed prose text • Markers • Cardboards	• Pictures • mobile phones • Illustrations • videos • word cards

YEAR TWO

Subject   GHANAIAN LANGUAGE
Strand   1. ORAL CONVERSATION
Sub-Strand   1. CONVERSATION/COMMUNICATION IN CONTEXT

Learning Outcomes	21st Century Skills and Competencies	GESI[3], SEL[4] and Shared National Values
2.1.1.LO.1		
Use the knowledge gained to do effective oral presentation.	**Communication:** Verbally communicate effectively in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect their needs, perspectives and actions (empathy). **Critical thinking:** Take a position in the sustainability discourse.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to:

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[3] Gender Equality and Social Inclusion
[4] Socio-Emotional Learning

		• Use pragmatic ways to find solutions to different situations to achieve goals and aspirations • Communicate clearly • Listen actively • Resist inappropriate social pressure • Negotiate conflict constructively • Seek and offer help when needed These will help maintain healthy and rewarding relationships with diverse individuals in the Ghanaian Language class and beyond. **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.1.1.CS.1	2.1.1.LI.1	2.1.1.AS.1
Demonstrate the ability to do oral presentation after listening to a conversation.	**Identify the main ideas from a conversation** **Problem-Based learning (individual and group work)** **Whole class activity:** Select a topic on cultural values such as respect, loyalty, humility, faithfulness, obedience etc., STEM, energy conservation, technology, medicine, agriculture etc. and discuss it in groups. **Pair work:** • Role-play a conversation session. • Members of the other groups will then identify the main ideas in the conversation they have witnessed.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.1.1.LI.2	2.1.1.AS.2
	Discuss the main ideas from a conversation. **Group work/Collaborative learning:** **Whole class discussion:** • Discuss main ideas in a conversation. • Discuss how main ideas are identified in a conversation. **Group work:** • Read a conversation text of about three hundred words. (The text should be selected from cultural values e.g., selflessness, self-control, kindness, patience, etc., GESI, STEM, energy conservation, etc.) • Identify the main idea(s) in the text. • Discuss the main ideas identified. • Present their works to the class for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• printed texts • cardboards • white papers • markers	• microphones • speakers • laptops	• mobile phones • conversational posters • any other appropriate resources

Subject   **GHANAIAN LANGUAGE**
Strand   1. ORAL CONVERSATION
Sub-Strand   2. PHONOLOGY (SYLLABLE STRUCTURE AND TONE)

Learning Outcomes	21stCentury Skills and Competencies	GESI, SEL and Shared National Values
2.1.2.LO.1		
Apply the knowledge of syllable structure in word formation.	**Communication:** Communicate verbally in the Ghanaian Language. **Collaboration:** Learn from others; to understand and respect their needs, perspectives and actions (empathy). **Critical thinking**: Question norms, practices and opinions; to reflect on one's own values, perceptions and actions. *Teachers must cater for learners who have difficulty in producing certain sounds.*	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through methods that ensures inclusivity, learners will be able to: Take the perspective of and empathise with others from diverse backgrounds and cultures in the Ghanaian Language class and beyond

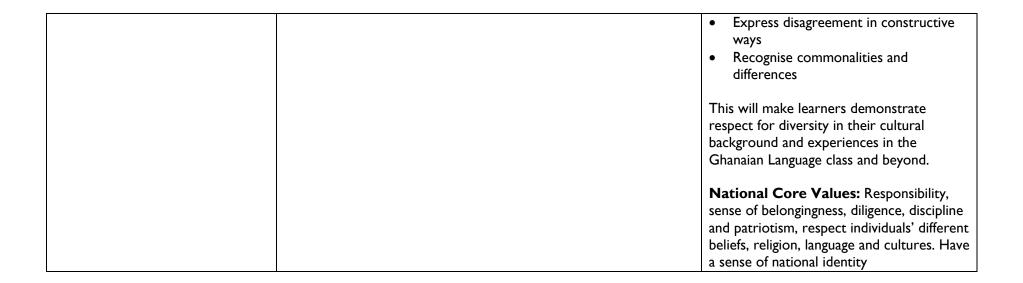|		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity This is a topic taught in English Language and must be mentioned to the learners.
2.1.2.LO.2		
Use the knowledge and understanding of tone to bring out differences in meaning in words and sentences.	**Communication:** Verbally communicate effectively in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Ability to analyse and do practical reasoning to create content. **Global citizen:** Appreciate and respect the Ghanaian identity.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through methods that ensures inclusivity, learners will be able to: • Listen to their peer's opinions

		• Express disagreement in constructive ways • Recognise commonalities and differences This will make learners demonstrate respect for diversity in their cultural background and experiences in the Ghanaian Language class and beyond. **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.1.2.CS.1	2.1.2.LI.1	2.1.2.AS.1
Demonstrate knowledge and understanding of the syllable of the Ghanaian Language.	**Identify the syllable types (open and closed) in the respective Ghanaian Languages.** **Problem-Based Learning (individual and group work):** **Whole class activity:** Discuss syllable and the types of syllables in the respective Ghanaian Languages. **Mixed ability group:** • Select words from a text. • Discuss the types of syllables in each of the words selected. **Whole class activity:** Present what you discussed to the class. NB: *The text selected should be based on cultural values (honesty, faithfulness, humility, etc.), GESI, energy efficiency, STEM, Health, Sanitation, etc.*	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.1.2.LI.2	2.1.2.AS.2
	Discuss the syllable structure of a Ghanaian Language in word formation. **Group work/Collaborative learning:** **Whole class discussion:** Revise syllable focusing on the types. **Whole class:** • Discuss the syllable structure in the respective Ghanaian Languages (e.g., V, CV, CCV, CVC, and others). • Discuss how syllables are combined to form words. • Pair work: • Form new words and tell the number of syllables in them. • Discuss the structure of the syllables in the words formed. **Whole class discussion:** Make a presentation for discussion.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

Teaching and Learning Resources	• Printed texts • cardboards • markers	• microphones • speakers • amplifier	• projectors • laptops, etc. (In the absence of these technological tools, learners should be made to present the work on paper)

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.1.2.CS.2	2.1.2.LI.1	2.1.2.AS.1
Demonstrate knowledge and understanding of tones in the Ghanaian Language.	**Explain the concept of tone focusing on the types (e.g., low, high, mid, rising, falling, etc.) and functions.** **Problem-Based learning (individual and group work)** **Whole class activity:** Explain tone focusing on the types that exist in the respective Ghanaian Languages (e.g., low, high, mid, falling, rising, etc.). **Pair work:** Listen to some words and determine the type of tone (e.g., low, high, mid, rising, falling, etc.) on each of the syllable in the word. **Whole class:** Make a presentation on what you heard to the class for discussion.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.1.2.LI.2	2.1.2.AS.2
	Discuss the functions of tone (e.g., grammatical, lexical, dialectal). **Problem-Based learning (individual and group work):** **Whole class activity:** Discuss the functions of tone (e.g., lexical, grammatical dialectal). **Pair work:** Discuss the function of tone in some selected words. (e.g., grammatical, lexical, dialectical). **Whole class:** Present your findings for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Cardboards • Markers • word cards • recorded audio	• any other resource applicable for teaching the content.

Subject **GHANAIAN LANGUAGE**
Strand **1. ORAL CONVERSATION**
Sub-Strand **3. READING**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.1.3.LO.1		
Use the knowledge of the features of intensive and extensive reading to read text.	**Communication:** Communicate verbally in a Ghanaian Language. **Collaboration:** Ability to facilitate collaborative and participatory problem solving.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Communicate clearly • Listen actively • Resist inappropriate social pressure

		• Negotiate conflict constructively • Seek and offer help when needed This will help maintain healthy and rewarding relationships with diverse individuals in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.1.3.CS.1	2.1.3.LI.1	2.1.3.AS.1
Exhibit knowledge and understanding of intensive and extensive reading of text in a Ghanaian Language	**Discuss the features of intensive reading (skimming, scanning, etc.).** **Talking for learning approaches:** **Whole class discussion:** • Discuss intensive reading focusing on the features. • Model intensive reading. **Mixed ability group:** • Read a text selected from these themes, cultural values (integrity, trustworthy, honesty, dignity, etc.), GESI, STEM, Technology, medicine, energy conservation, etc. • Discuss the text read and share views with others. • Individual activity: • Apply the knowledge of intensive reading to read a text.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.1.3.LI.2	2.1.3.AS.2
	Examine the features of extensive reading (fluency, text structure, monitoring, inference, evaluating, etc.). **Talking for learning approaches:** **Whole class discussion:** • Discuss extensive reading focusing on the features. • Model extensive reading. **Mixed ability group:** • Read a text selected from these themes, cultural values (e.g., integrity, honesty, truthfulness, obedience, courage, etc.), GESI, STEM, Technology, medicine, etc. • Discuss the text read and share views with the others. **Individual activity:** Apply the knowledge of the features of extensive reading to read a text.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Printed texts • Markers • Cardboards	• any other resource appropriate for teaching the indicator. • mobile phones	• computers • laptops

Subject   GHANAIAN LANGUAGE
Strand   2.LANGUAGE AND USAGE
Sub-Strand   1.LEXIS AND STRUCTURE

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.1.LO.1		
Use the knowledge of affixes, conjunctions, phrases and clauses to construct meaningful sentences.	**Communication:** Communicate verbally in a Ghanaian Language. Communicate effectively, verbally, non-verbally and through writing. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy).	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Develop their own strategies to complete a task • Learn a new concept

		• Reflect on positive and negative choices in relationships and consequences of each choice These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond. **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity This is a topic taught in English Language class and must be mentioned to the learners.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.2.1.CS.1	2.2.1.LI.1	2.2.1.AS.1
Demonstrate knowledge in the appropriate use of affixes, conjunctions, phrases and clauses.	**Construct sentences with the types of conjunctions in a Ghanaian Language.** **Problem-Based learning:** **Whole class:** • Revise affixes. • Discuss conjunctions focusing on the types and give examples. **Individual work:** Use the conjunctions given to form meaningful sentences. **Whole class activity:** • Read the sentences aloud to the class.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.2.1. LI.2	2.2.1.AS.2
	Explore the use of affixes in a Ghanaian Language **Problem-Based learning:** **Whole class activity:** Discuss affixes (meaning and types). **Group work/collaborative learning:** **Mixed ability:** • Give examples of affixes. • Use the affixes to form new words. **Whole class:** Make a presentation for discussion.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.2.1.LI.3	2.2.1.AS.3
	Use the types of phrases to construct sentences in a Ghanaian Language. **Problem-Based learning:** • Revise conjunctions. • Discuss phrases focusing on the types (e.g., noun phrase, verb phrase, etc.).	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning**

	Diamond Nine: **Mixed ability group:** Use the types of phrases to form nine sentences. **Whole class activity:** Read the sentences aloud.	Level 4 Extended critical thinking and reasoning
	2.2.1. L1.4	2.2.1.AS.4
	Describe and classify the types of clauses. **Problem -Based -learning:** **Whole class activity:** • Revise phrases. • Discuss clauses focusing on the types (e.g., main, subordinating clauses). **Group work/collaborative learning:** **Mixed ability group:** • Search for types of clauses from books or online sources • Use the types of clauses to form sentences. **Whole class activity:** Classify the clauses used under the types. **Whole class activity:** Make a presentation for discussion.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Cardboards • mobile phones • computers • word cards	• sentence cards • posters • computers • microphones	• amplifiers • speakers • any other resource that can aid understanding.

Subject   **GHANAIAN LANGUAGE**
Strand   **2. LANGUAGE AND USAGE**
Sub-Strand **2. RULES OF WRITING THE GHANAIAN LANGUAGE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.2.LO.1		
Apply the knowledge of word formation, punctuation and the use of diacritics in sentence construction.	**Communication:** • Use language for academic purposes. • Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration**: Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking**: Ability to recognise and understand relationship. **Learning for life**: Demonstrate mastery of skills in literacy.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Develop their own strategies to complete a task • Learn a new concept

		• Reflect on positive and negative choices in relationships and consequences of each choice These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity This might be a topic taught in English Language classroom and must be mentioned to the learners.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.2.2.CS.1	2.2.2.LI.1	2.2.2.AS.1
Demonstrate knowledge and understanding of the word formation processes and correct usage of punctuations and diacritics.	**Discuss the word formation processes in a Ghanaian Language (compounding, clipping, borrowing, affixation).** **Problem-Based learning:** **Whole class activity:** • Revise syllables. • Discuss the word formation processes in the respective Ghanaian Languages. (Compounding, clipping borrowing, affixation). **Group work/collaborative learning:** **Mixed ability group:** • Select words from a passage and classify them under the types of word formation processes. (The text selected should be based on these themes, cultural values (e.g., faithfulness, truthfulness, respect, tolerance, hard work, etc.), GESI, Energy efficiency, etc.) • Use the words to form sentences. **Talk for learning approaches:** **Whole class activity:** Make a presentation for discussion.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.2.2.LI.2	2.2.2.AS.2
	Discuss punctuation (e.g. full stop, comma, colon, semi-colon, etc.) and diacritics and use them appropriately in sentences. **Problem-based -learning:** **Whole class activity:** • Discuss punctuation marks. • Discuss diacritics focusing on their usage (where applicable). • Punctuate given sentences. **Group work/collaborative learning:** **Mixed ability group:** Punctuate a given text correctly. **Talk for learning approaches**	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

	Whole class activity: Make a presentation for discussion.		
Teaching and Learning Resources	• Cardboards • word cards • sentence cards	• markers • cardboards • mobile phones	• computers • any other resource that can aid understanding.

Subject   GHANAIAN LANGUAGE
Strand   2. LANGUAGE AND USAGE
Sub-Strand   3. TEXT COMPOSITION

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.3.LO.1		
Write well composed argumentative essays, speeches and articles.	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect their needs, perspectives and actions (empathy). **Learning for life**: Independent thinkers and doers who show initiative and take action.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Practise identifying how others may feel

		• Use active listening skills such as body positioning, and reflective responses • Listen to their peer's opinion and express their disagreement in constructive ways • Demonstrate respect for diversity among themselves and find ways to share their cultural backgrounds and experiences. These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity This content would be taught in the English Language and so it must be made known to learners for easy transfer of knowledge.
2.2.3.LO.2		
Write well composed informal and formal letters.	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect their needs, perspectives and actions (empathy). **Learning for life:** Independent thinkers and doers who show initiative and take action.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others

		• Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Practise identifying how others may feel • Use active listening skills such as body positioning, and reflective responses • Listen to their peer's opinion and express their disagreement in constructive ways • Demonstrate respect for diversity among themselves and find ways to share their cultural backgrounds and experiences. These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond

		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity.
		This content would be taught in the English Language and so it must be made known to learners for easy transfer of knowledge.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.2.3.CS.1	2.2.3.LI.1	2.2.3.AS.1
Demonstrate knowledge and understanding of writing argumentative essays, speech and articles.	**Compose argumentative essays** **Problem-Based learning:** **Whole class discussion:** • Discuss essay writing taking into consideration the types. • Discuss argumentative essay focusing on the features (e.g., stance-taking, accuracy, logical presentation, etc.). **Group work/collaborative learning:** Write a three-paragraph argumentative essay on a given topic. **NB:** *The topic selected could be based on cultural values (e.g., humility, patriotism, loyalty, etc.), STEM, GESI, energy efficiency, environment, etc.* **Whole class activity:** Each group makes a presentation for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	2.2.3.LI.2	2.2.3.AS.2
	Compose the text types (Speech and articles) **Problem-Based learning:** **Whole class discussion:** • Discuss essay writing taking into consideration the types. • Discuss speech and article writing focusing on the features (e.g., structure, language use, use of rhetorical devices, etc.). • Group work/collaborative learning. • Write a three-paragraph speech and articles on a given topic. NB: *The topic selected could be based on cultural values (e.g., humility, patriotism, loyalty, etc.), STEM, GESI, energy efficiency, environment, etc.* **Whole class activity:** Each group makes a presentation for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Cardboards • word cards • any other resource that can aid • Markers • sentence cards understanding.	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.2.3.CS.2	2.2.3.LI.1	2.2.3.AS.1
Demonstrate knowledge and understanding of writing letters.	**Compose informal letters** **Problem-Based learning** **Whole class activity:** • Revise essay writing taking into consideration the types. • Discuss letter writing focusing on the features of informal letter writing (e.g., address, date, salutation, etc.). **Group work/collaborative learning** **Mixed ability:** • Write a four-paragraph informal letter on a given topic. • Search for samples of informal letters online and discuss them **Whole class activity:** Make presentations for discussion. *NB: The topic selected could be based on cultural values (obedience, hard work, truthfulness, etc.), STEM, GESI, energy efficiency, environment, etc.*	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	2.2.3.LI.2	2.2.3.AS.2
	Compose formal letters **Problem-Based learning** **Whole class activity:** • Revise informal letter writing. • Discuss letter writing focusing on the features of formal letter (e.g., sender's address, recipient address, date, salutation, etc.). **Group work/collaborative learning:** **Mixed ability:** Write a four-paragraph formal letter on a given topic. **Whole class activity:** Make presentations for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

	NB: The topic selected could be based on cultural Values (honesty, respect for the elderly, patriotism, hard work, etc.), STEM, GESI, energy efficiency, environment, etc.		
Teaching and Learning Resources	• Cardboards • Markers • sentence cards	• word cards • laptop	• computer • mobile phone

Subject **GHANAIAN LANGUAGE**
Strand **2. LANGUAGE AND USAGE**
Sub-Strand **4. INTERPRETATION AND TRANSLATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.4.LO.1		
Use the main ideas from texts to translate texts from source language to target language.	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration**: Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Take a position in the sustainability discourse.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Practise identifying how others may feel as they discuss key ideas from discourse

		• Use active listening skills such as body positioning, and reflective responses • Listen to their peer's opinion and express their disagreement in constructive ways • Demonstrate respect for diversity among themselves and find ways to share their cultural backgrounds and experiences. These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.2.4.CS.1	2.2.4.LI.1	2.2.4.AS.1
Demonstrate knowledge and understanding of translating texts from a source to a target language.	**Apply translation types to translate texts from a source to a target language (word-for-word, meaning based, unduly free, etc.).** **Problem-Based learning:** **Whole class activity:** - Revise the rules of interpretation. - Discuss translation focusing on the types (word-for-word, meaning based, unduly free, etc.). - Discuss the features of translation (speak both languages, use of correct registers, etc.). **Group work/collaborative learning:** **Mixed ability group:** - Read a text of about 200 words and translate it from the source to a target language. - Make a presentation on your work for discussion. *NB: The text should be drawn from cultural values (honesty, hard work, patriotism, truthfulness, etc.), STEM, GESI, Environment, Energy efficiency, etc.*	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Printed texts • Markers • Cardboards • Computer	• Dictionary • wordlist

Subject   **GHANAIAN LANGUAGE**
Strand   **3. CULTURAL PRACTICES AND GOVERNANCE**
Sub-Strand   **1. CULTURAL PRACTICES**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.3.1.LO.1		
Compare and contrast the values and significance of marriage rites among the cultures in Ghana and discuss the modern trends affecting marriage rites.	**Communication**: Communicate verbally in a Ghanaian Language. **Collaboration**: Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Ability to question norms, practices and opinions; to reflect on one's own values, perceptions and actions. **Global citizenship**: Appreciate and respect the Ghanaian identity, culture and heritage.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL**: Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Learn a new concept

		• Reflect on positive and negative choices in relationships and consequences of each choice • Understand the perspective of others to empathise with them These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond. **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect cultural values and different beliefs, religion, language and cultures. Have a sense of national identity. This content would be taught in the Social Studies and RME classes and so it must be made known to learners for easy transfer of knowledge.
2.3.1.LO.2		
Analyse the significance of the clan system of the respective cultures and compare with those of other cultures.	**Communication**: Communicate verbally in a Ghanaian Language. **Collaboration**: Learn from others; to understand and respect their needs, perspectives and actions (empathy). **Critical thinking:** Question norms, practices and opinions; to reflect on one's own values, perceptions and actions. **Glocal citizenship:** Appreciate and respect the Ghanaian identity, culture and heritage.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge, respecting the linguistic and cultural backgrounds of others and understanding between/among groups and individuals for instance leads to: • Respect individuals of different beliefs, religions, and cultures • Being aware of personal biases and stereotypes • Examine and dispel misconceptions and gender stereotypes as they pertain to

		cultural practices and traditional governance
		• Involve all learners to develop individual capabilities and skills.
		• Ensuring mixed-ability groupings will allow learners interact and appreciate each other's strengths and weaknesses.
		SEL: Having learned through a method that ensures gender equality and inclusivity, learners will be able to:
		• Learn a new concept
		• Reflect on positive and negative choices in relationships and consequences of each choice
		• Understand the perspective of others to empathise with them
		These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond
		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.3.1.CS.1	2.3.1.LI.1	2.3.1.AS.1
Understanding of marriage in the respective Ghanaian cultures and compare each to other cultures in Ghana.	**Discuss the processes involved in performing marriage rites and its significance in the culture.** **Problem-based-learning:** **Whole class discussion:** • Discuss marriage focusing on the types (kinship marriage, widowhood marriage, elopement, etc.). • Discuss the traditional marriage processes and the items used. • Discuss the significance of the processes and the items used in the marriage rite. **Group work/collaborative learning:** **Mixed ability:** Watch a video on traditional marriage rites being performed. Discuss the content of the video. **Whole class discussion:** Make a presentation on the performance of traditional marriage for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	2.3.1.LI.2	2.3.1.AS.2
	Compare the marriage rites of the respective Ghanaian cultures to other cultures in Ghana. **Problem based learning:** **Whole class discussion:** • Revise marriage. • Discuss traditional marriage rites of the cultures in Ghana focusing on the types and items used. • State the significance of the traditional marriage in other cultures. **Group work/Collaborative learning:** **Mixed ability:** Compare and contrast the traditional marriage rites among different cultures in Ghana. **Whole class discussion:** Make a presentation on traditional marriage rites for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
	2.3.1.LI.3	2.3.1.AS.3

	Discuss modern trends affecting traditional marriage rites.		Level 1 Recall
			Level 2 Skills of conceptual understanding
	Problem-Based learning:		**Level 3 Strategic reasoning**
	Whole class discussion: Revise marriage among the cultures in Ghana.		**Level 4 Extended critical thinking and reasoning**
	Group work/collaborative learning:		
	Mixed ability:		
	• Discuss modern trends affecting the traditional marriage rites (e.g., migration, education, religion, etc.).		
	• Make a presentation on modern trends that militate against traditional marriage rites for discussion.		
	Whole class activity: Role play the traditional marriage rites.		
Teaching and Learning Resources	• recorded audio-visual on traditional marriage rites • markers	• cardboards • pictures	• illustrations • computers

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.3.1.CS.2	2.3.1.LI.1	2.3.1.AS.1
Demonstrate an understanding of clan systems of the respective cultures and compare them to those of other cultures in Ghana.	**Explain the clan system and its significance.** **Problem-Based learning:** **Whole class discussion:** • Revise marriage rites. • Discuss the concept of the clan system. • Discuss the significance of the clan system. **Group work/collaborative learning:** **Mixed ability group:** • Discuss the clans in their communities. • Discuss the totems, symbols and taboos of the clans in their communities. **Whole class activity:** Make presentations for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.3.1.LI.2	2.3.1.AS.2
	Compare the clan systems of the respective cultures to those of other cultures in Ghana. **Problem based learning:** **Whole class discussion:** • Revise the clan system. • Discuss the clan system of other cultures in Ghana. **Group work/Collaborative learning:** **Mixed ability:** Compare and contrast the clan system of their culture to other cultures in Ghana. **Whole class discussion:** Make a presentation for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**

Teaching And Learning Resources	• Recorded Audio-Visual On Clans • Markers	• Cardboards • Pictures	• Illustrations • Realia	• Laptop • Mobile Phones

Subject   GHANAIAN LANGUAGE
Strand   3. CULTURAL PRACTICES AND GOVERNANCE
Sub-Strand   2. TRADITIONAL GOVERNANCE

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.3.2.LO.1		
Analyse the traditional dispute resolution processes and compare it with the contemporary judiciary system.	**Communication**: Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration**: Learn from others; to understand and respect the needs, perspectives, and actions of others (empathy). **Critical thinking:** Question norms, practices and opinions; to reflect on one's own values, perceptions and actions. **Global citizenship:** Appreciate and respect the Ghanaian identity, culture and heritage.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Make constructive and respectful choices about personal behaviour and

		social interactions based on ethical standards and social norms • Recognise the commonalities and differences that exist among them These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity This content would be taught in the Social Studies and RME classes and so it must be made known to learners for easy transfer of knowledge.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.3.2.CS.1	2.3.2.LI.1	2.3.2.AS.1
Demonstrate knowledge and understanding of the traditional judiciary system.	**Explore the traditional governance structure.** **Problem-Based learning:** **Whole class discussion:** • Discuss the traditional governance structure (chief, sub chiefs, kingmakers, etc.). • Discuss the significance of each of the functionaries of the traditional governance structure. **Building on what others say:** **Mixed ability:** • Role play a traditional dispute resolution process. • Discuss the role play.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.3.2.LI.2	2.3.2.AS.2
	Examine the contemporary judiciary system **Problem-based-learning:** **Whole class discussion:** • Discuss the contemporary judicial system. • Discuss the significance of each of the functionaries of the contemporary judicial system. • Discuss the processes involved in contemporary dispute resolution in Ghana. **Building on what others say:** **Mixed ability group:** • Role play a contemporary dispute resolution. • Discuss the role play.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.3.2.LI.3	2.3.2.AS.3
	Compare and contrast the traditional dispute resolution processes to the contemporary dispute resolution system (judiciary system). **Problem -based-learning:** **Whole class discussion:** • Discuss the contemporary judiciary system.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning**

	• Discuss the traditional judicial system. • Discuss the importance of each of the functionaries of the traditional and contemporary judicial systems. • Discuss the processes involved in traditional and contemporary dispute resolution in Ghana. **Group work/Collaborative learning:** **Mixed ability:** • Compare and contrast the two systems. • Make presentations for discussion.			Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Markers • Pictures • recorded audio-visual of a traditional dispute resolution	• markers • cardboards • laptops	• mobile phones • computer • Bible, Quran	• Cross • illustrations

Subject **GHANAIAN LANGUAGE**
Strand **4. LITERATURE OF THE GHANAIAN LANGUAGE**
Sub-Strand **1. ORAL LITERATURE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.4.1.LO.1		
Use knowledge of the structures of riddles and puzzles to compose riddles and puzzles.	**Integrated problem-solving competency:** The ability to apply different problem-solving frameworks to complex problems. Develop viable, inclusive and equitable solution options that promote sustainable development. **Critical thinking:** Ability to question practices and opinions to reflect on one's own values, perceptions and actions. **Global citizenship**: Appreciate and respect the Ghanaian identity, culture and heritage.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Practice identifying how others may feel using active listening skills such as

		body positioning and reflective responses
		• Listen to their peer's opinions and express disagreement in constructive ways
		These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond
		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

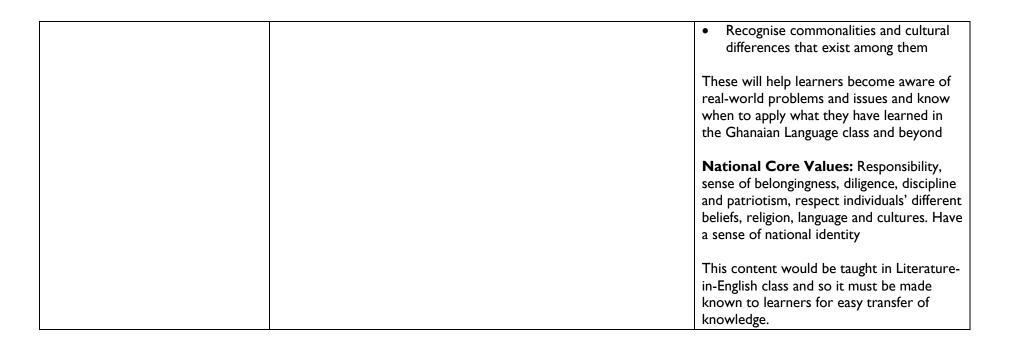| Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.4.1.CS.1	2.4.1.LI.1	2.4.1.AS.1
Demonstrate knowledge and understanding of riddles and puzzles.	**Analyse the structure and types of riddles** **Problem -based-learning:** **Whole class discussion:** • Discuss the concept of riddle focusing on the structure and types. • Discuss the stages in riddling and give examples of riddles. • Discuss the significance of riddles. **Group work/Collaborative learning:** **Pair work:** Play a riddle game.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	2.4.1.LI.2	2.4.1.AS.2
	Explore the structure of puzzles **Problem -based learning:** **Whole class discussion:** Discuss the concept and structure of puzzles. **Pair work:** • Discuss the significance of puzzles. • Play a puzzle game.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Markers • Pictures • Recorded audio-visual of a puzzle time • Cardboards • Recorded audio-visual of a riddle-riddle time	

Subject **GHANAIAN LANGUAGE**
Strand **4. LITERATURE OF THE GHANAIAN LANGUAGE**
Sub-Strand **2. WRITTEN LITERATURE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.4.2.LO.1		
Apply the knowledge of the elements of drama to produce a drama piece.	**Attribute:** Be independent, having academic and communication skills such as: clarity of expression (written and spoken), and the ability to support their argument. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Take a position in the sustainability discourse. **Global citizenship**: Appreciate and respect the Ghanaian identity, culture and heritage.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Practise communication skills such as verbalising the message, and listening to others

		• Recognise commonalities and cultural differences that exist among them These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity This content would be taught in Literature-in-English class and so it must be made known to learners for easy transfer of knowledge.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.4.2.CS.1	2.4.2.LI.1	2.4.2.AS.1
Demonstrate knowledge and understanding of drama	**Explore the elements of drama** **Problem -based-learning:** **Whole class activity:** • Explain drama and discuss the elements. • Discuss the importance of studying drama. **Group work/Collaborative learning** **Pair work:** • Discuss a drama text. • Dramatize a piece based on cultural values (honesty, hard work, tolerance, faithfulness, loyalty, etc., GESI, energy efficiency, sanitation, galamsey, etc.)	Level 1 Recall Level 2 Skills of conceptual understanding: **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.4.2.LI.2	2.4.2.AS.2
	Appreciate drama text **Initiating talk for learning:** **Whole class:** • Revise the elements of drama. • Model drama appreciation. **Group work/collaborative learning:** **Pair work:** • Read a drama text. • Apply the knowledge gained to appreciate a drama text.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Markers • Pictures	• Recorded audio-visual of a play • Set books • Recorded audio-visual of a drama

YEAR THREE

Subject   **GHANAIAN LANGUAGE**
Strand   **1. ORAL CONVERSATION**
Sub-Strand   **1. CONVERSATION/COMMUNICATION IN CONTEXT**

Learning Outcomes	21st Century Skills and Competencies	GESI[5], SEL[6] and Shared National Values
3.1.1.LO.1		
Use the appropriate registers to discuss contemporary local and global issues.	**Communication:** Verbally communicate effectively in a Ghanaian Language. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking**: Take a position in the sustainability discourse.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society

[5] Gender Equality and Social Inclusion
[6] Socio-Emotional Learning

		SEL: Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Accurately recognise one's emotions and thoughts and their influence on behaviour which includes accurately assessing one's strength and limitations and possessing a well-grounded sense of confidence and optimism • Understand their own emotions thoughts and values These will help them determine how their behaviour is affected across various situations in the Ghanaian Language class and beyond. **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.1.1.CS.1	3.1.1.LI.1	3.1.1.AS.1
Demonstrate the ability to communicate effectively in specific situations.	**Use appropriate registers in everyday communication** **Problem-Based learning (individual and group work):** Select a topic based on cultural values (tolerance, trustworthiness, respect, etc.), STEM, energy conservation, technology, medicine, Agriculture, sanitation etc. and discuss it in groups. **Pair work:** Role play a conversation session on any topic based on cultural values (generosity, love, transparency, fairness, endurance, etc.), STEM, GESI, Energy efficiency, health, local and international issues, etc. **Whole class activity:** Learners listen and identify the new registers they heard in the conversation.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.1.1.LI.2	3.1.1.AS.2
	Demonstrate appropriate turn-taking skills in communication. **Group work/Collaborative learning:** **Whole class discussion:** • Revise main ideas. • Model turn taking in conversation with some students. • Listen to a recorded conversation and discuss turn taking in the conversation. **Pair work:** • Role play a conversation session using appropriate turn taking skills. • Identify the main idea(s) in a discourse and discuss. The conversation text selected should be on cultural values (patience, loyalty, selflessness, respect, etc.), STEM, GESI, energy efficiency, sanitation, local and global issues, health, etc.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.1.1.LI.3	3.1.1.AS.3
	Discuss contemporary local and global issues using the appropriate registers in the language.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning

	Problem-Based learning (individual and group work): Select a local or global issue on the following: Cultural values (honesty, loyalty, hospitality, etc.), STEM, energy conservation, technology, medicine, Agriculture, etc and discuss it in groups. **Pair work:** • Role play a conversation session on any issue from STEM, GESI, energy efficiency, health, local and international, etc. • Learners identify the new registers heard in the conversation. • Use the new registers appropriately in a discourse on any local or global issues.		Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Cardboards • Markers • Microphones	• Computer • mobile phone • laptop	• printed texts • jotter • excerpts of radio discussions	• audio-visual equipment • projectors • any other appropriate resources

Subject   **GHANAIAN LANGUAGE**
Strand   **1. ORAL CONVERSATION**
Sub-Strand   **2.PHONOLOGY (PHONOLOGICAL PROCESSES)**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.1.2.LO.1		
Apply the knowledge of phonological processes in discourse.	**Communication:** Verbally communicate meaningfully and confidently in different social contexts. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Ability to analyse and critique and do practical reasoning to create concept to impact on their lives and that of others. **Global citizen:** Appreciate and respect the Ghanaian identity.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Communicate clearly with diverse individuals and groups • Listen actively • Co-operate with each other • Resist inappropriate social pressure • Seek and offer help when needed • Learn to develop healthy and supportive relationship with their peers These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond

		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.1.2.CS.1	3.1.2.LI.1	3.1.2.AS.1
Demonstrate knowledge and understanding of phonological processes in the Ghanaian Language	**Explain phonological processes specific to the language of study (e.g. assimilatory processes…).** **Problem-Based learning (individual and group work)** **Mixed ability group:** • Discuss phonological processes focusing on the types of assimilatory process in the respective Ghanaian Languages (nasal assimilation, harmony, voicing, nasalisation, palatalisation and others). • Give and analyse examples of words that fall under each of the assimilatory processes. **Pair work:** Analyse given words and determine the type of assimilatory process that was used and present for discussion.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.1.2.LI.2	3.1.2.AS.2
	Discuss the phonological processes specific to the language (syllable structure processes). **Problem-Based learning (individual and group work):** **Mixed ability group:** • Discuss phonological processes focusing on the types of syllable structure process in the respective Ghanaian Languages (elision, metathesis, epenthesis, etc.). • Give and analyse examples of words that fall under each of the syllable structure processes. **Pair work:** Analyse given words and determine the type of syllable structure process that was used and present for discussion.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Cardboards • Markers • Word cards	• Recorded audio • Laptops • Mobile phones	• Any other resource applicable for teaching the content • Computers

Subject **GHANAIAN LANGUAGE**
Strand **1. ORAL CONVERSATION**
Sub-Strand **3. READING**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.1.3.LO.1		
Use the knowledge of identifying topic and supporting sentences to bring out key ideas from texts.	**Communication:** communicate ethically, confidently and effectively in different social contexts. **Collaboration:** Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Take a position in the sustainability discourse. **Global citizen:** Appreciate and respect the Ghanaian identity.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Practise identifying and expressing their feelings through dialogue

		• Expand their vocabulary related to particular concept • Have the opportunity to explore a given text • Practice identifying topic and supporting sentences in given texts. These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.1.3.CS.1	3.1.3.LI.1	3.1.3.AS.1
Demonstrate knowledge and understanding of topic sentences and supporting sentences in a text/passage of the Ghanaian Language.	**Identify topic and supporting sentences in a text.** **Talking for learning approaches** **Whole class discussion:** Discuss topic and supporting sentences. **Mixed ability group:** • Read a text selected from these themes, cultural values (honesty, trustworthy, respect, tolerance, etc.), GESI, STEM, technology, medicine, transportation, etc. • Write the topic and supporting sentences in the text. • Make a presentation for discussion.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.1.3.LI.2	3.1.3.AS.2
	Apply the knowledge of topic and supporting sentences to bring out main ideas from texts **Talking for learning approaches:** **Whole class discussion:** • Revise topic and supporting sentences. • Discuss main ideas in a text. **Mixed ability group:** • Analyse a text selected from these themes, cultural values (confidence, transparency, fairness etc.), GESI, STEM, technology, medicine, parenting, etc. based on your knowledge on topic and supporting sentences and bring out the main ideas. • Make a presentation for discussion.	Level 1 Recall: **Level 2 Skills of conceptual understanding:** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Computers • Printed texts	• Cardboards • Markers	• Flip charts • Supplementary readers	• Any other resources needed.

Subject   GHANAIAN LANGUAGE
Strand   2. LANGUAGE AND USAGE
Sub-Strand   1. LEXIS AND STRUCTURE

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.2.1.LO.1		
Analyse the components and types of sentences.	**Communication:** Use language for academic purposes. Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration:** Facilitate collaborative and participatory problem solving.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practice inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Practise managing their thoughts and behaviours

		• Offer support for each other when they are having difficulties with self-regulation
		These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond
		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity
		This is an indicator taught in English Language class and it must be mentioned to learners.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI			Assessment
3.2.1.CS.1	3.2.1.LI.1			3.2.1.AS.1
Demonstrate knowledge and understanding of the components and types of sentences.	**Discuss the various components of sentence (e.g. phrases and clauses).** **Problem-Based learning:** **Whole class activity:** Discuss the components of sentences (e.g. phrases and clauses). Identify the components of given sentences.			Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.2.1.LI.2			3.2.1.AS.2
	Discuss the types of sentences. **Whole class activity:** Discuss types of sentences (Structural types e.g. simple sentence, compound sentence, complex sentence).			Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
	3.2.1.LI.3			3.2.1.AS.3
	Analyse the types of sentences according to function. **Pair work activity:** Analyse types of sentences according to function (declarative, interrogative, imperative, exclamatory).			Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Wall charts • Sticky notes • Flip charts	• Markers • Computers • Mobile phones	• Sentence cards • Dictionaries	• Sentence games • Posters

Subject   **GHANAIAN LANGUAGE**
Strand   **2. LANGUAGE AND USAGE**
Sub-Strand   **2. RULES OF WRITING A GHANAIAN LANGUAGE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.2.2.LO.1		
Apply the knowledge of word formation to form new words.	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration:** Facilitate collaborative and participatory problem solving. **Learning for life:** Develop an enquiry base approach to continual learning.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Develop their own strategies for how to complete a task or learn a new concept

		• Have the belief that their thoughts and opinions are valued • Make connections between classroom activities and real-life situations These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI			Assessment
3.2.2.CS.1	3.2.2.LI.1			3.2.2.AS.1
Demonstrate understanding of word formation processes in the Ghanaian Language.	**Discuss the various processes of word formation (borrowing, reduplication, coinage, etc.).** **Problem-Based Learning:** **Whole class activity:** Discuss the processes of word formation (borrowing, reduplication, coinage, etc.).			Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.2.2.LI.2			3.2.2.AS.2
	Use the various processes of word formation to form new words. **Building on what others say:** **Whole class activity:** Brainstorm on the various processes of word formation. **Pair work:** Use the knowledge acquired from the word formation processes to form new words.			Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Wall charts • Sticky notes • Flip charts	• Markers • Computers • Mobile phones	• Sentence cards • Dictionaries	• Sentence games • Posters

Subject   GHANAIAN LANGUAGE
Strand   2. LANGUAGE AND USAGE
Sub-Strand 3. TEXT COMPOSITION

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.2.3.LO.1		
Use the knowledge of skimming and scanning to summarise a passage.	**Communication:** Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration**: Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Learning for life:** Learn to become independent thinkers and doers who show initiative and take action.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society SEL: Having learned through a method that ensures gender equality and inclusivity, learners will be able to:Use pragmatic ways to find solutions to different situations in order to achieve goals and aspirations.

| | | These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond |
| | | **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity |

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI			Assessment
3.2.3.CS.1	3.2.3.LI.1			3.2.3.AS.1
Demonstrate knowledge and understanding of summary writing.	**Use skimming and scanning to identify main ideas from a given text to be summarised.** **Problem-Based Learning:** **Whole class activity:** • Revise the concept of skimming and scanning. • Produce a model summary of a given text. **Pair work:** • Discuss summary writing. • Use the knowledge of skimming and scanning to identify key ideas from a text to be summarised. • Make a presentation for discussion.			Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	• Wall charts • Sticky notes • Flip charts	• Markers • Computers • Mobile phones	• Sentence cards • Dictionaries	• Sentence games • Posters

Subject **GHANAIAN LANGUAGE**
Strand **2. LANGUAGE AND USAGE**
Sub-Strand **4. INTERPRETATION AND TRANSLATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.2.4.LO.1		
Apply the knowledge of the types and rules of translation to translate texts.	**Communication**: Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration**: Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking:** Take a position in the sustainability discourse	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, learners will be able to: • Listen to their peers' opinions and express agreement or disagreement in constructive ways

		- Recognise commonalities and differences that exist among their works - Demonstrate respect for diversity and find ways to share their experiences about their works These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.2.4.CS.1	3.2.4.LI.1	3.2.4.AS.1
Demonstrate knowledge and understanding in the translation of a discourse.	**Discuss the types of translation (e.g. Word-for-word, meaning based, unduly free, etc.)** **Problem-Based learning:** **Whole class activity:** • Revise the concept of translation. • Revise the features of translation (understand and speak both languages, knowledge of the use of correct registers in both languages, etc.). Discuss the types of translation (e.g. word-for-word, literal translation, free translation, meaning based translation, faithful translation, semantic translation, idiomatic translation, communicative translation, etc). **Group work/collaborative learning:** **Mixed ability:** • Read a text of about 300 or more words and translate it from the source to a target language • Make a presentation for discussion. NB: *The text could be drawn from cultural values (love, self-control, fidelity, justice, hospitality, etc.), STEM, GESI, environment, energy efficiency, etc.*	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
	3.2.4.LI.2	3.2.4.AS.2
	Discuss the rules of translation (e.g. knowledge of the source and target languages, cultural competence, grammatical and linguistic competence etc.). **Building on what others say:** **Whole class activity:** Discuss the rules of translation. (e.g. knowledge of the source and target languages, cultural competence, grammatical and linguistic competence etc.). **Individual activity:** • Read a text of about 300 or more words and translate it. Present the translated works to class. • The text could be drawn from cultural values (love, self-control, fidelity, justice, hospitality, etc.), STEM, GESI, environment, energy efficiency, etc.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

Teaching and Learning Resources	• Printed text • Wordlist	• Word cards • Computer

Subject   **GHANAIAN LANGUAGE**
Strand   **3. CULTURAL PRACTICES AND GOVERNANCE**
Sub-Strand   **1. CULTURAL PRACTICES**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.3.1.LO.1		
Evaluate the significance of festivals in the respective cultures in Ghana.	**Communication:** Communicate effectively using cultural appropriate language. **Collaboration**: Learn from others; understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking**: Ability to question norms, practices and opinions and to reflect on one's own values, perceptions and actions. **Global citizenship**: Appreciate and respect the Ghanaian identity, culture and heritage.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, would lead learners to: • Work together in group or with partners • Support each other in resolving inter-personal conflict • Reflect on positive and negative choices in relationships and consequences of each choice These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity
3.3.1.LO.2		

Use the knowledge of the concept of death to discuss the similarities and differences in funeral rites performances in other cultures.	**Collaboration**: Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Critical thinking**: Ability to question norms, practices and opinions: to reflect on one's own values, perceptions and actions. **Global citizenship**: Appreciate and respect the Ghanaian identity, culture and heritage.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practice inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, would lead learners to: • Evaluate various real-world scenarios and make decisions based on the information at hand • Understand cause and effect • Make connections between classroom activities and real-world situations These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.3.1.CS.1	3.3.1.LI.1	3.3.1.AS.1
Demonstrate knowledge and understanding of traditional festivals.	**Discuss the traditional festivals in the respective culture and their significance**. **Problem-Based learning:** **Whole class activity:** Discuss traditional festivals. **Group work/collaborative learning:** **Mixed ability group:** • Give the types of festivals known in Ghana. • Give the significance of festivals in the various cultures in Ghana. • Watch a video on traditional festival of the various cultures in Ghana. **Whole class discussion:** • Discuss the content of the video. • Make a presentation for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.3.1.LI.2	3.3.1.AS.2
	Compare and contrast the festivals in the respective cultures to those of other cultures of Ghana. **Problem- Based Learning:** **Whole class discussion:** • Revise traditional festivals • Discuss traditional festivals of the cultures in Ghana focusing on the types. • State the significance of traditional festivals in their culture. **Group work / Collaborative learning** **Mixed ability group:** Compare and contrast the festivals in their culture to those of the other cultures in Ghana.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Printed texts • Audio - visuals on festivals • Markers	• Cardboards • Microphones • Speakers	• Amplifiers • Any other resource appropriate for teaching the indicator

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.3.1.CS.2	3.3.1.LI.1	3.3.1.AS.1
Demonstrate knowledge and understanding of death and funeral rites.	**Discuss issues relating to death.** **Problem-Based learning:** **Whole class discussion:** Discuss the concept of death. **Group work /mixed ability** • Discuss types of death in the culture. • Discuss the types of funeral rites performed for the following: chiefs, priests, pregnant women, children and others. **Whole class discussion:** Make a presentation for discussion.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.3.1.LI.2	3.3.1.LI.2
	Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana. **Problem-Based learning:** **Whole class discussion:** • Revise death and its relating issues. • Discuss the types of funerals in the culture. • Discuss contemporary issues in performance of funeral rites. **Group work / collaborative learning:** Compare and contrast funeral rites of the culture to other cultures in Ghana. **Whole class activity:** • Watch a video on types of funeral rites. e.g. a funeral of a chief, a priest, etc. • Dramatise the performance of funeral.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

Teaching and Learning Resources	• Audio - visuals on death and funerals
	• Drums • Rattle
	                • Costume • Any other resource appropriate for teaching the indicator
	                               • Pictures • Illustrations
	                                                            • Realia	

Subject	**GHANAIAN LANGUAGE**
Strand	**4. LITERATURE OF THE GHANAIAN LANGUAGE.**
Sub-Strand	**1. ORAL LITERATURE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.4.1.LO.1		
Apply the knowledge of the features of songs to compose songs.	**Self-awareness competency**: The ability to reflect on one's own role in the local community and global society. Respect individuals of different beliefs, religions and cultures. **Collaboration**: Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Global citizen**: Be conscious of current global issues and relate well with people from different cultures.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions and gender stereotypes as they pertain to cultural practices and traditional governance • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, would lead learners to: • Practise identifying how others may feel using active listening skills such as body positioning and reflective responses • Listen to their peer's opinions and express disagreement in constructive ways • Foster awareness of real-world problems and issues to apply what they are learning • Practise skills related to the concept they learn

		These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond
		National Core Values: Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.4.1.CS.1	3.4.1.LI.1	3.4.1.AS.1
Exhibit knowledge and understanding of songs.	**Discuss work songs.** **Initiating talk for learning:** **Whole class:** • Discuss work songs. • Discuss the significance of work songs. **Group work/collaborative learning:** **Pair work:** Analyse a work song text. **Experiential learning:** Compose and sing a work song.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.4.1.LI.2	4.1.1.AS1.2
	Explore and appreciate contemporary highlife songs **Initiating talk for learning** **Whole class activity:** • Discuss highlife songs. • Discuss the significance of contemporary highlife songs. **Group work/collaborative learning:** **Pair work:** Listen to a highlife song and analyse the lyrics. **Experiential learning:** Sing a contemporary highlife song.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Recorded highlife songs • Videos • Laptop • Projector • Computer • Mobile phone	• Recorded songs • Any other available material relevant to teaching the indicator

Subject GHANAIAN LANGUAGE
Strand 4. LITERATURE OF THE GHANAIAN LANGUAGE
Sub-Strand 2. WRITTEN LITERATURE

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.4.2.LO.1		
Apply the knowledge of the elements of poetry to appreciate poems.	**Communication**: Communicate effectively and meaningfully in a Ghanaian Language. **Collaboration**: Learn from others; to understand and respect the needs, perspectives and actions of others (empathy). **Life-long learning:** Participate in the creative use of the expressive art and engage in aesthetic appreciation.	**GESI:** Learners having experienced a teaching method that ensures gender equality and social inclusion, where they work with each other in an inclusive way; cross-sharing knowledge and understanding among groups and individuals lead them to: • Appreciate their uniqueness in relation to others • Respect individuals of different backgrounds • Embrace diversity and practise inclusion • Examine and dispel misconceptions of GESI as they pertain to cultural practices • Appreciate the influence of first language (mother tongue) on one's ability to learn and speak other languages • Sensitive to the inter-relatedness of the various aspects of life • Value and promote patriotism and justice in society **SEL:** Having learned through a method that ensures gender equality and inclusivity, would lead learners to:

		• Practise identifying how others may feel using active listening skills such as body positioning and reflective responses • Listen to their peer's opinions and express disagreement in constructive ways • Foster awareness of real-world problems and issues to apply what they are learning • Practice skills related to the concept they learn These will help learners become aware of real-world problems and issues and know when to apply what they have learned in the Ghanaian Language class and beyond **National Core Values:** Responsibility, sense of belongingness, diligence, discipline and patriotism, respect individuals' different beliefs, religion, language and cultures. Have a sense of national identity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.4.2.CS.1	3.4.2.LI.1	3.4.2.AS.1
Demonstrate knowledge and understanding of poetry.	**Identify and discuss the elements of poetry (e.g. diction, themes, stanzas, lines, literary devices, rhymes, etc.).** **Problem-Based learning:** **Whole class activity:** • Explain poetry. • Discuss the elements of poetry (e.g., diction, themes, stanzas, lines, literary devices, rhymes, etc.). • Discuss the importance of studying poetry. Model a poetry recital. **Group work/Collaborative learning:** **Pair work:** Discuss a given poem from a set book. **Individual activity:** Apply the knowledge of the elements of poetry to compose a poem.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.4.2.LI.2	3.4.2.AS.2
	Appreciate poetry texts. **Initiating talk for learning:** **Whole class activity:** • Revise the elements of prose and drama. • Discuss the elements of poetry. • Discuss the process of poetry appreciation. • Give a model appreciation of a poem. **Group work/collaborative learning:** **Pair work:** • Read a poetry text from a set book. • Apply the knowledge gained to appreciate a poetry text.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Set books • Recorded video on poetry recital	• Recorded audio-visual, set books