LITERATURE-IN-ENGLISH

CURRICULUM FOR SECONDARY EDUCATION (SHS 1 - 3)

NaCCA

NATIONAL COUNCIL FOR
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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

CONTENTS

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.
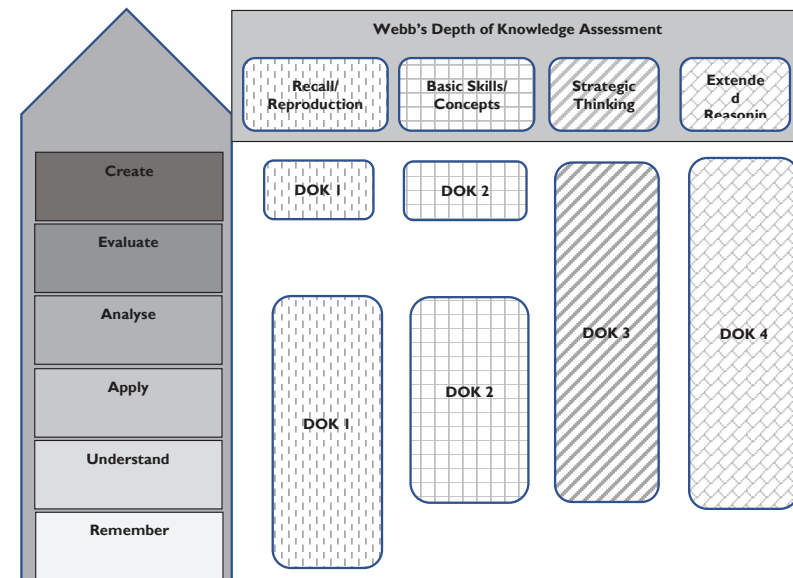

Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

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 LITERATURE-IN-ENGLISH

Philosophy

Every learner can attain their true potential of appreciating life through literature, critiquing literary works and creating their own by relating texts to learners' experiential environment through creative learner centered pedagogies.

Vision

Learners who appreciate life through literature by engaging and enjoying diverse literary genres and other written works, critiquing texts through different perspectives, and creatively producing and performing life transforming literary pieces.

Goal

To equip learners with literary skills and competences in order to enjoy Literature, critique texts and create their own pieces.

Contextual Issues

As literature is known to be the mirror of society, Literature-in-English then becomes a very crucial subject which does not only impart in learners' analytical skills to critique issues but also offers learners a variety of lenses to view societal issues and understand the human existence and experience. Despite the pleasure Literature-in-English offers and the numerous intellectual benefits of its study, learners' interest and performance have been taking a dip over the years. This lack of interest and low performance stem from a number of factors which includes Misconceptions and biases about the subject that Literature is for girls, perception as a difficult subject, traditional approach to the teaching of literature, inadequate technological resources, overemphasis on summative assessment, content overload, dying reading culture, learners not reading prescribed texts but rather commentary books, and large class sizes. It's therefore imperative for the subject to be redesigned to whip up learner interest while stimulating higher order thinking skills and encouraging creativity in learners.

Rationale

Over the years, students have developed some kind of phobia for Literature-in-English based on some unfounded prejudices and biases. It has thus made the study of Literature relegated to very few learners who have either run out of options for subject electives or being forced to do it. It is in the light of this that the curriculum for Literature- in- English has been designed with interesting content and creative pedagogies to whip up interest and love in the subject and to stimulate critical thinking and creativity in learners, and also to develop in them tolerance of cultural diversity. The curriculum is structured to make room for diverse learning styles to accommodate and include learners of all backgrounds regardless of gender, intellectual, economic and cultural limitation or abilities.

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3.	Dr. Sean Higgins		

SCOPE AND SEQUENCE

Literature-in-English Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1.	Exploring Literature	General Knowledge in Literature	2	2	4	-	-	-	-	-	-
2	Prose	Knowing your narrative elements	2	3	7	2	2	6	1	1	2
		Appreciation	1	1	3	2	2	5	2	2	6
		From Narrative to Craft	1	1	4	1	1	3	1	1	3
3	Drama	Knowing your Dramatic Elements	3	3	6	1	1	3	1	1	2
		Appreciation	2	2	8	1	1	4	1	1	4
		From Script to Stage	1	2	5	1	1	2	1	1	3
4	Poetry	Knowing your Poetic Elements	1	1	2	2	2	6	1	1	3
		Appreciation	2	2	4	2	2	6	1	1	4
		From Verse to Performance	1	1	3	1	1	2	1	1	2
Total			16	18	46	13	13	37	10	10	29

Overall Totals (SHS 1 – 3)

Content Standards	39
Learning Outcomes	41
Learning Indicators	112

YEAR ONE

Subject   LITERATURE-IN-ENGLISH
Strand   1. EXPLORING LITERATURE
Sub-Strand 1. GENERAL KNOWLEDGE IN LITERATURE

Learning Outcomes	21st Century Skills and Competencies	GESI[1], SEL[2] and Shared National Values
1.1.1.LO.1		
Use knowledge and understanding of concepts, types, importance of literature and literary genres in relation to oral and written literature.	**Collaboration and Communication**: Learners work in mixed ability groups as teacher identifies their abilities and positions them accordingly to: • share ideas with peers. • accept constructive feedback on how literature mimics life. • use appropriate academic language in the construction of their ideas. • develop social inclusion skills and respect others' opinions, religion and cultures. **ICT Literacy**: Learners in groups, use available ICT tools, e.g., smartphones to search online for differences between written and oral literature. This enables them to: • develop digital literacy as they explore varied art forms from online sources. • be sensitive to inter-relatedness of the various aspects of life as portrayed in videos and clips. **Critical Thinking and Problem-Solving Skills:** Learners work in mixed ability groups to critically think and discuss the concepts, types and importance of literature and literary genres in relation to oral and written literature, learners are able to:	**GESI:** Working with others in groups in an inclusive way, cross-sharing of knowledge to promote understanding among groups and individuals 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. • being aware of personal biases and stereotypes. • embracing diversity and practising inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: • Show empathy and cooperation. • listen to peers. • recognise commonalities and differences that exist among them to avoid bullying and harassing each other.

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[1] Gender Equality and Social Inclusion

[2] Socio-Emotional Learning

	• critique to identify differences in genres applicable to life.	
	• relate their knowledge to make connections to real life experiences.	**National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for others.
	• identify and analyse different points of views and opinions in their discussions.	
1.1.1.LO.2		
Use varied literary tools for analysing texts for pleasure to create love and interest in literature	**Collaboration and Communication**: Learners work in mixed ability groups as teacher identifies their abilities and positions them accordingly to: • share ideas with peers. • accept constructive feedback on how literature mimics life. • use appropriate academic language in the construction of their ideas. • develop social inclusion skills and respect others' opinions, religion and cultures. **ICT Literacy**: Learners in groups, use available ICT tools, e.g., smartphones to search online for different literary tools for written and oral literature. This enables them to: • develop digital literacy as they explore varied art forms from online sources. • be sensitive to inter-relatedness of the various aspects of life as portrayed in videos and clips. **Critical Thinking and Problem-Solving Skills:** Learners work in mixed ability groups to: • Identify and analyse the different literary tools applicable to different genres. • relate their knowledge to appreciate varied literary genres.	

	● identify and analyse different points of views and opinions in their discussions.	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.1.1CS.1	1.1.1.LI.1	1.1.1.AS.1
Demonstrate understanding and interest in Literature-in-English and make meaningful connections to text and life.	**Explain the concepts, types and importance of literature.** **Brainstorming/Talk for Learning; Think-Pair-Share:** ● Share different materials, e.g., leaflets, manuals, textbooks on different subjects. Learners brainstorm to identify these as examples of Literature. ● Through brainstorming, learners in groups discuss the different meanings of literature to arrive at the meaning "literature is Life." Following this procedure: 1. Show a short skit, drama or film. 2. Guide learners to identify the issues in the skit, drama, film, songs, etc. e.g., who are the characters? What are the places mentioned in the skit? What roles do the characters play in the skit? Is the skit showing a real-life situation? 3. Let learners relate their answers to real life situations to arrive at the meaning of literature as life. ● Learners talk about characters, character traits, setting and issues in skits or films to establish connection to real life issues and draw conclusions to confirm 'literature as life'. Learners use language for academic purposes to develop confidence in communication. ● Based on the presentations, learners discuss the types of literature and its importance. Have them work in groups to enhance teamwork. Learners respect others' opinions and embrace diversity. ● Learners must use ethically acceptable language for academic purposes.	**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
	Differentiate between oral and written literature. **Talk for Learning:** Through talk for learning, discuss written Literature and its types, using language for academic purposes. **Project-Based Learning:** ● With the use of collaborative learner groups, review and explore knowledge on the different types of Oral literature from different examples of texts. ● Learners in groups, make a collection of an exhaustive list of types of written and oral literature under each major type.	Level 1 Recall Level 2: Skills of conceptual understanding **Level 3: Strategic reasoning** **Level 4: Extended critical thinking and reasoning**

	• Encourage and reward creativity to enable learners develop their creative skills as they identify with examples in their culture through Oral Prose, e.g., Myths, folklore, Oral Drama, e.g., Cantata, concert party, Oral Poetry, e.g., libation, dirges, proverbs. **Collaborative Learning:** • In groups, learners identify the similarities and differences between oral and written literature. • As learners work in groups, they should learn to respect individual differences and opinions and be good team players. Respect can be seen when learners communicate using ethically accepted verbal and non-verbal language.		
	1.1.1.LI.3		1.1.1.AS.3
	Compare and contrast the relationship between genres in oral and written literature. **Collaborative Learning:** • Present different genres of familiar written literature. • Have learners interact with the texts, e.g., learners in group, identify literary devices and the elements of genres of literature. • Learners learn to communicate using academic language as well as ethically acceptable verbal and non-verbal ways. • In their discussions, learners must be conscious of valuing and working in favour of a democratic and inclusive atmosphere as they develop critical thinking.		Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Leaflets, short stories, • Films • Skits	• Songs • Poems	• Online • texts etc..

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.1.1CS.2	1.1.1.LI.1	1.1.1.AS.1

Demonstrate knowledge and understanding in the tools of literary analyses.	**Use the tools in analysing varied level appropriate texts**
	
	Project-Based Learning: Learners in small groups (mixed ability/gender), make a collection of examples from the different genres.
	
	Talk for Learning:
	• Through talk for learning, learners organise knowledge gained about oral and written literature by highlighting the differences and finding ways of making adaptations between the two genres.
	• Relate the stories to written pieces using KWL charts, mind maps, presentations, etc.
	• Through talk for learning strategy, learners learn to use academic verbal, non-verbal, ethically acceptable language.
	• Have learners conduct discussions in an inclusive democratic atmosphere and organise work creatively using KWL charts etc. to present the concept.
	
	In groups (mixed ability/gender):
	• Discuss the examples of written texts developed from Oral literature e.g., Ama Ata Aidoo's ANOWA, Efua Sutherland's MARRIAGE OF ANANSEWA.
	• Learners work as a team using language effectively and meaningfully. They must be sensitive to the inter-relatedness of the various individuals and groups as they appreciate the Ghanaian culture.
	• Think critically to organise work logically.
	• Learners identify genres of Oral literature and turn them into written versions to present in class.
	• Create opportunities for struggling learners by presenting templates to guide them through guided practice. E.g.
	  1. I do - teacher models a task
	  2. We do- co construction between teacher and learner
	  3. You do- learner works with teacher as a guide
	  4. You do- learner works alone
		Level 1 Recall
		Level 2 Skills of conceptual understanding
		Level 3 Strategic reasoning
		Level 4 Extended critical thinking and reasoning

	● Create opportunities for GATE learners by providing challenging tasks. e.g., Creative writing activities to develop creativity and inclusivity.		
Teaching and Learning Resources	● Textbooks ● Videos ● Projector	● Computers ● Smartphones/Tablets (if possible)	● Online clips or videos of films/skits and drama/songs ● Templates(to guide learners organise their discussion)

Subject **LITERATURE-IN-ENGLISH**
Strand **2. PROSE**
Sub-Strand **1. KNOWING YOUR NARRATIVE ELEMENTS**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.2.1.LO.1		
Establish meaning by exploring a variety of prose fictional texts for pleasure.	**Collaboration and Teamwork**: Learners work in mixed ability/gender groups to: ● Respect, tolerate and be sensitive to the views of others in promoting learning. ● Communicate their ideas orally and in written forms. ● Respect individual capabilities and adapt to the needs of others in the group. **Critical Thinking and Problem-solving:** Learners think critically to: ● Apply knowledge practically to translate into practice. ● Develop analytical skills to appreciate prose texts to bring pleasure.	**GESI:** Working together as a team to share ideas and create understanding between the members of the team leads to: ● Accommodating individuals with different beliefs, religions, and cultures. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Respect individual capabilities and adapt to the needs of others in different social settings. ● Resolve interpersonal conflicts with each other. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

1.2.1.LO.2		
Analyse the author's creation of elements of prose.	**Creativity and Innovation:** Learners in groups to: • Recreate information for presentation. • Use the elements of prose innovatively to analyse prose texts. **Critical Thinking and Problem-Solving:** Learners think critically in groups to: • Develop the ability to understand and evaluate multiple concepts. • Apply the knowledge gathered to analyse works of varied authors. • Apply different skills to solve complex/challenging problems in an information technology driven world to develop their highest potential.	
1.2.1.LO.3		
Analyse authors choice of language and style in prose fictional texts to create effect.	**Collaboration and Communication:** Learners work in mixed ability groups to: • Interpret the elements of language and style from different perspectives. • Work and share ideas using language friendly and constructively. • Collectively develop and discuss innovative ideas to create effect base on authors choice of language and style in texts. **Leadership and Personal development:** learners work in groups to: • Develop skills of presentation, leading and acting as secretaries. • Feel empowered in decision making processes at the personal and group levels. • Become independent thinkers and doers who show initiative and take actions.	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.2.1.CS.1	1.2.1.LI.1	1.2.1.AS.1
Demonstrate knowledge and understanding of a variety of prose fictional texts.	**Discuss short stories and novels of varied contexts for pleasure** **Task-Based-Learning:** ● Review learners' knowledge on features of Oral Prose. ● In task-based groups, learners are tasked to identify and present examples of Oral Prose (legend, myth etc) and their features. **Think-Pair-Share:** ● Learners in pairs, brainstorm to discuss types of fiction. Share answers with other pairs for feedback. Pairing will help learners to respect individual differences. Again, communication must be in English Language as learners use ethically accepted language. **Talking Point:** ● Through talking point, discuss the features of fiction using the varied examples identified. This is a whole class activity. ● Learners must be aware of personal biases, values and work in favour of a democratic inclusive atmosphere.	**Level 1 Recall** **Level 2 Skills of conceptual understanding** Level 3: Strategic reasoning: Compare and contrast the features of fiction in two appropriate level texts. Level 4: Extended critical-thinking and reasoning
	1.2.1.LI.2	1.2.1.AS.2
	Make a distinction between a variety of prose fiction texts. **ICT Learning:** ● In groups (mixed ability/gender), identify stories with varied themes online and share with other groups. This activity should give learners the opportunity to enhance their digital skills even as they play their roles in the team. ● In mixed ability groups, apply the knowledge on features in categorising the examples selected. Learners learn to develop participatory problem-solving skills. ● Share examples with other groups to critique. They do this by critically thinking of their inputs to get the right information and examples. **N.B:** This helps to recognise the different learning styles of learners and create visual, auditory and kinaesthetic activities and learning opportunities.	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
	Establish the purposes and appeal of a variety of prose texts. ● Use shared reading activities in groups (mixed ability/gender) to identify some common narrative devices e.g., tone, point of view in carousel activities. ● Using pyramid grouping, learners come out with purposes of reading. e.g., for pleasure, empathy, moral value, etc. Learners by this activity will develop their critical thinking skills and learn to understand, relate to and be sensitive to others. They will communicate using academic language.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Lesson plans ● Multi-sensorial classrooms (using different teaching strategies to meet different learning styles, e.g., kinaesthetic) ● Online summaries ● Annotation guides	● Audio-visual resources ● Work sheets ● Writing templates or plans etc. ● Literary texts

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.2.1.CS.2	1.2.1.LI.1	1.2.1.AS.1
Demonstrate understanding of how novelists use elements of prose to create stories	**Review knowledge and understanding of the tools of literary analyses, e.g., elements of prose** **Project-Based Learning:** ● In a group (mixed ability/gender) activity, read and explore background, context and setting (time and place) in selected Historical or Scientific novels and films, storytelling sessions, etc. Learners employ critical thinking skills as they work together as teammates. ● Groups present their findings for feedback using academic language.	**Level 1 Recall** Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	1.1.2.1LI2	1.1.2.1AS2
	Use the knowledge gained to examine how an author creates plot and setting. **Building on What Others Say:** Have learners brainstorm in task-based groups to present the following orally or in written form. ● Plot structure - beginning, middle, end or exposition, conflict, complication, climax and resolution with fishbone charts. ● Linear chronology in plot. ● Setting-time, place, context, etc. ● Learners learn to communicate using verbal or non-verbal academic language which is ethically acceptable. ● Have learners critique others' work to learn from them and show tolerance in discussions.	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
	Examine characters and theme, and how they reflect context and society **Collaborative Learning:** ● Learners in groups (mixed ability/gender), examine how an author creates plot and setting in a selected text. This activity will demand learners think critically to connect meaningfully with the text in the same task groups. ● Have learners present their findings to build consensus, innovate the work and present in print or on slides.	**Level 1 Recall** Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

Diamond Nine Strategy:
- Appreciate the authors' craft through the use of sub plots with fishbone charts. Learners develop critical thinking as they apply knowledge which enables them to appreciate various authors' craft.
- In groups (mixed ability/gender), distinguish between the nature of major and minor, round and flat characters and their characteristics in selected level, appropriate texts with PEE template.
- Work in groups to develop collaboration to enable learners relate to and be sensitive to others and develop participatory problem-solving skills.

Project-Based Learning:
- Compare and contrast the use and effect of other elements of prose such as Foreshadow, Flashback, etc. in level appropriate texts.
- Learners think critically to apply knowledge to enable them compare and contrast these in varied texts as they reflect to present the right information.
- In sharing ideas and learning from each other, learners are encouraged to use academic language.

Structuring Talk for Learning:
- Initiate (whole class) discussions with the help of KWL charts, concepts maps to discuss and to review the meaning of theme. All learners will be required to participate, they therefore need to use ethically accepted language to avoid hurting the sensitivities of others. Learners can creatively present their information devoid of personal biases.
- In groups (mixed ability/gender), examine the development of main and sub-themes throughout the text. Present their work patiently waiting for their turn to contribute or critique as the case may be.
- In groups (mixed ability/gender), make general themes and turn them into thematic statements.
- Have learners present their work both orally and in written form.

	1.2.1.LI.4		1.2.1.AS.4
	Discuss how the elements of language and style enhance meaning in fictional texts **Group/Collaborative Learning:** ● In different task groups (mixed-ability/gender) discuss language devices such as humour, verbal irony, exaggerations, proverbs and contracted forms in texts. This activity will help learners communicate effectively and meaningfully in English Language and to value and work in favour of a democratic and inclusive atmosphere. ● In different task groups (mixed ability/gender) adopt collaborative learning and Inquiry-based learning to explore how the use of humour and suspense in texts, films etc. contribute to meaning, while examining the conflict, the pacing, the red herrings (clues in the stories that mislead readers), the atmosphere and high stakes which accentuates the suspense. Inquiry-based learning will help learners develop critical thinking and an inquiry-based approach to continual learning. **Building on what others say:** ● Group learners in mixed-ability/gender to use carousel activities to discuss the role of characters in the development of suspense. ● Learners must be conscious to use academic language as well as using ethically accepted verbal and non-verbal language and respect the opinions of others.		**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Selected excerpts and text lesson plans ● Literary Text Multi -sensorial classrooms online summaries ● Annotation guides	● Audio-visual resources ● Work sheets ● Writing templates or plans	● Audio versions of excerpts ● Video excerpts of tension-based or suspenseful plots

Subject   **LITERATURE-IN-ENGLISH**
Strand   **2. PROSE**
Sub-Strand   **2. APPRECIATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.2.2.LO.1		
Apply the knowledge of aspects of context, plot structures and setting in interpreting the text.	**Collaboration and Communication:** Learners work in competitive mixed ability and gender groupings to: ● Exchange research information on authors' backgrounds and how that influences their writings. ● Respect the opinions and views of others in their groups while learning from each other. ● Learn to patiently take turns in discussions. ● Develop competency in the use of language and presentation skills. ● Get the opportunity to develop competency and fluency in both oral and written language. **Digital learning:** Learners use ICT tools to: ● Research for information for learning. ● Identify different prose forms for discussion. ● Relate texts to real life experiences. ● Present their work. **Leadership and Personal development:** learners work in groups to: ● Develop skills of presentation, leading and acting as secretaries. ● Feel empowered in decision making processes at the personal and group levels. ● Become independent thinkers and doers who show initiative and take actions.	**GESI: Collaborating with** each other in a team in an inclusive way, sharing ideas to promote understanding among groups and individuals leads to: ● Peaceful coexistence among different religions, and cultures. ● Unity among learners and others in different situations. ● Embracing diversity and practice inclusion. **SEL:** To promote holistic learning, learners social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Respect individual views and adapt to the needs of others in the group. ● Create sympathy and empathy among learners. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility.

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 knowledge and understanding in diversity in contexts, plots and settings as tools for interpreting narrative texts.	**Establish the relationship between context and setting** **Talk for learning /Brainstorm:** ● In mixed-ability and gender groups, look for background information on the author through the use of ICT. ● In mixed ability and gender groups, discuss an author's development of setting and its effect on the text. ● Groups present their findings for feedback. In groups learners will learn from others to understand and respect the needs, perspectives and actions of others. In working with others, the learners should use ethically acceptable language in communicating their ideas. ● Discussing the development of the effect of setting on text will enable them develop critical thinking skills.	**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
	Examine different types of plot devices using level appropriate texts **Problem-Based learning:** ● Using appropriate questions have learners in a whole class activity brainstorm to review information on plot devices. ● Learners in mixed-ability/gender groups, explore types of plot devices used in given texts. Group activity offers learners the opportunity to learn from others, understand, relate to and to be sensitive to others. **Group Presentation:** ● Compare different types of plots such as linear and episodic and present your findings in class. ● In presenting, learners will develop communication skills to use academic language.	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.AS.3
	Analyse the relationship between/among plot, subplots and conflict **Problem-Based Learning:** ● In pairs, learners explore the relationship between plots and contexts in which they were written.	Level 1 Recall **Level 2 Skills of conceptual understanding**

	- Analyse the relationship between the plot and conflict in prescribed text, in groups (mixed ability/gender). - In group presentations, present the relationship between plots and subplots in prescribed texts. - Learners in this activity will learn to use academic language, learn from others and embrace diversity and inclusion.	**Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	- Selected Texts - Autobiographies	- Films - Audio-visual materials

Subject   **LITERATURE-IN-ENGLISH**
Strand   **2. PROSE**
Sub-Strand **3. FROM NARRATIVE TO CRAFT**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.2.3.LO.1		
Adapt and create narrative pieces Experiential Learning.	**Collaborative Learning and Communication:** Learners work together in teams irrespective of their gender to: ● Be able to facilitate collaborative and participatory problem solving. ● Communicate confidently, ethically and effectively in their groups. ● Get opportunity to develop competency and fluency in both oral and written language. **Critical Thinking and Problem-solving**: Learners think critically to: ● Interpret and develop themes on equal opportunities, gender, nature, life and death etc. ● Apply different problem-solving frameworks to collect information to create narrative pieces. ● Collectively develop and implement innovative actions to create narrative pieces. **Cultural Identity and Global Citizenship:** Learners explore different cultures as they read varied texts to: ● Expand their imaginations in exploring other cultures to get expected outcomes. ● Appreciate the impact of globalisation on society as they apply text to real life situations ● Adopt different cultural practices through reading varied texts to act in favour of common good, social cohesion and social justice.	**GESI:** working with each other in an inclusive way, cross-sharing of knowledge to promote understanding among groups and individuals leads to: ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Respect individual differences. ● Show sympathy and empathy towards others' feelings. ● Connect what they learn to real life experiences and situations. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures

	Digital Learning: Learners use ICT tools to: ● Access the videos/films of different cultural settings and watch them to enhance their imagination. ● Encourage learners to share their own cultural experiences in relation to stories read. ● Develop themselves through the creation of prose narratives such as short stories, novels, and adaptations based on interest and ability. ● Present their work through appropriate social media. ● This exposes them to the world of work.	

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
Exhibit creative writing skills by producing short stories useful for fictional prose.	**Produce summaries of longer texts exhibiting different parts and types of plot structures.** **Collaborative Learning:** ● In groups (mixed ability and gender), learners reflect on the subject matter of a story or plot as a model and make a journal for writing of its summaries. ● Learners share ideas and creatively present their summaries in specific literacy and language of literature in English. **Group Presentation:** ● Groups share their findings for feedback. Presentation sessions will help learners use verbal and nonverbal language for academic purposes. Critiquing work for feedback is a critical thinking activity. ● Individual Work: Individuals reflect on the subject matter on a selected story or plot and write a summary in the learner's journal. This develops a learner who will continually evaluate and further motivate his/her actions. **Project-Based Learning:** Let learners in groups or individually reconstruct narratives into other creative art forms such as dramatisations, animations, storytelling sessions, review blogs/vlogs, etc.	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

	Produce a narrative piece with the elements learnt (plot and setting)
	
	Project-Based Learning:
	● Learners watch videos/films of different cultural settings online to enhance their imagination.
	● Learners by this activity will be digitally literate with strong understanding of ICT, connect meaningfully with varied cultures to develop cultural and global citizenship as well as be aware of personal biases and stereotypes.
	● In groups/pairs, teacher guides learners to produce a draft of a short story on any selected theme to reflect life using the process writing method below:
	   a) Pre-writing
	   b) Drafting
	   c) Revising
		Level 1 Recall
		Level 2 Skills of conceptual understanding;
		Level 3 Strategic reasoning
		Level 4 Extended critical thinking and reasoning

	d) Editing e) Evaluating the story map templates, etc. ● Learners in groups will learn to tolerate and be sensitive to each other's needs, use language ethically. ● Learners must be creative and original to show integrity and honesty.	
	1.2.3.LI.3	1.2.3.AS.3
	Dramatise portions of narrative texts such as subplots **Collaborative Learning:** ● Learners in groups read and choose portions of narrative texts to be dramatised. This will develop independent thinkers who show initiative and are ready to take actions. ● They share the characters, rehearse and perform. Introverts must be encouraged to choose characters they are comfortable with or rehearse along with others to build confidence that will enable them develop their abilities, gifts and talents to play meaningful roles in society. ● Have learners organise and direct with some supervision to develop critical thinking, creativity and innovation and leadership skills.	Level 1 Recall Identify characters and work out the speeches. Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	1.2.3.LI.4	1.2.3.AS.4
	Write a review of other learners' pieces and some read novels **Project-Based Learning** ● Teacher guides learners through the process of reviewing scripts using a simple template. ● Learners use the review template to peer review scripts. Peer review activity should consciously develop critical thinking as learners read critically through the lines to give feedback. ● Learners create a portfolio of their work (they may try to publish their work in a class magazine if there is one in the school) Creativity skills are developed when learners organise their work.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Digital writing templates ● Digital tools	● Videos on drama ● Films

Subject **LITERATURE-IN-ENGLISH**
Strand **3. DRAMA**
Sub-Strand **1. KNOWING YOUR DRAMATIC ELEMENTS**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.3.1.LO.1		
Discuss the contribution of plot to the meaning of dramatic texts.	**Critical thinking skills:** learners think critically to: ● Develop ideas to contribute to the discussions. ● Share learning, questions, and evaluate each other's ideas. ● Apply knowledge to real life experiences by examining evidence in order to solve problems. ● Develop an inquiry-based approach to continual learning. (a prerequisite for enjoying literature. **Communication skills:** learners use talk for learning strategies to: ● Develop competency in using verbal and non- verbal language effectively. ● Demonstrate requisite personal and social skills consistent with societal changes and norms. ● Communicate confidently and effectively to others in different contexts. **Leadership and Personal development:** learners work in groups to: ● Develop skills of presentation, leading and acting as secretaries. ● Feel empowered in decision making processes at the personal and group levels. ● Become independent thinkers and doers who show initiative and take actions.	**GESI:** Working together in teams and exchanging ideas leads to: ● Respect for individual differences in relation to beliefs, religions, and cultures. ● Acceptance of people, groups and individuals with diverse backgrounds. ● Being aware of personal biases and stereotypes. **SEL**: To promote holistic learning, learners social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Embrace diversity and practice inclusion. ● Gaining clarity about misconception about gender, religious and other cultural issues. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

1.3.1.LO.2		
Discuss the contribution of setting in dramatic texts.	**Collaboration and Communication:** Learners work together to: ● Use academic language to communicate confidently, ethically and effectively in different social contexts. ● Communicate confidently and effectively to others using language appropriate to drama. ● Relate to and be sensitive to others. ● Understand and respect the needs, perspectives and actions of others to show empathy. ● Convey simple ideas or thoughts to others, especially in a group discussion. **Critical Thinking and Problem-solving:** learners acquire the ability to: ● Take a position in sustainability discourse as they question opinions and reflect on actions and perceptions. ● Demonstrate mastery of literary skills. ● Show understanding in higher order concepts such as the contribution of concepts in varied drama texts. ● Identify and differentiate between simple and complex issues and solve them.	
1.3.1.LO.3		
Discuss Characterisation in dramatic texts.	**Critical Thinking and Problem-solving:** Learners acquire the ability to: ● Question principles and opinions, understand and reflect on them to inform decision making on issues of characterisation. ● Identify and differentiate between simple and complex problems and solve them. ● Identify and differentiate between simple and complex character traits in various characters and connect that to real life situations.	

	• Develop inclusive solution options in solving problems. • Analyse complex real-life issues in determining human relationships. • Develop and implement innovative actions relating to the wellbeing of human life. **Collaboration and Communication:** Learners acquire the ability to: • Use specific literacy and language of Literature to communicate confidently and effectively. • Develop and use language for academic purposes. • Communicate effectively verbally, non-verbally and through writing. • Understand and respect the needs, perspectives and actions of others to show empathy. • Convey simple ideas or thoughts to others, especially in a group discussion. **Leadership and Personal development:** learners work in groups to: • Develop skills of presentation, leading and acting as secretaries. • Feel empowered in decision making processes at the personal and group levels. • Become independent thinkers and doers who show initiative and take actions.	

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 understanding of the dramatic techniques/elements in analysing varied texts.	**Review knowledge in elements of prose and apply them in the discussion of elements of drama** **Talk for Learning:** ● Learners in mixed-ability/gender groups, brainstorm the elements of plot and share their findings with the class. Mixed ability grouping will enable learners embrace diversity and inclusion as they work together. Learners will also use academic language in their discussions. ● Have learners present their work by developing presentation skills.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	1.3.1.LI.2	1.3.1.AS.2
	Identify and explain the significance of the plot **Experiential Learning:** ● Learners watch a popular film. In groups (mixed ability/gender) examine the structure of a plot using the film watched and how it contributes to the development of the narrative. ● Learners work in groups to develop skills of collaboration where they learn to understand others and be sensitive to their needs as teammates. ● Again, they will communicate using academic language ethically to avoid hurting the sensitivities of others.	**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
	Identify the various conflicts in drama texts and explain how these move the plot forward **Experiential Learning:** ● Learners watch a film to review their knowledge on conflict and identify examples in it. This activity will develop critical thinking skills. ● In mixed ability/gender groups, learners apply the knowledge gained in explaining how conflicts move the plot forward. ● Learners in groups, develop the ability to learn from others, to understand and respect the needs, perspectives and actions of others.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**

	• Groups present their work while teacher guides learners with questions to critique the presentations. Learners will develop the skills of public speaking and leadership as they make presentations.	
Teaching and Learning Resources	• T.V. drama series • Varied level appropriate drama texts (mostly local)	• Films and skits online, etc

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI		Assessment
1.3.1.CS.2	1.3.1.LI.1		1.3.1.AS.1
Demonstrate understanding of the contribution of setting in dramatic texts.	**Discuss the significance of setting to the development of selected drama texts** **Experiential Learning:** ● Learners watch a film to identify the conflicts. ● Learners in small groups (mixed-ability/gender), apply the knowledge gained, in explaining how conflicts move the plot forward. In their discussions, learners learn to manage or avoid personal biases and cultural stereotyping, to connect meaningfully with the text. ● Groups present their work while teacher guides learners with questions to critique the presentations. The ability to question opinions, reflect on perceptions and actions of others will help learners develop critical thinking skills. **Problem Based Learning:** ● Learners discuss the effect of plot on the prescribed drama text. ● Teacher guides the discussion with questions as learners think-pair-share to contribute ideas. ● Learners will develop critical thinking skills as they find answers to the questions to explore the effect of plot on the prescribed text. ● Encourage learners to use academic language effectively.		Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Textbook ● Films	● Skits/Drama ● Templates	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.3.1.CS.3	1.3.1.LI.1	1.3.1.AS.1
Demonstrate understanding of the contribution of setting in dramatic texts	**Examine the different types of characters making distinction between direct and indirect characterisation in selected drama texts.** **Experiential Learning:** ● Learners watch a popular film. ● Learners are guided with questions to explain who characters are and their purpose and roles in the drama. ● Learners discuss characters, avoiding personal biases and stereotyping while they develop cultural identity and global citizenship as they interact with varied texts.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	1.3.1.LI.2	1.3.1.AS.2
	Analyse similarities and differences between characters in relation to their actions and decisions. **Building on What others Say:** ● Learners discuss the actions and decisions of the different types of characters in drama/film. ● Learners do this, avoiding personal biases and cultural/gender stereotyping. **Experiential Learning:** ● Show a short drama. ● Learners in groups discuss characters' attitudes, emotions, and identities in relation to their roles. They connect meaningfully with texts and embrace diversity and practise inclusion even as they imbibe the positive attitudes and manage their emotions. ● Teacher designs questions to guide learners engage in a structured discussion. **Building on What Others Say:** ● Teacher uses the pyramid discussion to get learners to discuss how characterisation is achieved through the writer's craft. Learners use academic, ethically acceptable verbal and non-verbal language.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

	• Learners connect the learnt elements to make distinctions between direct and indirect characterisation in level appropriate texts . • Learners develop critical thinking skills as they connect knowledge on elements to explore characterisation as well as connecting meaningfully to develop cultural identity and global citizenship in texts.	
Teaching and Learning Resources	• Textbooks • Films • Skits/Drama	• Templates • Creative works by learners • Laptops and projector

Subject   **LITERATURE-IN-ENGLISH**
Strand   **3. DRAMA**
Sub-Strand   **2. APPRECIATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.3.2.LO.1		
Interpret how plot, setting, and character contribute to the meaning of drama texts.	**Critical thinking skills and Problem-solving:** Learners develop critical thinking skills to: ● Think through issues and contribute to the discussions to arrive at answers to questions. ● Solve problems to become positive change agents using knowledge on Characterization . ● Question opinions and views of others for better understanding. ● Analyse issues to arrive at intelligent/meaningful conclusions. **Collaboration and Communication skills:** Learners use talk for learning strategies to: ● Develop competency in using verbal and non- verbal language effectively. ● Use language for academic purposes. ● Learn from others and respect different views and opinions. ● Understand, relate to and be sensitive to others' academic and social needs to promote learning. **Leadership and Personal development:** working in groups give learners the opportunity to: ● Develop skills of presentation, leading and acting as secretaries. ● Make and adhere to commitment. ● Show flexibility and preparedness to deal with changes. **Global Citizenship and Cultural Identity:** Learners learn to: ● Appreciate and respect Ghanaian identity, culture and heritage.	**GESI:** Collaborating as a team in an inclusive way, cross-sharing of knowledge to promote understanding among groups and individuals leads to: ● Acceptance of people, groups and individuals with diverse backgrounds. ● Being aware of personal biases and stereotypes. ● Gain clarity about the misconceptions about gender and other cultural issues. ● Advocating for inclusion. **SEL**: To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Learn from others and respect their views and opinions in discourse. ● Understand, relate to and be sensitive to others' academic and social needs.

	• Appreciate the impact of globalisation on the Ghanaian society. • Acquire the requisite personal and social skills in handling complex human issues.	**National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.
1.3.2.LO.2		
Make a distinction between themes and style in appreciating drama texts for effect.	**Critical Thinking and Problem-solving:** Learners think critically to: • Analyse the use of complex systems (dramatic elements and dramatic devices) to appreciate drama texts for effect. • Recognise and understand how the relationship between different concepts create effects on issues. • Acquire the requisite personal and social skills in handling complex systems. **Digital Literacy:** Learners learn to: • Apply digital technology to develop mastery in drama as a creative art. • Use and apply a variety of digital technologies in studying and creating literary pieces. **Collaboration and Communication:** Learners use talk for learning strategies to: • Develop verbal and non-verbal language confidently, ethically and effectively in different contexts. • Use language for academic purposes. • Demonstrate requisite personal and social skills that are consistent with changes in society. • Learn from others and respect different views and opinions. • Understand, relate to and be sensitive to others' academic and social needs to promote learning.	

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
Demonstrate knowledge and understanding of tools of appreciation in analySing varied drama texts.	**Identify the use of plot, setting and characters in drama texts** **Experiential Learning** ● Have learners watch a drama piece to review the knowledge on elements of drama e.g., plot, setting and character. ● In task groups, learners brainstorm and discuss the importance of plot, setting and characterisation. This activity should guide learners to be conscious of teamwork, inclusivity and use of appropriate language. ● Learners in different task groups discuss the effects of setting and atmosphere on a drama piece. ● Learners go on Gallery walk to critique each other's work. Critiquing develops critical thinking, but learners must do these respecting individual opinions through using academic and ethically acceptable language. ● Teacher guides learners to analyse the importance of plot, setting and character in selected texts. ● The relevance of Dramatic Devices egs, soliloquy, aside, monologue, allusion, catharsis, comic relief, contrast. ● Learners use some of the dramatic devices to sketch a short drama piece. ● Learners share their work and critique to collectively develop and implement the innovations to review and publish.	Level 1 Recall Identify differences between plot and setting in drama. **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
	Analyse the importance of plot, setting and characters in the development of drama texts. **Collaborative Learning:** ● Learners in different task groups discuss the effects of setting and atmosphere on a drama piece. Learners work together by relating and being sensitive to others as they use academic language. ● Have learners post their work and go on a Gallery walk to critique each other's work. Learners will develop critical thinking while doing it objectively without personal biases. **Building on What Others Say:** ● Guide learners by building on what others say to analyse the importance of plot, setting and character in selected texts.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

	• Learners listen to their peers and critically take turns to analyse and contribute to the discussions. This will give the learners the opportunity to respect opinions and avoid stereotyping.	
	1.3.2.LI.3	1.3.2.AS.3
	Discuss the use of dramatic devices in different level appropriate drama texts. **Problem Based Learning:** • Learners in task groups think critically to organise information to appropriately explain Dramatic Devices e.gs soliloquy, aside, monologue allusion, catharsis, comic relief, contrast etc. • Learners in groups present their work for feedback to develop leadership and public speaking skills to be equipped with the necessary qualifications to gain access to further and higher education and the world of work and adult life. • Learners in small groups use some of the dramatic devices to sketch short drama pieces to develop their creativity skills. In doing this they will be required to use academic language.	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.3.2.LI.4	1.3.2.AS.4
	Appreciate dramatic texts for its empathetic effect **Managing Talk for Learning:** • Learners think-pair-share to apply knowledge in appreciating selected interesting speeches of characters from level appropriate texts. • Learners present their work using verbal and non-verbal language to develop their communication skills. • Discuss the importance of Personal Responses in appreciation using context. • Learners work in mixed-ability/gender groups to incorporate Personal Responses in appreciating drama texts to develop empathetic effect. Learners in this activity present their responses objectively without personal biases.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• 3D Living pictures, • Action clip	• Film and skits online/internet • Varied level appropriate drama texts(both local and foreign)

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and Competencies, and GESI	Assessment
1.3.2.CS.2	1.3.2.LI.1	1.3.2.AS.1
Demonstrate understanding between dramatic elements and dramatic devices in appreciating drama texts for effect.	**Explain how themes are developed to bring out the main concerns of drama texts** **Problem Based Learning:** ● Learners in task groups (mixed/gender) review knowledge on theme and style. ● Learners then think critically as they explore themes and style in given texts. The groups discuss these using ethically acceptable academic language. ● In the discussion learners learn to accept opinions and cultural differences as they explore how themes and style are developed to bring out the concerns of selected drama texts. ● Groups present their information to develop presentation skills to help talented learners develop their talents.	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
	Discuss the effects of the elements of style on drama texts **Building on What Others Say:** ● Brainstorm to elicit knowledge on elements of style. ● Learners will use language of Literature for this academic activity. They will communicate effectively and confidently. ● In groups (mixed ability/gender) learners discuss the effects of elements of style in given texts. ● Groups work as they respect individual differences, beliefs and opinions and reflect to present their information for others to critique.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

	1.3.2.LI.3	1.3.2.AS.3
	Discuss the use of dramatic devices in different appropriate drama texts **Group work/collaborative learning:** ● In different task groups learners review knowledge on dramatic devices. Learners present their information to the class. ● In groups (mixed-ability/gender) learners explore the use of dramatic devices in varied drama texts. ● Learners communicate verbally and non-verbally confidently and effectively using subject specific academic language. ● In group discussions learners are encouraged to be conscious of the sensitivities of others and respect their opinions.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning**
	1.3.2.LI.4	1.3.2.AS.4
	Apply the knowledge of theme and style to appreciate level appropriate drama texts **Task Based Learning:** ● Have learners in groups (mixed-ability/gender) discuss characters in the development of the theme. Each group is assigned some characters to work on. ● Learners collaborate using ethically acceptable language to explore issues in a given text that create empathic effect. ● Learners avoid stereotyping and respect individuals' beliefs, religions and cultures as they discuss the concerns developed in the text by the author. ● Learners in this activity think critically to question norms and practices raised in the text and develop an inclusive way of organising their work for presentation.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● 3D Living pictures, ● Action clip	● Film and skits online/internet ● Varied level appropriate drama texts(both local and foreign)

Subject   LITERATURE-IN-ENGLISH
Strand   3. DRAMA
Sub-Strand   3. FROM SCRIPT TO STAGE

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.3.3.LO.1		
Use the skills acquired to produce and perform a drama sketch.	**Creativity and Innovation Skills**: Learners use creativity to: ● Select and perform skits/drama pieces to enhance creativity. ● Understand subject content and apply it in different contexts. ● Apply the skills gained to create wealth. ● Make performance natural. ● Turn prose into drama and vice versa. ● Adapt/change setting and characters in foreign drama texts to suit Ghanaian context. **Critical thinking skills and Problem-solving:** Learners think critically to: ● Analyse works of authors based on knowledge gained. ● Apply knowledge and skills gained in writing short monologues on varied themes. ● Produce and perform monologues depicting real life issues **Leadership and Personal Development:** Learners acquire the skills to: ● Develop their gifts and talents to play meaningful roles in society. ● Become independent thinkers and doers who initiate activities and actions.	**GESI:** Working in teams to share ideas leads to: ● Respect for individuals with different beliefs, religions, and cultures. ● Being sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. ● Being aware of personal biases and stereotypes. ● Gaining clarity about misconception about gender and other cultural issues. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Create a relationship between real life issues and what is learnt in the classroom. ● Use multiple options for communicating with others.

		National Core Values: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.
1.3.3.LO.2		
Use the skills acquired to write drama pieces	**Creativity and Innovation**: Learners use creativity to: ● Select and perform skits/drama pieces to enhance creativity. ● Understand subject content and apply it in different contexts. ● Apply the skills gained to create wealth. ● Develop personal drama pieces/skits. ● Make performance natural. ● Turn prose into drama and vice versa. ● Adapt/change setting and characters in foreign drama texts to suit Ghanaian context. **Critical thinking skills and Problem-solving:** Learners think critically to: ● Analyse works of authors based on knowledge gained. ● Apply knowledge and skills gained in writing short drama pieces/skits on varied themes. ● Produce and perform drama pieces/skits depicting real life issues. **Leadership and Personal Development:** Learners acquire the skills to: ● Develop their gifts and talents to play meaningful roles in society. ● Become independent thinkers and doers who initiate activities and actions. **Collaboration and Communication skills :** Learners work together to develop the ability to : ● Learn from each other to facilitate collaborative and participatory problem solving.	**GESI:** Working in teams to share ideas leads to: ● Respect for individuals with different beliefs, religions, and cultures . ● Being sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. ● Being aware of personal biases and stereotypes ● Gaining clarity about misconception about gender and other cultural issues. **SEL:** To promote holistic learning, learners social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Create a relationship between real life issues and what is learnt in the classroom. ● Use multiple options for communicating with others. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

	- Understand, relate to and be sensitive to others to promote learning. - Share varied ideas and work in favour of a democratic and inclusive groups.	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.3.3.CS.1	1.3.3.LI.1	1.3.3.AS.1
Exhibit knowledge and understanding of scripting and performing drama pieces.	**Perform monologues of chosen scenes from a variety of plays.** **Project-Based Learning:** ● Guide learners with questions to select interesting monologues, practise in groups and individually perform in class to ensure all category of learners are included in the lesson. This will develop inclusivity. ● Doing it in groups with peers before performing in class will help learners gain confidence to develop their gifts and talents to play meaningful roles in the development of the creative arts industry.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	1.3.3.LI.2	1.3.3.AS.2
	Perform skits of chosen scenes from a variety of plays. **Project -Based Learning:** ● Guide learners in groups to go online and choose interesting scenes from comedies. ● Learners rehearse in their groups and perform. Using the internet will develop skills in ICT. Leadership, personal development and communication as they rehearse and perform. ● Groups perform for the rest of the class to critique and offer creative innovations to fine tune their work.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.3.3.LI.3	1.3.3.AS.3
	Write and perform simple skits from stories read **Project-Based Learning:** ● In mixed-ability/gender groups, learners rehearse and perform skits on given themes e.g., friendship, health. ● Learners select stories, create drama out of stories using the process approach to develop their skills of creativity. ● Share drafts with other groups to critique to learn from others. ● Rehearse in groups and act. Working in groups will enhance collaboration and communication where learners will understand and be sensitive to the needs of others and provide support to them.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.3.3.LI.4	1.3.3.AS.4
	Write and perform a sketch on relevant themes and values such as honesty, hard work, patriotism	Level 1 Recall

			Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	Collaborative / Project-Based Learning ● In groups, learners brainstorm on a subject and write a sketch using the process writing technique. ● Learners write and peer edit adapted sketches to learn from others. ● In groups, learners take roles to rehearse and perform sketches. ● Groups creatively choose costumes and set a stage to perform in class to develop their gifts and talents.		
	1.3.3.LI.5		1.3.3.AS.5

	Write and produce plays using the skills acquired.
	
	Project-Based Learning:
	● In groups, teacher guides learners to write and produce a play on any selected theme to reflect life with the process writing method below:
	    a) Decide on the story.
	    b) Learners brainstorm on ideas and storyline.
	    c) Write the story outline.
	    d) Determine the main character.
	    e) Write your acts.
	    f) Develop dialogues.
	    g) Input stage directions.
	    h) Reread and revise.
	    i) Proofread and edit again.
	
	Collaborative/Project-Based Learning:
	● Teacher guides learners to organise logistics and resources to produce play. This project will help learners to communicate using academic language, feel empowered in decision making process at the group levels, respect, value and work in favour of a democratic and inclusive atmosphere.
	● Again, this will equip learners with the necessary qualifications to gain access to the world of work and adult life.
			Level 1 Recall
			Level 2 Skills of conceptual understanding
			Level 3 Strategic reasoning
			Level 4 Extended critical thinking and reasoning

Teaching and Learning Materials	● Scripted drama piece based on varied themes ● Action clip	● Film and skits online/internet	

Subject   **LITERATURE-IN-ENGLISH**
Strand   **4. POETRY**
Sub-Strand   **1. KNOWING YOUR POETIC ELEMENTS**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.4.1.LO.1		
Apply the skills gained to analyse varied forms of narrative poetry with increasing difficulties for meaning and effect	**Collaboration and Communication:** Learners use talk for learning strategies to: ● Retell the stories heard from the songs using verbal and non-verbal language meaningfully. ● Use academic language to provide written analysis of the narrative elements employed in narrative poems. ● Learn new ideas/information from others. ● Deal with conflicts in groups as they work together. **Critical Thinking and Problem-Solving Skills:** Learners develop critical thinking critical skills to: ● Analyse data from two sources (poems) and draw conclusions. ● Question opinions and views of others to draw meaningful conclusions to retell stories in poems. ● Reflect on values, perceptions and actions in the poems to retell the stories to create effect. **Cultural Identity and Global Citizenship:** Learners use knowledge gained to: ● Appreciate and respect the Ghanaian identity, culture and heritage. ● Appreciate the impact of globalisation on society. ● Appreciate the beauty of language in promoting one's culture and social cohesion.	**GESI:** Working with each other in an inclusive way and cross-sharing of ideas among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Appreciate and respect different cultures and beliefs.

		● Reflect on values and perceptions about other people's cultures.
		National Core Values: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

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
Engage with a variety of poetic forms for pleasure and aesthetic effect.	**Analyse different forms of narrative poems (Epics, Ballads, Idyll, lay) with increasing difficulties for meaning and effect** **Task-Based-learning:** ● Review learners' knowledge on Oral Poetic forms and their features. ● In groups, learners work on a given Oral Poetic form, discuss the features and present findings. ● Learners in other groups add information. **Talk for Learning:** ● In groups, learners discuss the concept and types of narrative poetry e.g., epics, ballads, idyll, as well as the distinct features of narrative poems e.g., plot and plot structure, point of view, characterisation, characters, settings, language. Groupings should be based on mixed ability and gender to ensure learners become gender responsive, sensitive to inter-relatedness of groups and individuals. ● Learners present their findings for a whole class feedback to continually evaluate and further motivate their actions to improve their work. ● Encourage learners to think critically to develop problem skills.	**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
	Distinguish between the features of narrative poems and lyrical poems in context **Enquiry- Based Learning** ● Teacher plays a traditional/highlife song that tells a full story and have students listen and retell the stories in the song and discuss the narrative elements such as setting, characters, themes and moral lessons in the story (song). ● Learners should be guided to avoid cultural/gender stereotyping.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

	Brainstorming/Experiential Learning: ● With examples introduce each type of narrative poem to learners (with the audio versions being played alongside) and have learners search for the use of some narrative elements. ● Explain the features of narrative poems in context using creative pedagogies to create pleasure. ● Through inquiry-based learning, teacher reviews literary devices in context with learners to guide discussion on the beauty of language. Learners will develop their communication skills as they use academic English Language and develop an inquiry-based approach to continual learning. **Building on what Others Say:** In groups, learners present the subject matter and themes of the poems read, and express their agreement or disagreements, on questions raised in respect avoiding personal biases. **Problem-Based Learning:** ● In groups, learners critically study two lyrical and narrative poems and draw out conclusions on their similarities and differences in features. ● Have learners work in same task-based activity to identify the similarities and differences in lyrical poems. ● Learners will develop respect for others as they learn from peers. They develop patience as they wait to take turns contributing their ideas.	
Teaching and Learning Resources	● Copies of poems ● Recorded songs with lyrics/subtitles	● Online level appropriate songs and videos ● Dictionaries

Subject   **LITERATURE-IN-ENGLISH**
Strand   **4. POETRY**
Sub-Strand   **2. APPRECIATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.4.2.LO.1		
Analyse poems to unpack meanings to reflect diverse contexts and issues.	**Critical Thinking and Problem-solving:** Learners develop critical thinking skills to: ● Analyse, synthesise and decipher surface and deeper or contextual (denotation and connotation) meaning of given texts in order to develop imagination. ● Link related ideas, images and motifs in constructing themes. ● Recognise and understand how complex meanings are embedded in poems. **Cultural Identity and Global Citizenship:** ● Learners identify various themes which transcend geographical boundaries to appreciate the impact of globalisation on society. ● Understand the wider world and how to enhance Ghana's standing in moral fortitude. **Leadership and Personal Development:** Learners use knowledge gained to: ● Think critically and solve problems to become positive change agents. ● Develop their abilities, gifts and talents to play meaningful roles in the development of the society.	**GESI:** Working together in teams to exchange ideas among groups and individuals leads to: ● Respect for different beliefs, religions, and cultures. ● Being sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. **SEL:** To promote holistic learning, learners social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Create a relationship between real life situations and what is learned in the classroom. ● Show empathy for one another.

		● Think critically and solve problems to become agents for positive change. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.
1.4.2.LO.2		
Analyze poems presenting personal response and textual evidence, using PEE approach	**Collaboration and Communication:** Learners use talk for learning strategies to: ● Present personal response on poems using verbal and non-verbal language meaningfully. ● Use academic language to provide written analysis of the narrative elements employed in the narrative poems. ● Learn new ideas/information from others. ● Deal with conflicts in groups as they work together. **Critical Thinking and Problem-Solving Skills:** Learners develop critical thinking skills to: ● Analyse data from two sources (poems) and draw conclusions. ● Question opinions and views of others to draw meaningful conclusions to in analysing poems. ● Reflect on values, perceptions and actions in the poems to analyse the poem for effect. ● Engage poems to come out with personal responses. **Cultural Identity and Glocal Citizenship:** Learners use knowledge gained to: ● Appreciate and respect the Ghanaian identity, culture and heritage. ● Appreciate the impact of globalisation on the society. ● Appreciate the beauty of language in promoting one's culture and social cohesion.	**GESI:** working together in teams to exchange ideas among groups and individuals leads to: ● Respect for different beliefs, religions, and cultures. ● Being sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. **SEL:** To promote holistic learning, learners social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Create a relationship between real life situations and what is learned in the classroom. ● Show empathy for one another.

		• Think critically and solve problems to become agents for positive change. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

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 multiple meanings and central ideas in poems.	**Interpret poems in context beyond literal meanings to show deeper connections**	Level 1 Recall
		Level 2 Skills of conceptual understanding
	Building on what Others Say: Learners in groups discuss connotative and denotative meanings with practical and relatable examples in carousel activities. Learners use academic and ethically acceptable language.	**Level 3 Strategic reasoning**
		Level 4 Extended critical thinking and reasoning
	Initiating Talk for Learning: Learners use think-pair-share strategy to read selected poems to make appropriate annotations as they collaboratively learn from others and respect their opinions while embracing diversity.	
	Initiating Talk for Learning:	
	● Learners use think-pair-share strategy to read selected poems to make appropriate annotations.	
	● Teacher elicits information from learners about the poem to get to literal meaning using mind maps, reflective journals.	
	● Teacher guides learners to arrive at varied deeper meanings through group discussions and presentations.	
	Inquiry Based Learning: Teacher asks questions to assess learners' knowledge based on what they have read and presented.	
	Talk for Learning:	
	● Teacher provides students with background information at this point.	
	● Learners use this background information with earlier ideas to appreciate unseen poems with questions like:	
	▪ Who are the voices in the poem?	
	▪ What is the setting?	
	▪ What ideas are being communicated?	
	▪ What feeling is being created in the poem?	

1.4.2.LI.2		1.4.2.AS.2
Discuss the dominant theme in a poem and analyze in detail how it develops throughout the poem		Level 1 Recall
		Level 2 Skills of conceptual understanding
Experiential Learning:		**Level 3 Strategic reasoning**
● Have learners brainstorm and discuss subject matter and themes, using a suggested format below.		**Level 4 Extended critical thinking and reasoning:**
Example;		
● Look out for recurring images/motifs/issues/ideas.		
● Put together the related issues/ideas.		
● Compose thematic statements.		
● Distinguish main/dominant themes from subthemes. Learners develop critical thinking as they use the suggested guide to explore subject matter and themes in varied poems.		
Building on what Others Say:		
● Encourage learners to actively participate in the process of understanding the themes of a poem through thorough reading, annotations, discussions and research as they work in task-based groups.		
● Learners can individually work while special activities are designed to enable GATE learners develop their talents.		
Experiential Learning:		
● Encourage learners using real life examples to relate the themes to real and personal experiences. Through reflection and journaling learners develop critical thinking. They are not required to share information in their journals.		
● Based on textual evidence, the teacher incorporates moral and patriotic values to raise learners' awareness of values derived from the poem.		
● Learners discuss the values learnt through reflection and motivate them to adapt to the changing needs of society through self-motivation and on-going training.		
Experiential Learning:		
● Teacher brainstorms and discusses with learners on subject matter and themes, using the suggested format below.		
Example;		

	• Look out for recurring images/motifs/issues/ideas. • Put together the related issues/ideas. • Compose thematic statements. • Distinguish main/dominant themes from subthemes. **Building on what Others Say:** • Encourage learners to actively participate in the process of understanding the themes of a poem through thorough reading, annotations, discussions and research either individually or in groups. **Experiential Learning:** • Teacher encourages learners to relate the themes to real and personal experiences through reflection and journaling. • Based on textual evidence, the teacher incorporates moral and patriotic values to raise learners' awareness of values derived from the poem. • Learners discuss the values learnt through reflection using ethically acceptable and academic language.		
Teaching and Learning Resources	• Textbooks, poems • Relevant reading materials. • Lesson plans • Relevant printables • Animations and images	• Apps and Softwares • Videos • Recordings • Audio visuals • Digital learning resources including video	• Text • Radio and tv programs. • Apps and Softwares • Videos, Recordings Digital learning resources including video, audio, visuals, text, animations and images.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.4.2.CS.2	1.4.2.LI.1	1.4.2.AS.1
Communicate personal and critical responses to poems through different perspectives.	**Using the Point, Evidence, Explanation (PEE) format, quote and discuss strong and exhaustive textual evidence to support a personal analysis of simple short poems. (Ref. Notes to teacher on PEE)** **Structuring Talk for Learning:** ● Give sample essay questions to a poem and elicit learners' opinion through oral responses and participatory feedback using 5 whys strategy. Learners will learn from others and respect individual differences as they work together. ● Teacher gives sample essay questions to a poem and elicits learners' written responses using PEE templates, and fishbone charts. Learners will use academic language and apply knowledge practically. Learners will reflect and evaluate what they learn.	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
	Focus on the process of Reflective Learning for literary appreciation.(Keep Journals **Experiential Learning:** ● Teacher encourages students to reflect on issues and express feelings towards the issues raised in poems. ● Learners work in groups to reflect on the issues raised to encourage them do individual reflections. This will help learners to continually evaluate and further motivate their actions to feel empowered in decision making process at all levels.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Textbooks ● Poems ● Relevant reading materials	● Relevant printables ● Podcasts ● Lesson plans

Subject   LITERATURE-IN-ENGLISH
Strand   4. POETRY
Sub-Strand   3. FROM VERSE TO PERFORMANCE

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
1.4.3.LO.1		
Adapt and reconstruct existing poetic pieces through pastiches and performances.	**Technology and Digital literacy:** Learners use ICT tools to: ● Apply skills by watching and listening to videos and podcasts to excite learners to make creative renditions. ● Adopt and reconstruct poems to develop financial literacy and entrepreneurial skills to enhance commercial value associated with creativity. **Creativity and Innovation:** Learners use creativity to: ● Understand subject content and apply it in different contexts. ● Select themes and develop poetic pieces around them to enhance creativity. ● Reconstruct a poem into an art form. **Collaboration and Communication:** Learners use talk for learning strategies to: ● Present personal response on poems using verbal and non-verbal language meaningfully. ● Work in teams using ethically acceptable language. ● Learn new ideas/information from others. ● Deal with conflicts in groups as they work together. **Critical Thinking and Problem-solving**: Learners think critically to: ● Interpret and develop themes on equal opportunities, gender, nature, life and death etc.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge to promote understanding between/among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Learn to be tolerant by listening to their peers' opinions. ● Express disagreement in constructive ways.

	• Apply different problem-solving frameworks to collect information to create poetic pieces. • Collectively develop and implement innovative actions to create poetic pieces.	**National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21ˢᵗ Century and GESI	Assessment
1.4.3.CS.1	1.4.3.LI.1	1.4.3.AS.1
Reconstruct and perform poetic pieces.	**Perform parts of selected poems** **Experiential Learning:** Invite spoken word artists, writers and musicians to share their journeys with learners to be equipped with the necessary qualifications to gain access to the world of work and adult life. **Project-Based Learning:** ● Teachers guide learners to turn poems into role plays. In groups, learners memorise and recite parts of poems with the appropriate intonation and rhythm and act out portions of poems. ● Learners apply knowledge practically in performance as they develop their gifts and talents.	**Level 1 Recall** **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	1.4.3.LI.2	1.4.3.AS.2
	Reconstruct a poem into another creative expression (song, painting, parodies) **Project-Based Learning**: ● Group learners into mixed ability/gender groups and have them select poems to creatively reconstruct them into different artistic forms such as paintings, mind maps, songs, novellas). Learners are free to choose any artistic form or work plan and execute the assignment. ● Supervise and encourage learners to work systematically. ● As learners work together, they become team players who learn to tolerate, value and work in a democratic and inclusive atmosphere. ● With learners, plan an exhibition for their work to enhance creativity and personal development.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	1.4.3.LI.3	1.4.3.AS.3
	Create short poems **Project-Based Learning:** ● In pairs, learners brainstorm on a subject (nature, death, love, religion,) to write on. ● Learners choose a poetic form and develop the ideas further (Consider all senses, diverse perspectives, feelings). ● Learners fine tune it into chosen format considering language, devices, art.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning**

			Level 4 Extended critical thinking and reasoning
	• Peer edits and review. • Revise and perform. • Update final version into portfolio using appropriate format.		
Teaching and Learning Resources	• Poems • Relevant reading materials • Writing guide	• Apps and Softwares • Videos • Recordings	• Animations and images • Relevant printables • Radio and tv programs.

YEAR TWO

Subject   LITERATURE-IN-ENGLISH
Strand   2. PROSE
Sub-Strand 1. KNOWING YOUR ELEMENTS

Learning Outcomes	21st Century Skills and Competencies	GESI[3], SEL[4] and Shared National Values
2.2.1.LO1		
Establish meaning by exploring a variety of non-fiction prose texts.	**Collaboration and Communication:** Learners use talk for learning strategies to: ● Share the stories read/heard to explore the structure of fiction and non-fiction. ● Share information using specific literacy and language of Literature. ● Communicate effectively verbally, non-verbally and through writing. ● Retell stories in groups consciously embracing diversity and practise inclusion. **Digital Literacy Skills:** Learners use ICT tools to: ● Identify a variety of authors and read their auto-biographies/biographies and listen to interviews online. ● Use and apply a variety of subject appropriate technologies to gather information. ● Present their findings either in print or any appropriate medium of communication. **Leadership and Personal Development:** Learners develop the skills to: ● Develop an inquiry-based approach to continual learning through research on different prose texts.	**GESI:** Working together in teams to exchange ideas to understand members in groups leads to: ● Being sensitive to the inter- relatedness of the various spheres of life, groups, and individuals. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Appreciate others' diverse cultures, beliefs, and religion.

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[3] Gender Equality and Social Inclusion

[4] Socio-Emotional Learning

	• Understand subject content and apply it in different contexts. • Offer learners the mentors to learn from in the creative writing and arts. **Cultural Identity and Global Citizenship:** Learners use the knowledge gained to: • Appreciate and respect the works of Ghanaian authors, culture and heritage. • Appreciate the impact of globalisation on literary works. • Distinguish between good behaviour and bad behaviour as citizens through the discussion of themes which cut across geographical borders.	• Make a distinction between good practices and bad practices and make informed judgement. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.
2.2.1.LO2		
Analyse the author's use of themes and style to create works.	**Communication and Collaboration:** Learners use talk for learning strategies to: • Draw on each other's strengths to discuss themes. • Engage in carousel activities involving discussion and reflection to identify the narrative viewpoints. • Develop themes into narrative pieces. **Cultural Identity and Global citizenship:** Learners use the knowledge and skills acquired to: • Distinguish between good behaviour and bad behaviour as citizens through the discussion of themes which cut across geographical borders. • Appreciate and respect the Ghanaian identity, culture and heritage through varied themes. • Appreciate the impact of globalisation on society. • Appreciate the beauty of language in promoting one's culture and social cohesion. **Critical Thinking and Problem-solving**: learners think critically to:	

| | Interpret and develop themes on equal opportunities, gender, nature, life and death etc. Apply different problem-solving frameworks to collect information to create works of prose. Collectively develop and implement innovative actions to create prose works based on varied themes. | |

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 and understanding of a variety of prose non-fiction texts.	**Examine the structure of fiction and nonfiction texts** **Talk for Learning:** Learners review knowledge on features of fiction and non-fiction texts. Learners in groups, take turns to present knowledge on the features of fiction and non-fiction. **Experiential Learning:** ● Through reflection, groups of mixed-abilities select one prose fiction and another prose non-fiction text and examine the reality or otherwise of the subject matter and share their experiences in 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
	Compare the elements of fiction and non-fiction **Talk for Learning/Problem-Solving Learning:** ● Learners apply effective communication skills to interview male and female biographers or read some biographies/autobiographies and discuss whether there are elements of imagination or fantasy in those works to deepen their love for local and global works of art. ● Learners present their findings to show what the two types have in common.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Lesson plans ● Literary Texts ● Multi-sensorial classrooms online summaries ● Audio-visual resources	● Internet resources ● Biographies ● Autobiographies ● Worksheets	● Annotation guides ● Writing templates or plans ● Comparison charts etc.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.1.1.CS.2	2.2.1.LI.1	2.2.1.AS.1
Demonstrate knowledge of how authors apply style and themes in their creative works.	**Discuss the development of themes throughout the selected prose texts** **Initiating Talk for Learning:** ● Through annotated texts, teachers initiate discussions using building on what others say to make learners construct meaning from the setting and atmosphere created by the author(e.g., use of description of places, weather, sounds, smells and relevant details) by building on each other's sensorial capabilities. ● Learners should be conscious of the sensitivities of others and use ethically acceptable language. ● Learners in pairs present their work to whole 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
	Discuss the development of style in the selected prose texts. **Building on What Others say:** ● Teacher leads learners to extend each other's knowledge through follow-up discussions on the theme and style creating the right ambiance and atmosphere of inclusivity. ● Learners select prose texts and explore the development of style for feedback.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Explore the development of style in a selected text. Level 4 Extended critical thinking and reasoning
	2.2.1.LI.3	2.2.1.AS.3
	Discuss how authors use style to bring out themes in their works. **Group work/collaborative learning:** ● Learners are tasked to annotate excerpts of texts which depict the setting and atmosphere drawing on the issues of minority and disability; this will improve societal and religious tolerance. ● In groups (mixed-ability/gender) learners discuss how authors use style to develop themes in selected ● Groups present their work for colleagues to critique for feedback.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

	2.2.1.LI.4	2.2.1.AS.4
	Discuss authors' use of theme and style in creating non-fictional texts. **Experiential Learning:** Teacher guides learners to go through selected texts and make records of five or more episodes which they consider important; as characters reveal themselves and others through actions and inactions, making room for confidence building and sensitivity in turn-taking. **Collaborative Learning:** In groups, through the guidance of the teacher, learners identify the various viewpoints of different narrators using first, second and third person pronouns as they develop their personalities.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Internet resources such as videos • Podcast of interviews • Tv interviews worksheets	• Writing templates or plans • Comparison charts etc.

Subject **LITERATURE-IN-ENGLISH**
Strand **2. PROSE**
Sub-Strand **2. APPRECIATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.2.LO.1		
Apply the knowledge of themes and style in interpreting the selected texts.	**Communication and Collaboration:** Learners use talk for learning strategies to: ● Build on each other's ideas by adding relevant related ideas to support/extend/refute the theme/s in narrative texts. ● Convey simple ideas or thoughts to a wider group. ● Engage the audience using different presentation techniques. **Leadership Skills and Personal Development:** Learners use the knowledge gained to: ● Plan and organise activities confidently. ● Organise allocated tasks between different team members. ● Know when peers need support or assistance. ● Take responsibility for their own learning. **Digital Literacy Skills:** Learners use ICT tools to: ● Apply a variety of subject appropriate technologies to gather information on varied themes. ● Prepare presentation slides. ● Present their findings either in print or any appropriate medium of communication. **Critical-thinking and Problem-solving skills:** Learners think critically to: ● Share ideas, ask questions and evaluate one another's ideas respectively.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and understanding 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Support each other.

	• Apply knowledge to real life situations by examining evidence in order to solve problems. **Creativity and Innovation Skills:** Learners use knowledge gained to: • Convey simple ideas of immediate interest to other persons in a team. • Generate multiple ideas when given initial ideas as a starting point. • Apply knowledge of theme and style to creatively explore prose texts and present information in an innovative way.	• Share and explain concepts in constructive ways. • Promote equity among themselves. **National Core Values:** Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.
2.2.2.LO.2		
Apply knowledge of elements of prose in critiquing narrative/prose texts.	**Collaboration and Communication:** Learners use the skills gained to: • Share ideas as they learn and build on each other's ideas. • Learn to understand, relate to and be sensitive to others. • Discuss using specific literacy and language of literature. • Communicate confidently and effectively to different participants/members in the group. **Creativity and Innovation:** learners use the knowledge and skills gained to: • Critique texts of different styles. • Explore prose texts and present the information in an innovative way. **Critical-thinking and Problem-solving:** Learners think critically to: • Question and understand the opinions and ideas of others to select the right information. • Analyse how technique is embedded in texts to bring out meaning.	

		• Apply knowledge of the elements to explore the meaning of texts.	

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 diversity in themes and style as tools for interpreting narrative text.	**Examine more themes in novels through the major incidents and related ideas** **Building on What Others Say:** ● Allow all to explore learning and interact with each other and to build on what others say to identify themes and subthemes. E.g., recount plots of short stories or novels and bring out the themes and subthemes in them. ● Discuss cross-cultural and diverse themes applying differentiated learning pedagogies.	**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 the different aspects of style authors use in creating their works **Experiential Learning/Group Work** ● In groups, identify the narrative voice in texts and evaluate them applying differentiated approaches under the guidance of the teacher. ● Assign model essays, videos or podcasts to read, watch and listen to identify the voice and also other narrative elements like chronology. ● Learners share their experiences and question each other's experiences.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.2.2.LI.3	2.2.2.AS.3

	Examine the overall impact of the author's narrative devices and the effect on meaning
	
	Talk for Learning: Learners apply narrative elements to understand subject matter by answering questions like:
	    a) Where does the story take place?
	    b) Who are the characters?
	    c) Who is telling the story?
	    d) What happens to the characters?
	    e) How do they work to solve the problem? 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	● Selected Texts ● Films ● ICT Tools ● Autobiographies ● Audio-visual materials ● Novels	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.2.2.CS.2	2.2.2.LI.1	2.2.2.AS.1
Communicate personal and critical responses to narratives through different contextual factors.	**Discuss the steps of critiquing prose texts using strong and exhaustive textual evidence from both explicit and inferential material** **Building on What Others Say:** ● Follow a suggested guide to critique selected texts by building on what others say, e.g. Well-developed setting. ● Simple/complex plot ● Good convincing relatable characters e.g., not perfect, have flaws etc. ● Interesting/simple/complex plots ● Mood/tone/atmosphere ● Theme raises questions about life /society/nature etc. ● Good use of language/underuse/overuse of language devices etc. ● Learners take turns to build on what others say to promote unity and teamwork. Also, they respect different opinions from others.	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

	Develop complete essays based on the critique done on the prose texts.
	
	Structuring Talk for Learning:
	● This will apply concept /mind mapping, participatory feedback etc to develop and write critique essays. Writing guides may be provided through the processes of critical reading, analysing the text and developing a draft. e.g.
	● With the aid of a template, collate the following information and develop:
	    a) Read and Annotate-author's world, some literary devices etc, some thematic statements, some emotions, feelings, ideas etc that the writer projects...
	    b) ii) Write summaries/paraphrases or synopsis etc.
	    c) iii) Identification of related ideas
	    d) iv) Analysing-your personal responses to the ideas
	    e) v) Evidence of the personal responses
		Level 1 Recall
		Level 2 Skills of conceptual understanding
		Level 3 Strategic reasoning
		Level 4 Extended critical thinking and reasoning

Teaching and Learning Resources	● Selected/Prescribed texts or excerpt ● Summary Creator	● Essay plan format ● Critique essay template etc

Subject   LITERATURE-IN-ENGLISH
Strand   2. PROSE
Sub-Strand 3. FROM NARRATIVE TO CRAFT

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.3.LO.1		
Make adaptations of existing works and write novels by applying the narrative writing skills.	**Creativity and Innovation**: Learners use creativity to: ● Select and adopt prose works to enhance creativity. ● Understand subject content and apply it in different contexts. ● Turn drama/skits into prose. ● Adapt/change setting and characters in foreign prose texts to suit Ghanaian context. ● Apply the skills gained to create wealth. **Critical thinking skills and Problem-solving:** Learners think critically to: ● Analyse works of authors based on knowledge gained. ● Apply knowledge and skills gained in writing short stories/narratives on varied themes. ● Adapt existing works depicting real life issues. ● Apply their knowledge or make connections with what they learn in real life situations. **Leadership and Personal Development:** Learners acquire the skills to: ● Develop their gifts and talents to play meaningful roles in society. ● Become independent thinkers and doers who initiate activities and actions.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and understanding among groups and individuals for instance leads to: ● Respecting individuals of different beliefs, religions, and cultures. ● Being aware of personal biases and stereotypes . ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Make connections between what they learn and real life situations. ● Build good interpersonal relationships. ● Develop and show sympathy and empathy for each other.

		National Core Values: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

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
Exhibit creative writing skills by producing novels as fictional and non-fictional prose.	**Produce summaries of some selected novels based on varied themes.** **Project-Based Learning:** ● Learners should be guided to brainstorm on topical issues such as feminism, abuse, love, etc. in groups/pairs and develop them into themes. ● As learners brainstorm, it promotes tolerance and respect for others' opinions.	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
	Produce narrative pieces applying different styles **Project-Based Learning:** ● Groups organise their ideas and produce a synopsis to guide the writing. ● Progressively go through the writing process; drafting, revising, editing, evaluation and publishing. ● Learners must be conscious of others' abilities and work as a team carrying all members along.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	2.2.3.LI.3	2.2.3.AS.3
	Apply the narrative writing skills to edit and review short stories created **Experiential Learning:** ● Select some African and Non-African narratives and make adaptations. ● Learners change or swap cultural contexts by changing settings. The endings from happy to sad or sad to happy etc. ● Share work produced among groups and review.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Selected African and Non-African fictional text ● Digital writing	● Templates ● videos

Subject   **LITERATURE-IN-ENGLISH**
Strand   **3. DRAMA**
Sub-Strand   **1. KNOWING YOUR DRAMATIC ELEMENTS**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.3.1.LO.1		
Use the knowledge in forms of drama in exploring varied drama texts.	**Critical Thinking Skills/Problem-solving**: Learners think critically to: ● Apply concepts learned to think of how these are embedded in different texts. ● Embrace diversity and inclusion of ideas and opinions from others. ● Blend information with appropriate examples to present answers to questions or explain issues clearly. **Communication skills/Collaboration skills:** Learners use talk for learning strategies to: ● Learn and respect different perspectives of others. ● Communicate effectively verbally, non-verbally and through writing as they discuss, organise and present findings. ● Communicate effectively using ethically acceptable language. ● Work effectively with others irrespective of their social differences. ● Use language for academic purposes. **Creativity and Innovation**: Learners use creativity to: ● Select and analyse skits/drama pieces using the knowledge of form to Enhance creativity. ● Understand subject content and apply it in different contexts. ● Apply the skills gained to create skits.	**GESI:** Collaborating with each other in an inclusive way, exchanging ideas and promoting understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Embrace others' views and opinions irrespective of their social differences. ● Show respect and tolerance for others.

		National Core Values: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

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
Demonstrate knowledge and understanding of a variety of dramatic forms in analysing varied texts.	**Identify the forms in varied drama texts** **Talk For Learning:** Review knowledge on elements of drama using Talking Point. Learners in groups present information while those from other groups give feedback and add. **Collaborative/Group:** ● In pyramid task groups/mixed ability groups, look for the different forms of drama online. e.g., tragedy, comedy, comedy and tragicomedy. Encourage learners to find these examples for themselves to develop confidence in using ICT tools for learning. ● Present findings for a whole class discussion. This will lead to learners using knowledge to develop creativity as a team.	**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
	Distinguish between the forms of drama **Experiential Learning:** ● Watch popular short films/dramas. ● Use questions to guide learners in task groups to focus on important issues. ● Use the diamond nine strategy to help learners evaluate their ideas. ● Learners avoid personal biases and stereotyping as they discuss issues in the films and dramas watched. Use ethically acceptable language to avoid hurting the sensibilities of others.	**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
	Examine how the forms are developed in varied texts **Structuring For Learning:** Use the **5 Whys** strategy to discuss how the forms are developed in varied texts e.g., Text A is a tragedy. Why? **Think-Pair-Share** ● Turn to a partner and share your ideas. ● Organise the ideas together and present them to the class.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

	Experiential Learning: ● Watch popular short films / drama." ● Use questions to guide learners in task groups/mixed ability groups to focus on important issues. ● Using the diamond nine strategy to help learners evaluate their ideas. Learners will think critically to evaluate the ideas raised. ● Learners embrace diversity and practise inclusion as they work together.	
Teaching and Learning Resources	• T.V. drama series • Varied level appropriate drama texts (mostly local)	• Films and skits online, etc

Subject   **LITERATURE-IN-ENGLISH**
Strand   **3. DRAMA**
Sub-Strand   **2. APPRECIATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.3.2.LO.1		
Use the dramatic tools to appreciate varied drama texts.	**Critical Thinking/Problem-solving Skills:** Learners think critically to: ● Critique their own work and that of others. ● Write essays incorporating textual evidence. ● Analyse works of authors based on the knowledge gained. **Collaboration and Communication Skills:** Learners use talk for learning strategies to: ● Learn and respect different perspectives of others (respect). ● Work effectively with others irrespective of their social differences. ● Use language for academic purposes. ● Deal with change and communicate effectively and meaningfully. **Creativity and Innovative skills:** Learners develop innovative skills to: ● Make performance natural. ● Turn prose into drama and vice versa. ● Adapt/change setting and characters in foreign drama texts to suit Ghanaian context. **Leadership and Personal Development**: Learners use knowledge and skills gained to: 　● Contribute to team discussions to reach a consensus on action(s) to be taken.	**GESI:** Working together in teams, sharing ideas to promote understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes . ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: 　● Build and maintain healthy relations. 　● Negotiate conflict constructively. **National Core Values**: Tolerance, friendliness, open mindedness, patience,

	• Express sense of belongingness, self-awareness and obedience in a team. • Allocate tasks between different team members and recognise others who might need support or assistance.	hard work, humility, respect for other cultures

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 tools of appreciation in analysing varied dramatic texts.	**Identify and explain themes, style and language in drama texts** **Group Work/Think-Pair-Share:** ● Think-Pair-Share the themes and elements of style used in drama texts. ● Think-Pair-Share will enable learners to question and reflect on issues to draw intelligent conclusions. ● In mixed ability/gender, groups explore and present the different themes and style used in the selected text.	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
	Explain how themes, style and language are developed to bring out the main concerns of drama texts **Problem-Based Learning:** ● Learners individually critique their own work using the guide. ● In pairs, let them discuss the findings of each other's work. ● Learners incorporate the feedback into essays. Learners will think critically to critique and give feedback to help them learn. As they work together learners show respect to individuals of different beliefs and cultures.	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
	Analyse the use of dramatic devices in varied level appropriate drama texts. **Group Work/Collaborative Learning** ● In groups, learners discuss the importance of dramatic devices. ● In groups, learners use the **5 Whys** strategy to appreciate Acts or Scenes. ● Learners work together embracing diversity and practise inclusion.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

	2.3.2.LI.4		2.3.2.AS.4
	Appreciate drama texts that reflect diverse context and concerns **Inquiry-Based Learning:** ● 5 Whys strategy is an inquiry-based model to help learners engage with the problem. ● Discuss the use of the devices in the development of characterisation in selected drama text. ● Identify and analyse the use of aside and soliloquy in the development of themes. ● Learners individually critique their own work using the guide. ● In groups/individual learning explore how themes and style are developed in a selected text. ● Individual works are critiqued based on a template to guide learners and monitor their progress. Learners think critically to apply knowledge and skills as they work showing respect by using academic language.		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● 3D Living pictures ● Action clip	● Film and skits online/internet ● Varied level appropriate drama texts(both local and foreign)	

Subject   **LITERATURE-IN-ENGLISH**
Strand   **3. DRAMA**
Sub-Strand   **3. FROM SCRIPT TO STAGE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.3.3.LO.1		
Apply the knowledge gained in appreciating drama texts to script, edit and perform drama pieces.	**Critical thinking skills and Problem-solving:** Learners think critically to: ● Analyse works of authors based on knowledge gained. ● Question and reflect on information to solve problems. ● Apply knowledge and skills gained in writing short skits on varied themes. ● Produce and perform skits depicting real life issues. ● Respect the contributions of others as well as look at issues from different perspectives. ● Think of appropriate costumes and stage directions. **Creativity and Innovative skills:** Learners develop innovative skills to: ● Make performance natural. ● turn prose into drama and vice versa. ● Adapt/change setting and characters in foreign drama texts to suit Ghanaian context. **Collaboration and Communication:** Learners use the skills gained to: ● Share ideas as they learn and build on each other's ideas. ● Learn to understand, relate to and be sensitive to others. ● Discuss using specific literacy and language of literature. ● Communicate confidently and effectively to different participants/members in the group.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Develop good social relationships. ● Manage others' emotional behaviours to promote learning.

	Leadership and Personal Development: Learners use knowledge and skills gained to: • Contribute to team discussions to reach a consensus on action(s) to be taken. • Expressing sense of belongingness, self-awareness and obedience in a team or different situations. • Allocate tasks between different team members and recognise others who need support or assistance.	**National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.1.3.3.CS.1	2.3.3.LI.1	2.3.3.AS.1
Exhibit knowledge and understanding of analysing, scripting, and performing drama pieces.	**Write a drama piece on varied themes depicting real world events** **Project-Based Learning/Experiential Learning:** ● Watch a popular film or drama on TV. ● Learners identify themes. ● Have learners brainstorm the types of real-life situations that can be used for themes. ● Discuss the elements of drama and style to include in the text. Make a synopsis of what to write ● In groups, learners develop one scene of the drama using the Process Writing approach. Learners communicate effectively and confidently orally and in written form. They learn from others as they share ideas respecting individual views.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	2.3.3.LI.2	2.3.3.AS.2

	Perform parts/full Acts and scenes.
	
	Project-Based Learning/Experiential Learning: Learners plan how the drama will be performed.
	  a) Characters
	  b) Costumes
	  c) Stage direction
	● Learners in groups rehearse and perform parts or full drama.
	● Learners as they rehearse learn to value and work in a democratic and inclusive environment
		Level 1 Recall
		Level 2 Skills of conceptual understanding
		Level 3 Strategic reasoning
		Level 4 Extended critical thinking and reasoning

Teaching and Learning Resources	● CT-Films, skits from internet/online ● Created drama piece with varied themes and cultures	● Characters (males/females) ● Groupings have a fair representation of different genders and social class.

Subject **LITERATURE-IN-ENGLISH**
Strand **4. POETRY**
Sub-Strand **1. KNOWING YOUR POETIC ELEMENTS**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.4.1.LO.1		
Examine the forms of lyrical poetry with increasing difficulties for meaning, effect and pleasure.	**Critical Thinking and Problem-Solving**: Learners think critically to: ● Examining different types of lyrical poems. ● Apply the knowledge on characteristics to analyse lyrical poems ● Recognise and understand the relationships between lyrical and other poems ● Think of how meaning is embedded in lyrical poems **Leadership and Personal Development**: Learners use the knowledge and skills to: ● Show flexibility and preparedness to deal with and manage changes. ● Understand subject content and apply it in different contexts **Collaboration and Communication:** Learners use the skills gained to: ● Share ideas as they learn and build on each other's ideas. ● Learn to understand, relate to and be sensitive to others. ● Discuss using specific literacy and language of literature. ● Communicate confidently and effectively to different participants/members in the group.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through social and emotional learning strategies to ensure learners: ● Share and build upon each one's ideas to enhance learning.

		● Recognise one's behaviour and make informed judgement. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.
2.4.1.LO.2		
Analyse the use of stylistic devices and how they contribute to the meaning of lyrical poems.	**Collaboration and Communication:** Learners use talk for learning strategies to: ● Provide oral and/or written discussions of poetic devices . ● Share information and learn from others. ● Understand and respect the academic and social needs of others. ● Deal with conflicts in groups. **Critical Thinking and Problem-Solving:** Learners use the knowledge and skills acquired to: ● Collectively develop and implement innovative actions to explore the meaning of poems. ● Question and reflect on ideas to bring out meaning to create pleasure. ● Apply different problem-solving strategies to organise information for presentations. **Leadership and Personal Development**: Learners use knowledge and skills gained to: ● Contribute to team discussions to reach a consensus on action(s) to be taken. ● Express sense of belongingness, self-awareness and obedience in a team. ● Allocate tasks between different team members and recognise others who need support or assistance.	

	• Learn to take turns, lead, and contribute to group discussions. • Question opinions and to reflect on ideas to build assertiveness. **Cultural Identity and Global citizenship**: Learners apply the knowledge gained to: • Embrace cultural diversity and inclusion. • Learn from different cultures. • Respect Ghanaian culture and other cultures.	

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
Engage with a variety of poetic forms for pleasure and its aesthetic effect.	**Explore the different forms of lyrical poems (Elegy, Ode, Sonnet, Haiku) using interesting level appropriate examples for pleasure.** **Task-Based Learning:** ● Review knowledge on poetic forms. ● Learners in groups present information on the first set of poetic forms discussed in year one. ● Groups present their findings. **Talk for Learning:** In groups, learners: ● Discuss the concept and forms/types lyrical poetry(e.g., odes, elegy sonnet) lyrical poetry. ● Use the features to identify examples of lyrical poems. ● Learners discuss embracing diversity and inclusion as they learn from each other.	**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
	Distinguish between the features of lyrical poems in context. **Experiential Learning/Discussions:** ● The distinct features of lyrical poems e.g., figurative language, structure, mood, rhyme and rhythm. Listen to audio versions of poems and search for level appropriate interesting examples in groups. ● Learners think critically and creatively to explore the features used in lyrical poems as they share ideas and learn from others. **Brainstorming/Experiential Learning:** ● Brainstorm to elicit Personal Response ● Play an age-appropriate contemporary song and have students listen and write down the lyrics on the second occasion/listening with appropriate stress and rhythm. ● Learners think critically to identify the differences within and between the forms/types. Also, as learners write they develop creativity and leadership to express a sense of belongingness, self-awareness and obedience in a team.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

	2.4.1.LI.3	2.4.1.AS.3
	Compare and contrast the use of language in lyrical poetry to bring out its beauty(aesthetic value)	Level 1 Recall Level 2 Skills of conceptual understanding
	● Explain the features of lyrical poems in context using creative pedagogy to create pleasure. With examples guide learners to discuss the subject matter and express their agreement or disagreements, explaining why. ● Review literary devices in context to guide discussion on beauty of language. Learners use academic language confidently and effectively.	**Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Copies of poems • Recorded songs with lyrics	• Online level appropriate songs and videos • Dictionaries

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.4.1.CS.2	2.4.1.LI.1	2.4.1.AS.1
Demonstrate understanding of how style contributes to the meaning of lyrical poems.	**Discuss how these elements of style in poems (form, literary devices, diction, tone, mood, imagery etc.) contribute to meaning** **Talk for Learning:** Learners reflect and explore stylistic devices discussed in narrative poems to extend knowledge e.g., imagery, repetition, form, irony etc. **Task-Based Learning:** ● Learners in mixed ability/gender groups are assigned different poems to discuss how authors use style to communicate meaning. Learners share their findings with other groups. ● Learners will develop critical thinking skills as they reflect and explore the devices. The use of groupings will enable learners work as a team, showing respect to others and avoid personal biases and stereotyping affecting the sensibilities of others.	**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
	Analyse the aesthetic qualities of these elements (form, literary devices, diction, tone, mood, imagery) use in a poem to achieve certain effects **Diamond Nine Strategy:** Learners reflect and explore stylistic devices discussed in narrative poems to extend knowledge e.g., imagery, repetition, form, irony etc to develop competencies in the use of the language. **Collaborative Learning:** ● Learners in groups, identify the aesthetic qualities of poetic elements. ● Encourage learners to identify and discuss some of the devices in context. ● Evaluate them to prioritise their effects/importance and their contribution to meaning. ● Learners assign literal or deeper meaning from varied perspectives to enhance structure and mood for effect. **Experiential Learning:** ● Use role-play and classroom games to bring out the meaning and style of different lyrical poets/poetic structures e.g., difference between sonnet/ode. ● Discuss length, rhyme pattern/stanzas, musical/narrative	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

	● Collaborative learning will enable learners learn from each other and to appreciate the individual academic differences and work to help each other.	
	2.4.1.LI.3	2.4.1.AS.3
	Compare and contrast how different poets experiment with the different poetic devices **Task Based Learning** ● Learners in groups identify and discuss literary devices in context and evaluate how these contribute to meaning, enhance structure and intensify mood. ● Learners select poems from different poets and compare and contrast their use of poetic devices. ● Groups share their work with the class. ● Individual learners select and practise this activity for personal development. ● Learners will use academic language to write their information. As the learners work in groups, they show respect and empathy	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Copies of poems ● Online resources	● Dictionaries ● Compare and contrast tables	● Poetry format templates etc

Subject   **LITERATURE-IN-ENGLISH**
Strand   **4. POETRY**
Sub-Strand   **2. APPRECIATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.4.2.LO.1		
Identify and compare multiple meanings, central ideas/themes and use them in writing essays on poems through different perspectives.	**Collaboration and Communication:** Learners use talk for learning strategies to: ● Provide oral and/or written discussions of poetic devices. ● Share information and learn from others. ● Understand and respect the academic and social needs of others. ● Deal with conflicts in groups. **Critical Thinking and Problem-Solving:** learners use the knowledge and skills acquired to: ● Collectively develop and implement innovative actions to explore the multiple themes and meanings of poems. ● Question and reflect on ideas to bring out meaning to create pleasure. ● Apply different problem-solving strategies to organise information for oral and written presentations. **Leadership and Personal Development**: Learners use knowledge and skills gained to: ● Contribute to team discussions to reach a consensus on action(s) to be taken. ● Express sense of belongingness, self-awareness and obedience in a team/family. ● Allocate tasks between different team members and recognise others who might need support or assistance.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Offer help to one another when the need be.

		● Collaborate with one another to reach a consensus on an idea/concept. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.
2.4.2.LO.2		
Analyse poems presenting personal responses and textual evidence using PEE Approach.	**Collaboration and Communication:** Learners use talk for learning strategies to: ● Analyse poems based on personal response in oral and/or in written forms. ● Share information and learn from others. ● Understand and respect the academic and social needs of others ● Deal with conflicts in groups. **Critical Thinking and Problem-Solving:** Learners use the knowledge and skills acquired to: ● Collectively develop and implement innovative actions to explore the multiple themes and meanings of poems based on personal response. ● Question and reflect on ideas to bring out meaning to create pleasure. ● Apply different problem-solving strategies to organise information for oral and written presentations. ● Merge simple ideas to create new ones and identify that ideas have different components **Leadership and Personal Development**: Learners use knowledge and skills gained to: ● Contribute to team discussions to reach a consensus on action(s) to be taken.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Offer help to one another when the need be.

- Express sense of belongingness, self-awareness and obedience in a team. - Allocate tasks between different team members and recognise others who need support or assistance. - Learn to take turns, lead, and contribute to group discussions. - Question opinions and to reflect on ideas to build assertiveness. **Cultural Identity and Global citizenship**: Learners apply the knowledge gained to: - Embrace cultural diversity and inclusion. - Learn from different cultures. - respect Ghanaian culture and other cultures.	Collaborate with one another to reach a consensus on an idea/concept. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

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 understanding of multiple meanings, central ideas/themes critically in a poem from different perspectives.	**Discuss the dominant themes in the selected poems** **Problem-Based Learning:** ● Learners revise denotative and connotative meanings to interpret poetry using mind maps and reflective journals e.g., title in the middle. ● Learners work in groups to discuss dominant themes in selected poems. Groups present their answers for feedback. ● Individuals work on selected poems. ● This activity will encourage learners to develop themselves personally as well as work as a team.	**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
	Analyse in detail how themes develop throughout the poems. **Experiential Learning:** ● Learners in groups identify key vocabulary/vocabularies that surround the theme(s) by considering the recurring or repetition of words and explaining them denotatively or connotatively etc.. ● Learners discuss the themes based on the vocabulary identified and present their findings in a creative way. ● Learners develop creativity and work in groups showing respect to each other.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	2.4.2.LI.3	2.4.2.AS.3

	Examine the overall impact of the poet's specific word choices on meaning and themes in relation to other poetic elements such as imagery, tone, mood, and words with multiple meaning
	
	Structuring for Learning:
	● Learners are introduced to the concept of diction as style; using a fishbone approach learners identify diction and discuss the effects in enhancing the meaning/themes.
	Example;
	  1. creates tone/mood/atmosphere
	  2. Supports setting/context
		Level 1 Recall
		Level 2 Skills of conceptual understanding
		Level 3 Strategic reasoning
		Level 4 Extended critical thinking and reasoning

	3. Supports imagery • Learners discuss themes using poetic elements to explain and identify multiple meanings. Work in groups and help learn from peers .	
Teaching and Learning Resources	• Textbooks • Poems • Relevant reading materials.	• Apps and Software • Digital Learning • Digital learning resources including video, audio, visuals, text, animations and images.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.4.2.CS.2	2.4.2.LI.1	2.4.2.AS.1
Communicate personal and critical responses to poems through different perspectives	**Review literary devices and poetic elements in selected poems.** **Managing Talk for Learning:** ● Teachers develop and manage talking classrooms through think-pair-share. ● Make use of knowledge of poetic devices to appreciate selected African and non-African poems. ● Note the following in think-pair-share.	**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
	Use the knowledge on poetic elements and devices to critique a poem and write out complete essay by citing strong and exhaustive textual evidence Follow the PEE format in justifying personal response **Project-Based Learning:** Follow a suggested guide to critique selected poems 　a) Where does it take place? 　b) Who is speaking? 　c) Is the writing clear/ambiguous etc? 　d) Are there enough images? 　e) Are there special uses of sound? 　f) Is it written in any format? ● Learners develop critical thinking skills and use language appropriately. They understand the social needs of others.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Relevant printables ● Videos ● Apps and Softwares　　　● Radio and tv programs 　　　● Recordings	● Podcast ● Digital learning resources including video, audio, visuals, text, animations and images.

Subject   LITERATURE-IN-ENGLISH
Strand   4. POETRY
Sub-Strand   3. FROM VERSE TO PERFORMANCE

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.4.3.LO.1		
Apply the skills in poetic elements and devices in creating stanzas of poems and perform them.	**Collaboration and Communication:** Learners use talk for learning strategies to: ● Provide oral and/or written discussions of poetic elements and devices. ● Share information and learn from others. ● Understand and respect the academic and social needs of others. ● Deal with conflicts in groups. **Critical Thinking and Problem-Solving:** Learners use the knowledge and skills acquired to: ● Collectively develop and implement innovative actions to explore the meaning of poems. ● Question and reflect on ideas to bring out meaning to create pleasure. ● Apply different problem-solving strategies to organise information for presentations.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and to promote understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Assist one another to refine bad behaviours in a responsible way.

		● Promote good interpersonal relationships. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures, respect the rights of others.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.4.3.CS.1	2.4.3.LI.1	2.4.3.AS.1
Construct and perform poetic pieces.	Create a stanza of a poem using a simple template as a guide. **Structuring Talk for Learning:** ● Through one-on-one interactions and drawing on learners' mixed expressive abilities, teacher shares a sample template to guide learners to write a stanza of a poem. ● The learners use the template to guide them by taking charge of their learning to develop themselves personally. ● Learners will use language appropriately to avoid hurting others.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	2.4.3.LI.2	2.4.3.AS.2
	Edit and perform the poem created in class. **Collaborative learning** ● Learners in groups use the guide to edit their poems 1. Think and decide on what you want to write about. 2. What format do you want to use? 3. What words, rhymes and rhythm do you want to use? 4. Use the Process Approach in writing your poem. 5. Use the Process Approach in writing your poem. ● Learners in groups plan and rehearse how to perform their poems. Allow introverts to choose the roles to be played to ensure inclusivity.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	● Poems ● Relevant reading materials	● Writing Guide ● Relevant Printables	● Radio and TV Programs ● Poems Digital learning resources including video, audio, visuals, text, animations and images.

YEAR THREE

Subject   **LITERATURE-IN-ENGLISH**
Strand   **2. PROSE**
Sub-Strand   **1. KNOWING YOUR ELEMENTS**

Learning Outcomes	21st Century Skills and Competencies	GESI[5], SEL[6] and Shared National Values
3.2.1.LO.1		
Apply the knowledge of the elements of prose in interpreting varied texts.	**Collaboration and Communication:** Learners use talk for learning strategies to: ● Provide oral and/or written discussions of the elements of prose. ● Share information and learn from others. ● Understand and respect the academic and social needs of others ● Deal with conflicts in groups. **Critical Thinking and Problem-Solving:** learners use the knowledge and skills acquired to: ● Collectively develop and implement innovative actions to explore the elements of prose in interpreting varied texts. ● Question and reflect on ideas to bring out meaning to create pleasure. ● Apply different problem-solving strategies to organise information for oral and written presentations. **Leadership and Personal Development**: Learners use knowledge and skills gained to: ● Contribute to team discussions to reach a consensus on action(s) to be taken. • Express sense of belongingness, self-awareness and obedience in a team/family.	**GESI:** –working with each other in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners:

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[5] Gender Equality and Social Inclusion

[6] Socio-Emotional Learning

	• Allocate tasks between different team members and recognise others who might need support or assistance.	• Tolerate and accept individual views and opinions. • Manage conflict in different settings to foster unity. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

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 in prose elements in interpreting varied prose texts.	**Discuss the significance of contexts of texts in shaping the texts' main concerns.** **Experiential Learning:** ● Review knowledge on structure of fiction, nonfiction and style. Learners in groups, discuss different prose texts and styles. Learners present their findings. ● In groups discuss a variety of contexts (social, cultural. political etc.) in identifying themes, characters and style as building blocks of prose which can be broken apart and examined individually to give a deeper meaning into the text drawing on learners' social, ethnic, economic etc. backgrounds. ● In groups, review elements such as setting, symbolism, plot, etc using a variety of creative and innovative ways to cater for individual needs. ● Explain the processes of comparing or contrasting different texts; consider the choice of words, read and reread full texts or portions whilst taking notes-listing themes side by side, determining main/central themes, and looking for other works with similar themes. ● Learners will learn to work in teams to develop empathy to make others feel belonged.	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
	Analyse the elements of prose useful in comparing/contrasting characters **Talk for Learning:** ● **In groups, learners use Think-Pair-Share to explain** the processes of comparing and contrasting different characters; considering the following process: 1. Select two characters you would like to analyse, 2.Reread text to focus on them, 3.Take notes on a list of traits for each character 4.Compare and contrast them side by side. ● In groups, learners analyse major and minor characters using this process. Share work with another pair. ● In working in pairs, learners learn to develop empathy, and think critically to develop themselves personally.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

Teaching and Learning Resources	● Lesson plans ● Literary Texts	● Online summaries ● Annotation guides	● Internet resources ● Biographies ● Autobiographies	● Worksheets ● Writing templates or plans

	• Multi -sensorial classrooms	• Audio-visual resources		• Comparison charts etc

Subject   LITERATURE-IN-ENGLISH
Strand   2. PROSE
Sub-Strand   2. APPRECIATION

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.2.2.LO.1		
Use the knowledge of elements and literary devices in analysing selected texts.	**Communication and Collaboration**: Learners apply different communication/collaboration strategies to: • Adapt their presentation to better engage the audience during its delivery. • Compare and contrast characters using characterisation techniques studied. • Assume shared responsibility, cooperating and giving feedback. **Critical Thinking and Problem-Solving:** learners use the knowledge and skills acquired to: • Reflect on topical issues as reflected in literary pieces and be able to reflect some of them in their own writing. • Collectively develop and implement innovative actions to explore the elements of prose and literary devices in interpreting varied texts. • Question and reflect on ideas to bring out meaning to create pleasure. • Apply different problem-solving strategies to organise information for oral and written presentations. **Leadership and Personal Development**: Learners use knowledge and skills gained to: • Contribute to team discussions to reach a consensus on action(s) to be taken. • Express sense of belongingness, self-awareness and obedience in a team.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals 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. • Being aware of personal biases and stereotypes. • Embracing diversity and practice inclusion. • Gaining clarity about misconception about gender and other cultural issues. • Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: • Accept responsibility for one's own actions and inactions.

	• Allocate tasks between different team members and recognise others who might need support or assistance.	• Cooperate with one another to promote successful deliberations. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.
3.2.2.LO.2		
Communicate personal and critical responses to narratives through different perspectives.	**Communication and Collaboration**: Learners collaborate and communicate with each other to: • Assign parts of activities to themselves. • Adapt their presentation to better engage the audience during its delivery. • Assume shared responsibility, cooperating and giving feedback. **Critical Thinking and Problem-Solving:** Learners think critically to: • Apply their knowledge or make connections with what they learn in real life situations. • Apply different problem-solving strategies to organise information for oral and written presentations. • Question and reflect on ideas to bring out meaning to create pleasure. **Creativity and Innovation**: Learners use knowledge and skills acquired to: • Merge simple ideas to create new ones and identify that ideas have different components. • Do things in new ways that extend learners' learning outside the classroom. • Exhibit ability to generate multiple ideas when they are given a stimulus or initial idea as a starting point.	

	Leadership and Personal Development: Learners use knowledge and skills gained to: ● Contribute to team discussions to reach a consensus on action(s) to be taken. ● Express sense of belongingness, self-awareness and obedience in a team. ● Allocate tasks between different team members and recognise others who might need support or assistance.	

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 knowledge and understanding of the elements of prose and literary devices in analysing varied prose texts.	**Examine and articulate main themes in prescribed texts.** **Experiential Learning/Think-Pair-Share Learning:** ● Reflect on literary appreciation as based on reasoning and supported by textual evidence but not a mere summary of literary works. ● Discuss the relationship between plot, theme, character working together as crucial for developing every story. Learners do this activity in groups. ● Share with another group for feedback. ● Learners develop critical skills and work in teams showing respect to others.	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
	Analyse aspects of plot and their effect on readers. **Structuring Talk for Learning:** ● Learners create storyboards/comic strip style to show all the important events of the plot in some prescribed texts. ● Learners discuss parts of the plots of selected novels or short stories and match them to different parts of the plot structure.(Exposition, conflict, complication climax and resolution) ● In groups, learners create physical or digital diagrams of the different parts of the plot and arrange them afterwards to write the whole story line. ● Learners work together to creatively generate new ideas and contribute to team discussions showing empathy.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.2.2.LI.3	3.2.2.AS.3
	Examine the significance of some of the literary devices in appreciating their prescribed text **Talk for Learning/Building on What Others Say:** ● Learners discuss the significance of foil, parallelism, diction, mood, foreshadow, in media res, dramatic irony, vignette, flashback, etc. in chapters, excerpts or full texts by following the following processes	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

3.2.2.LI.4		3.2.2.AS.4
Examine the characterisation techniques of the writer. **Discussion Method:** Review foil as opposing characters and brainstorm their significance in the novel, refer to knowledge on comparing/contrasting characters to identity foils, consider their contribution to themes, author's style etc.		Level 1 Recall Level 2 Skills of conceptual **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
3.2.2.LI.5		3.2.2.AS.5
Develop essays on the critique done on fictional and non-fictional texts. **Talk for Learning/Building on what Others Say:** ● Through scaffolding, teacher guides learners to review the steps used in critiquing prose texts. ● Simple/complex plot ● Good convincing relatable characters e.g., not perfect, have flaws etc. ● Interesting/simple/complex plots **Collaborative Learning:** ● In groups (mixed-ability/gender) learners use the above to develop essays on fictions and non-fictions. ● Share and critique essays. ● Learners develop critical thinking as well helping others to feel belonged.		Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
3.2.2.LI.6		3.2.2.AS.6

Apply knowledge of elements of prose and literary devices in critiquing varied prose texts
 	
Structuring Talk for Learning:
● Through the use of KWL chart, mind maps, etc., learners brainstorm on ideas from text to discuss the following:
    ○ Mood/tone/atmosphere
    ○ Theme raises questions about life /society/nature etc.
    ○ Good use of language/underuse/overuse of language devices.
		Level 1 Recall
		Level 2 Skills of conceptual understanding
		Level 3 Strategic reasoning
		Level 4 **Extended critical thinking and reasoning**

	Structuring Talk for Learning: This will apply concept/mind mapping, participatory feedback etc., to develop and write critique essays. Writing guides may be provided through the processes of critical reading, analysing the text and developing a draft. e.g., with the aid of a template, collate the following information and develop: a) Read and Annotate-author's world, some literary devices etc, some thematic statements, some emotions, feelings, ideas etc., that the writer projects. b) Write summaries/paraphrases or synopsis etc. c) Identify related ideas d) Analysing-your personal responses to the ideas e) Evidence of the personal responses **Drafting/Writing** a) Evidence of the personal responses b) Writing thesis statement/response to essay prompt c) Using the PEE format to develop paragraphs, assigning one idea to one paragraph, with clear topic sentences d) Develop a concluding paragraph to provide a final judgement, summarise main points and refer back to thesis/essay prompt Learners think critically and apply knowledge creatively. They show empathy and respect.		
Teaching and Learning Resources	• Lesson plans • Literary Texts, • Multi-sensorial classrooms • online summaries • annotation guides	• Biographies • Autobiographies • audio-visual resources • Worksheets	• writing templates or plans • comparison charts etc • Selected prescribed texts or excerpts, summary creator, critique essay template, essay plan format, etc. • Internet resources

Subject LITERATURE-IN-ENGLISH
Strand 2. PROSE
Sub-Strand 3. FROM NARRATIVE TO CRAFT

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.2.3.LO.1		
Create, construct and communicate clear, organised and coherent arguments, essays and fictional narratives.	**Communication and Collaboration**: Learners use varied communication/collaboration strategies to: • Listen to peers and ask relevant questions based on what they heard. • Learn from and contribute to the learning of others. • Adapt their presentation to better engage the audience during its delivery. • Identify and analyse different points of views they hear in a discussion and explain how they are different. **Digital Literacy**: Learners use ICT to: • Surf for relevant information confidently. • Do presentations of their work. • Create simple video and audio recordings. • Explore print and electronic media for information. **Critical Thinking and Problem-Solving**: Learners use critical thinking skills to: • Justify methods they have chosen for options that they have created. • Apply knowledge to real life situations. • Identify and analyse different points of view they hear in a discussion and explain how they are different. • Connect their argument and what they learn to real life situations.	**GESI:** –Working with each other in an inclusive way, cross-sharing of knowledge 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. • Being aware of personal biases and stereotypes. • Embracing diversity and practice inclusion. • Gaining clarity about misconception about gender and other cultural issues. • Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: • Consciously develop the habit of turn-taking in a communication setting.

	Leadership Skills and Personal Development: Learners use the knowledge and skills acquired to: ● Articulate and explain their feelings in a group situation, working with others. ● Contribute to team discussions to reach a consensus on action(s) to be taken. ● Express sense of belongingness, self-awareness and obedience in a team. ● Allocate tasks between different team members and recognise others who need support or assistance.	● Create an enabling environment for others to feel accepted. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

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 understanding of the use of writing and dialoguing skills to creatively construct essays and narrative pieces.	**Draft and organise arguments with the support of textual evidence for writing or speaking** **Experiential Learning:** ● Critical thinking and problem solving by reading and rereading excerpts or chapters for students to establish authors' points of view and providing opportunities for learners' personal responses to the authors' points of view. ● Highlight the importance of textual evidence in arriving at an argument or supporting a stance. Allow learners to express their arguments in open verbal discussions clearly and coherently. ● Learners think critically to solve problems. Contribute to team discussion using ethically acceptable language.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.2.3.LI.2	3.2.3.AS.2
	Use the PEE approach to develop and organise examination style essays **Project-Based/Task-Based Learning:** ● Analyse samples of marked learners' essays and identify how they respond to essay prompts and their organisation in relation to paragraphing and textual evidence. ● Learners practice writing sample paragraphs asking students to refer to the good and bad essays analysed through shared writing, scaffolding, four square activity etc. ● Teacher revises and highlights their knowledge of coherence to unify their essays. ● In a think pair share activity, learners make use of their annotations, paraphrases, summaries and quotations to support their discussions. ● Pair work helps learners express belongingness ,self-awareness and obedience in a team.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.1.2.3LI3	3.1.2.3AS3
	Apply their knowledge of appropriate metalanguage and prose-specific conventions to review or create their own narrative pieces **Project-Based Learning:** ● Through brainstorming, teacher reviews the use of metalanguage appropriate for writing prose. e.g., run-on-lines, conversational language, personification etc and guide learners to identify such usages.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning**

	• Learners in groups (mixed ability/gender)revise some prose specific elements and review some creative works on their own. • Learners create their own narrative pieces (short stories. novels etc.) using prose specific conventions such as chapters, narrator, etc. with the help of writing guides and templates. • Learners allocate tasks between members and groups and recognise others that need help.		**Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Selected African and Non-African fictional texts • Digital writing templates	• Videos • Sample marked essays	

Subject   LITERATURE-IN-ENGLISH
Strand   3. DRAMA
Sub-Strand   1. KNOWING YOUR DRAMATIC ELEMENTS

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.3.1.LO.1		
Use knowledge in forms of drama in analysing varied texts	**Communication and Collaboration**: Learners use talk for learning strategies to: ● Give and accept feedback from each other to improve on their writing. ● Speak clearly and share ideas using positive language. ● Engage the audience with different presentation techniques. **Critical thinking and Problem-solving:** Learners think critically to: ● Identify and analyse different points of views they hear in a discussion and explain how they are different. ● Connect their argument and what they learn to real life situations. **Creativity and Innovation**: Learners apply knowledge and skills acquire to: ● Do things in new ways that extend learners' learning outside the classroom. ● Explain forms of drama in interesting ways through role plays. ● Exhibit ability to generate multiple ideas when they are given a stimulus or initial idea as a starting point. ● Draft drama piece/skits using a designed template. ● Edit drama piece/skits using the designed template. **Leadership and Personal Development**: Learners use skills gained to:	**GESI:** –**Collaborating** with others in groups in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Tolerate others' views and opinions.

• Contribute to team discussions to reach a consensus on what action should be taken. • Exhibit ability to allocate tasks between different team members. • identify when their peers might need support or assistance. **Digital Literacy**: Learners use ICT to: ● Employ different ICT tools to search for information for their presentations. ● Create slides and present using PowerPoint. ● Express ideas using print and electronic media. ● Analyse electronic information to aid understanding and self-directed learning.	● Develop the habit of turn-taking in diverse communication settings. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

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 a variety of dramatic forms in analysing varied texts.	**Discuss the connection between dramatic forms and themes** **Task Based Learning** Review knowledge on forms and elements of drama and style. Learners work in groups on given tasks and present their findings for revision. Learners from other groups add information. **Experiential Learning** ● Watch plays and identify a) Forms of drama b) Themes in the plays. ● This activity requires learners to think critically to apply knowledge on forms of drama and themes. ● In Task Groups, discuss and creatively present them in Role Play e.g. "I am Comedy "and will always give you fun. In communicating with other learners, they learn to use language confidently and effectively	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 different dramatic forms in varied texts **Problem Based Learning** ● Brainstorm the different forms of drama in a whole class activity. ● In mixed ability/gender-based groups compare and contrast dramatic forms in two texts. Occasional use of same sex groupings to encourage competitive learning practiced in mixed gender institutions. ● Groups present their findings in a well written essay. ● In group carousel activities, critique works to identify the best based on a template developed by the class. ● This is the beginning of creative performance. Introverts should be encouraged to try, however, allow those who are ready to present. Gender based groups can be used occasionally to encourage inclusivity in a healthy competition throughout the session.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Relevant reading materials. ● Writing guide	● Radio and tv programs.	● Videos ● Apps and Softwares

	• Relevant printables	• Digital learning resources including video, audio, visuals, text, animations and images. • Recordings	

Subject LITERATURE-IN-ENGLISH
Strand 3. DRAMA
Sub-Strand 2. APPRECIATION

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.3.2.LO.1		
Use dramatic tools in appreciating varied dramatic texts	**Critical-Thinking and Problem-Solving**: Learners think critically to: ● Question norms, practices and opinions. ● Identify sources/classifications of dramatic tools used in appreciating varied texts. ● Choose between the ideas they have created and use some justifiable means/methods to explain them. **Communication and Collaboration**: Learners apply knowledge and skills gained to: ● Learn from others and exchange ideas. ● Contribute to the learning of others. ● Give constructive feedback on ideas shared. ● Share responsibilities and cooperate in different groups. **Digital Literacy**: Learners use ICT to: ● Employ different ICT tools to search for information for their presentations. ● Create slides and present using PowerPoint. ● Express ideas using print and electronic media. ● Analyse electronic information to aid understanding and self-directed learning. ● Analyse videos on drama/skits using dramatic tools. **Leadership Skills and Personal Development**: Learners use knowledge and skills gained to:	**GESI:** Working together as a team in an inclusive way and exchanging ideas among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. ● Value and work in favour of a democratic inclusive group. **SEL:** To promote holistic learning, learners social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Lend support to others who are struggling.

	• Articulate and explain one's feelings in a group situation • Take leading roles to work with others. • Lend support to one another in group work. • Take turns to share ideas and help each expand their ideas.	• Make responsible and caring choices to impact on each other's social interactions in different situations. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures, practice democracy

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.3.2.CS.1	3.3.2.LI.1	3.3.2.AS.1
Demonstrate knowledge and understanding of tools of appreciation in analysing varied dramatic texts.	**Appreciate drama texts for their empathetic effects using the dramatic tools.** **Task Group** ● In Task Groups review dramatic tools. The dramatic tools are creatively presented in skits/songs/poetry by the learners. ● Select important speeches of main characters to appreciate their empathetic effects. Work in pairs and discuss with another pair. Reflect and use strategy to work on other speeches individually. ● Work together to develop empathy and respect to help others feel belonged.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.3.2.LI.2	3.3.2.AS.2
	Use tools of appreciation and dramatic elements in analysing varied texts **Diamond Nine:** ● Using diamond nine, discuss the dramatic elements with examples from a text. ● In mixed-ability groups analyse a text using tools of appreciation and dramatic elements. Present answers as seminar papers to the class. Independently analyse a text using tools of appreciation and dramatic elements. ● Learners develop empathy, respect and critical thinking skills, take leading roles to work with others and lend support to one another in group work.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.3.2.LI.3	3.3.2.AS.3
	Critique selected speeches of selected characters and how they influence the development of the plot **Whole Class Activity:** ● In a whole class activity, discuss the stages of critiquing characters' speeches. Use concept mapping to help organise the steps and ideas. ● In mixed-ability groups, follow steps to critique a speech. Share and discuss with other groups and the whole class. ● Individually critique selected speeches and monitor progress using a guide. ● Learners develop critical thinking skills, articulate and explain one's feelings in a group situation.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.3.2.LI.4	3.3.2.AS.4

	Appreciate varied drama texts for their empathetic effects **Task Group:** ● In task groups, appreciate a given text for its empathetic effects. Present the work to the class. i ● Alone, appreciate a text for its empathetic effects. Share your work with a partner. Assess and monitor your work using the guide. ● Learn from others and exchange ideas and lend support to others in the group.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● 3D Living pictures ● Action clip	● Film and skits online/internet ● Varied level appropriate drama texts (both local and foreign)

Subject   LITERATURE-IN-ENGLISH
Strand   3. DRAMA
Sub-Strand   3. FROM SCRIPT TO STAGE

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.3.3.LO.1		
Create and convert drama pieces/scripts for performance.	**Creativity and Innovative:** Learners use knowledge and skills gained to: ● Adapt scripts within their cultural/real life experiences. ● Convert drama pieces/skits into performance. ● Select and create appropriate customs based on cultural variations for performance. ● Prepare an appropriate stage for performance of scripted drama pieces/skits. ● Use language aesthetically to create pleasure. **Critical Thinking skills and Problem-Solving**: Learners think critically to: ● Adapt and creatively write drama pieces/skits based on varied cultural issues. ● Perform drama scripts/skits using appropriate language. ● Manage and use resources to creatively write and perform. ● Anticipate risk and make swift changes on stage during performance. **Collaboration and Communication:** Learners use knowledge and skills gained to: ● Assume shared responsibility and give appropriate feedback. ● Speak clearly and share ideas using level appropriate language. ● Engage the audience with different presentation techniques. **Leadership Skills and Personal Development**: Learners use knowledge and skills gained to:	**GESI:** –Working with each other in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. ● Challenging traditional gender roles. ● Promoting and accepting diversity in cultures. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners:

	• Articulate and explain one's feelings in a group situation • Take leading roles to work with others. • Lend support to introverts and struggling colleagues in groups. • Take turns to share ideas and help each one expand their ideas. **Digital Literacy**: Learners apply ICT to: • Create slides and present using PowerPoint. • Express ideas using print and electronic media. • Use appropriate social media handles to exhibit their work. **Cultural Identity and Global citizenship**: Learners apply the knowledge gained to: • Embrace cultural diversity and inclusion. • Learn from different cultures. • Respect Ghanaian culture and other cultures.	• Able to anticipate risk and take appropriate measures. • Be responsible for one's own actions and inactions. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.3.3.CS.1	3.3.3.LI.1	3.3.3.AS.1
Exhibit knowledge and understanding of analysing, scripting, converting and performing drama pieces,	**Use the skills acquired to create drama pieces** **Group Activity:** In groups (friendship or gender based) write out a story based on a contemporary issue. Write a synopsis to guide the writing process. Use the process writing approach. Learners work in groups to embrace cultural diversity and inclusion to lend support to others.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
	3.3.3.LI.2	3.3.3.AS.2
	Convert drama pieces into stories **Group Activity:** Convert the story into drama. Choose a dramatic form. Elements of drama. Remember the process writing approach may be useful still. Learners in groups use the process approach to convert stories to drama. Learners work in groups to lend support to others.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
	3.3.3.LI.3	3.3.3.AS.3
	Perform the drama pieces created **Diamond Nine**: Perform the drama. Using the Diamond Nine to help prioritise the important things to guide the performance, e.g., characters, costumes. Share the roles, rehearse and perform. Learn from different cultures,take turns to share ideas.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	• Scripted drama piece • Action clip	• Film and skits online/internet

Subject   LITERATURE-IN-ENGLISH
Strand   4. POETRY
Sub-Strand   1. KNOWING YOUR POETIC ELEMENTS

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.4.1.LO.1		
Use the elements of poetry in analyzing different types of	**Critical Thinking and Problem-Solving**: Learners think critically to: ● Examine different types of poems using elements of poetry. ● Apply the knowledge on characteristics to analyse different poems. ● Think of how meaning is embedded in different poems. ● Collectively develop and implement innovative actions to explore the meaning of poems. ● Question and reflect on ideas to bring out meaning to create pleasure. ● Apply different problem-solving strategies to organise information for presentations. **Leadership and Personal Development**: Learners use the knowledge and skills gained to: ● Show flexibility and preparedness to deal with and manage changes. ● Understand subject content and apply it in different contexts. ● Become independent thinkers and show initiative. **Collaboration and Communication:** Learners use the skills gained to: ● Share ideas as they learn and build on one another's ideas. ● Learn to understand, relate to and be sensitive to others. ● Discuss using specific literacy and language of literature.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Ability to build on other's ideas.

	• Communicate confidently and effectively to different participants/members in the group. • Understand and respect the academic and social needs of others • Deal with conflicts in groups. **Digital Literacy**: Learners apply ICT to: • Create slides and present using PowerPoint. • Express ideas using print and electronic media. • Use appropriate social media handles to exhibit their work.	• Consciously develop turn-taking habit in different communication settings. **National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures

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
Demonstrate knowledge and understanding of how authors apply the elements of poetry in their works.	**Review the elements of poetry** **Different task group learning:** ● Learners in groups (mixed-ability plus gender) brainstorm the elements of poetry. Learners share ideas by communicating confidently and effectively using ethically academic language. ● In groups, they learn to respect others, different beliefs, religion and cultures. ● Learners think critically and creatively to organise their work for presentation. Learners show empathy and respect while learning to take turns at contributing to discussion.	**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	3.4.1.AS.2
	Discuss the use of elements of poetry in varied selected poems **Task-Based Learning /Brainstorm:** ● Brainstorm the elements of poetry and different poetic forms. ● In task groups, explore and present how the elements of poetry are used in the selected poems. Each group works on a poem. Present, paying attention to presentation skills. ● Learners in groups lend help to others with respect	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.4.1.LI.3	3.4.1.AS.3
	Compare and contrast how different poets use the elements to create meaning **Think-Pair-Share/Experiential Learning**: Use the 5 Whys to explore the different poets' use of elements of poetry in creating meaning. Two pairs discuss and critique each other's work to present to the class. Through talking point compare and contrast the differences between two poets in their use of elements of poetry to create meaning. Individually write a full easy and monitor with the assessment guide. Learners use ethically acceptable language and embrace diversity while providing support to others.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Copies of poems	

Subject   **LITERATURE-IN-ENGLISH**
Strand   **4. POETRY**
Sub-Strand   **2. APPRECIATION**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.4.2.LO.1		
Use knowledge and understanding of multiple meanings, central ideas, themes, language and elements of poetry in critiquing varied poems.	**Collaboration and Communication:** Learners use talk for learning strategies to: • Provide oral and/or written discussions of poetic elements and devices. • Share information and learn from others. • Understand and respect the academic and social needs of others • Deal with conflicts in groups. **Critical Thinking and Problem-Solving:** Learners use the knowledge and skills acquired to: • Collectively develop and implement innovative actions to explore the multiple themes and meanings of poems. • Question and reflect on ideas to bring out meaning to create pleasure. • Apply different problem-solving strategies to organise information for oral and written presentations. • Merge simple ideas to create new ones and identify that ideas have different components. **Creativity and Innovation**: Learners use knowledge and skills acquired to: • Draft and create a poem based on varied themes. • Participate in creative use of the expressive arts. • Creatively engage in aesthetic appreciation of varied poems.	**GESI:** Working in groups in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals leads to: • **R**especting individuals of different beliefs, religions, and cultures. • Being sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. • Being aware of personal biases and stereotypes. • Embracing diversity and practising inclusion. • Gaining clarity about misconception about gender and other cultural issues. • Advocating for inclusion. **SEL:** to promote wholistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: • Manage others' emotional feelings positively. • Support others who are struggling.

	Leadership Skills and Personal Development: Learners use knowledge and skills gained to: • Contribute to team discussions to reach a consensus on action(s) to be taken. • Express sense of belongingness, self-awareness and obedience in a team. • Allocate tasks between different team members and recognise others who might need support or assistance. • Learn to take turns, lead, and contribute to group discussions. • Question opinions and to reflect on ideas to build assertiveness. **Cultural Identity and Global citizenship**: Learners apply the knowledge gained to: • Embrace cultural diversity and inclusion. • Learn from different cultures. • Respect Ghanaian culture and other cultures. **Digital Literacy**: Learners apply ICT to: • Create slides and present using PowerPoint. • Express ideas using print and electronic media. • Use appropriate social media handles to exhibit their work.	**National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures.

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 multiple meanings, central ideas, themes, language and elements of poetry critically in poems from different perspectives.	**Discuss how writers explore the elements in making meaning in their works** **Group Discussions/Think-Pair-Share:** ● In task groups, share poems from the selected texts. Examine how the author explores the elements of poetry used in the chosen poem. Have another group work on the same poem. Write an essay to be presented in a class seminar. Class critique for groups to include the feedback. Individuals reflect on poems and do a similar activity. Follow a template to monitor progress of work for improvement. ● Learners in groups embrace diversity and inclusivity using academic language as they support each other.	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
	Compare how different authors create multiple meanings using the poetic elements in same poetic forms **Task-Based Learning:** ● In mixed-ability groups, have groups choose two authors each from the selected text. ● Compare how the different authors create multiple meanings in the same poetic form using poetic elements. ● Groups share their work with each other. ● Groups present their work in well written essays in a class seminar. Individuals work on a similar activity. ● Use a guide to help monitor progress and improve upon work. ● Learners give help and support to others in groups ,use ethically acceptable language in a way to avoid hurting the sensitivities of others.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**
	3.4.2.LI.3	3.4.2.AS.3
	Compare how different authors create multiple meanings using poetic elements in different poetic forms. **Problem-based Learning:** ● In task groups, review knowledge on poetic elements using pyramid discussion. ● Write the new ideas in a learning journal.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**

	● Work in the same groups this time examining how different authors create multiple meanings using poetic elements in different poetic forms. ● Organise your points using the 5 whys strategy. ● Share your findings with another group. ● Write a full essay and present in a class seminar. ● The class critiques the easy using the assessment guide. ● Learners develop critical thinking skills, avoid personal biases and stereotyping to hurt the sensitivities of others to make others feel belonged.	
	3.4.2.LI.4	3.4.2.AS.4
	Critique the works of different authors using the skills gained. **Project-Based Learning** ● Work as individuals to critique the works of different authors. ● In your Reading/Journal write the varied meanings identified in each author's work within the same poetic form. ● Write an essay using the PEE strategy. ● Use the assessment guide to monitor progress. ● Now compare same poetic forms in different works ● Learner learns to develop personal skills and prepare for continuous learning.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
Teaching and Learning Resources	● Textbooks ● Digital learning resources including video, audio, visuals, text, animations and images. ● Radio and tv programs. ● Relevant printables	● Apps and Softwares ● Videos ● Recordings ● Poems

Subject **LITERATURE-IN-ENGLISH**
Strand **4. POETRY**
Sub-Strand **3. FROM VERSE TO PERFORMANCE**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.4.3.LO.I		
Use multiple meanings, central ideas/themes, and poetic elements in creating varied poems for performance.	**Collaboration and Communication:** Learners use talk for learning strategies to: • Provide oral and/or written discussions of poetic elements and devices. • Share information and learn from others. • Understand and respect the academic and social needs of others • Deal with conflicts in groups. **Critical Thinking and Problem-Solving:** Learners use the knowledge and skills acquired to: • Collectively develop and implement innovative actions to explore the multiple themes and meanings of poems. • Question and reflect on ideas to bring out meaning to create pleasure. • Apply different problem-solving strategies to organise information for oral and written presentations. • Merge simple ideas to create new ones and identify that ideas have different components. **Creativity and Innovation**: Learners use knowledge and skills acquired to: ● Draft and create a poem based on varied themes. ● Participate in creative use of the expressive arts. ● Creatively engage in aesthetic appreciation of varied poems.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and promoting understanding among groups and individuals 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. ● Being aware of personal biases and stereotypes. ● Embracing diversity and practice inclusion. ● Gaining clarity about misconception about gender and other cultural issues. ● Advocating for inclusion. **SEL:** To promote holistic learning, learners' social and emotional learning must be consciously integrated in the teaching and learning process through the application of social and emotional learning strategies to ensure learners: ● Accept one another's views constructively.

		• Develop good social relationships.
	Leadership Skills and Personal Development: Learners use knowledge and skills gained to: • Contribute to team discussions to reach a consensus on action(s) to be taken. • Express sense of belongingness, self-awareness and obedience in a team. • Allocate tasks between different team members and recognise others who need support or assistance. • Learn to take turns, lead, and contribute to group discussions. • Question opinions and to reflect on ideas to build assertiveness. **Cultural Identity and Global citizenship**: Learners apply the knowledge gained to: • Embrace cultural diversity and inclusion. • Learn from different cultures. • Respect Ghanaian culture and other cultures. **Digital Literacy**: Learners apply ICT to: • Create slides and present using PowerPoint. • Express ideas using print and electronic media. • Use appropriate social media handles to exhibit their work.	**National Core Values**: Tolerance, friendliness, open mindedness, patience, hard work, humility, respect for other cultures. .

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
3.4.3.CS.1	3.4.3.LI.1	3.4.3.AS.1
Create and perform poetic pieces.	**Create poems of varied lengths on diverse issues** **Experiential Learning:** ● In mixed-ability groups, go online to select different types of poems of varied lengths e.g., Ballads, Elegy. ● Study these poems to guide the group to create poems of varied themes. ● Follow a simple procedure and use the process approach to guide the writing. ● Share the group's finished product with another group to reflect and critique it. ● Publish poems. ● Learners learn to take turns, lead and contribute to discussions, learn from each other and lend support to others.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.4.3.LI.2	3.4.3.AS.2
	Perform the poems created through diverse modes **Project-Based Learning:** In groups select a mode to perform the poem created. Write a plan to guide the performance. Share roles and rehearse. Introverts should be encouraged to take part to ensure inclusivity while using ethically acceptable language during rehearsal.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**

Teaching and Learning Resources	● Textbooks
	● Digital learning resources including video, audio, visuals, text, animations and images. ● Radio and tv programs.
	   ● Relevant printables
		● Apps and Softwares
		● Videos ● Recordings
		   ● Poems