

SPANISH

CURRICULUM FOR SECONDARY
EDUCATION (SHS 1 – 3)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION



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(SHS 1-3)

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**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

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Enquiries and comments on this Curriculum should be addressed to:

The Director-General
National Council for Curriculum and Assessment (NaCCA)
Ministry of Education

P.O. Box CT PMB 77
Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh



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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

This standards-based SHS curriculum was created using the National Pre-Tertiary Learning Assessment Framework (NPLAF), the Secondary Education Assessment Guide (SEAG), and the Teacher and Learner Resource Packs which include Professional Learning Community (PLC) Materials and Subject Manuals for teachers and learners. All the above-mentioned documents were developed by the National Council for Curriculum and Assessment (NaCCA). The Ministry of Education (MoE) provided oversight and strategic direction for the development of the curriculum with NaCCA receiving support from multiple agencies of the MoE and other relevant stakeholders. NaCCA would like to extend its sincere gratitude, on behalf of the MoE, to all its partners who participated in the professional conversations and discussions during the development of this SHS curriculum.

In particular, NaCCA would also like to extend its appreciation to the leadership of the Ghana Education Service (GES), the National School Inspectorate Authority (NaSIA), the National Teaching Council (NTC), the Commission for Technical and Vocational Education and Training (Commission for TVET), West African Examinations Council (WAEC) and other agencies of the MoE that supported the entire process. In addition, NaCCA acknowledges and values the contributions

made by personnel from various universities, colleges of education Industry players, Vice Chancellors Ghana, Vice Chancellors Technical Universities as well as educators and learners working within the Ghana education landscape.

Special appreciation is extended to consultants who contributed to development of the curriculum. The development process involved multiple engagements between national stakeholders and various groups with interests in the curriculum. These groups include the teacher unions, the Association of Ghana Industries, and heads of secondary schools.

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THE SHS CURRICULUM OVERVIEW

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

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

The key features of the curriculum include:

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

the use of ICT, literacy and mathematics, Social Emotional Learning, Gender Equality and Social Inclusion as tools for learning and skills for life. Shared Ghanaian values are also embedded in the curriculum.

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

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

INTRODUCTION

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

Philosophy of Senior High School Curriculum

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

Vision of Senior High School Curriculum

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

Goal of Senior High School Curriculum

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

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

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

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

Gender Equality and Social Inclusion (GESI)

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

21st Century Skills and Competencies

In today's fast-changing world, high school graduates must be prepared for the 21st Century world of work. The study of Mathematics, Science, and Language Arts alone is no longer enough. High school graduates need a variety of skills and competencies to adapt to the global economy. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills are needed. These skills help learners to keep up with today's fast-paced job market. Employers want workers with more than academic knowledge. The 21st Century skills and competencies help graduates navigate the complex and changing workplace. Also, these help them become active citizens who improve their communities. Acquisition of 21st Century skills in high school requires a change in pedagogy from the approach that has been prevalent in Ghana in recent years. Teachers should discourage and abandon rote memorisation and passive learning. Instead, they should encourage active learning, collaboration, and problem-solving, project-

based, inquiry-based, and other learner-centred pedagogy should be used. As well as aligning with global best practices, these approaches also seek to reconnect formal education in Ghana with values-based indigenous education and discovery-based learning which existed in Ghana in pre-colonial times. This is aligned with the 'glocal' nature of this curriculum, connecting with Ghana's past to create confident citizens who can engage effectively in a global world. Digitalisation, automation, technological advances and the changing nature of work globally mean that young people need a new set of skills, knowledge and competencies to succeed in this dynamic and globalised labour market.

Critical Thinking and Problem-Solving Competency

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

Creativity

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

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

Collaboration

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

Communication

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

Learning for Life

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

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

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

Global and Local (Glocal) Citizenship

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

Systems Thinking Competency

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

Normative Competency

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

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

Anticipatory Competency

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

Strategic Competency

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

Self-Awareness Competency

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

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

I. 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.

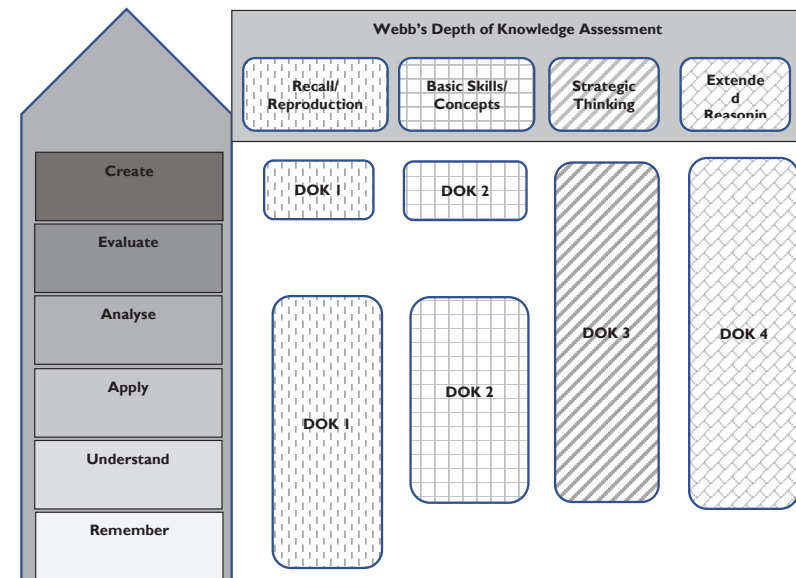


Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

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 SPANISH

Philosophy

The Spanish curriculum is focused on the idea that when learners are introduced to languages, they would be prepared as social agents capable of engaging in meaningful interaction to solve various problems of life and contributing to the socio-economic development of society. As such, it should recreate various communicative contexts in and outside the classroom in which learners can adopt appropriate language use to address issues.

The curriculum adopts the notion that the effective learning of Spanish requires the use of authentic materials to help students develop listening, speaking, reading, and writing competencies in the language and culture and the view that learners have in-built potential to develop and acquire new language skills. The curriculum also adopts task and performance-based learning approaches where the learner demonstrates the ability to perform language-related tasks using the Spanish Language appropriately to convey meaning.

Vision

A culturally aware multilingual learner with competencies, values, skills and knowledge of the Ghanaian and Hispanic Worlds useful for academic progression, life-long learning and society in general.

Goal

Provide students with linguistic, communicative and cultural knowledge in Spanish to enable them to communicate effectively on a functional level in both spoken and written conversations on everyday topics.

Contextual Issues

The study of foreign languages in general may be perceived by most students as a herculean task and they may, ipso facto, develop negative attitudes towards learning Spanish.

The main barriers to learning Spanish in Ghana:

1. Currently Spanish is not taught at the pre-tertiary level.
2. Didactic materials and resources such as textbooks, language labs and instructional technological tools may not be available.
3. Recruiting teachers to teach Spanish may be a challenge for the STEM schools.

Rationale

Spanish is the world's third most widely spoken language. It has been adopted as one of the operational languages of the UN and the AU. Because of its importance in the World's economy and international relations, learning Spanish in Ghana may give learners a competitive edge over others during a career search in international law, diplomacy, advertising, the tourism industry, and other fields locally and globally.

Furthermore, in light of current trends in globalization and technological advancement, learning Spanish as a foreign language will equip learners with effective communication skills and competencies that will enable them to communicate on a functional level. It will also make learners reflect on their cultural values and practices and compare them with those they learn from the Hispanic World with a view to fostering intercultural cooperation between the Ghanaian community and the Hispanic community.

One of the ways of satisfying Ghana's quest for global and international relevance is through the teaching of Spanish Language as it will afford Ghanaians the opportunity to trade with the ever-expanding Spanish and Latin-American markets.

SPANISH CURRICULUM DEVELOPMENT PANEL

WRITERS			
	Name	Institution	
1.	Setor Donne Novieto	University of Ghana	
2.	Franklina Kabio-Danlebo	University of Ghana	
3.	Mishael Annoh- Achampong	Institute of Languages- UniMAC	
REVIEWERS			
	Name	Institution	
1.	Prof. Johnson Asunka	University of Ghana	
CURRICULUM WRITING GUIDE TEAM			
	Name	Institution	
1.	Prof. Winston Abroampa	Kwame Nkrumah University of Science and Technology	
2.	Cosmos Eminah	University of Education, Winneba	
3.	Aaron Akwaboah	Ministry of Education	
4.	Evans Odei	Achimota School	
5.	Paul Michael Cudjoe	Prempeh College	
6.	Ahmed Amihere	University of Education, Winneba	
NaCCA TEAM			
1.	Prof K. O. Kwarteng	12.	Bridget Anku
2.	Prof Edward Appiah	13.	Anthony Sarpong
3.	Mr. Matthew Owusu	14.	Seth Nii Nartey
4.	Reginald Quartey	15.	Kenneth Wontumi

5.	Joana Vanderpuije	16.	Sharon Antwi-Baah
6.	Anita Collison	17.	Dennis Adjasi
7.	Rebecca Abu Gariba	18.	Ogyampo S. Amankwah
8.	Genevieve Mensah	19.	Abigail Owusu Oduro
9.	Veronica Odom	20.	Priscilla B. Plange
10.	Joachim Seyram Honu	21.	Abigail Birago Owusu
11.	Dr. Mercy Nyamekye	22.	Uriah Otoo
EXTERNAL QUALITY ASSURANCE TEAM			
1.	Prof. Kwame Akyeampong	4.	Dr. Esinam Avoronyo
2.	Dr. Jane Cullen	5.	Dr. Christopher Yaw Kwaah
3.	Dr. Sean Higgins		

SCOPE AND SEQUENCE

Spanish Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Saludos y presentaciones	Saludar/despedirse	1	1	2	-	-	-	-	-	-
		Presentarse	2	2	2	-	-	-	-	-	-
		Presentarse - otros detalles personales	1	2	2	-	-	-	-	-	-
2	Relaciones interpersonales	Presentar a tu familia	2	2	2	-	-	-	-	-	-
		Describir a tu familia	1	1	2	-	-	-	-	-	-
		La familia en Ghana y en el mundo hispánico	1	2	2	-	-	-	-	-	-
		Presentar a tu amigo	-	-	-	2	2	2	-	-	-
		Describir a tu amigo	-	-	-	1	1	1	-	-	-
		La amistad entre los jóvenes	-	-	-	1	1	1	-	-	-
		Presentar a tu vecino	-	-	-	-	-	-	2	2	2
		Describir a tu vecino	-	-	-	-	-	-	1	1	1
		Vivir en armonía con los demás	-	-	-	-	-	-	1	1	1
3	Expresar gustos y preferencias	Hablar de tiempo de ocio	1	2	2	-	-	-	-	-	-
		Actividades de ocio populares en mi comunidad y en el mundo hispánico	1	2	2	-	-	-	-	-	-
		Hablar de actividades deportivas	-	-	-	1	2	2	-	-	-
		Deportes populares en mi comunidad y en el mundo hispánico	-	-	-	1	1	2	-	-	-
		Hablar de la comida	-	-	-	-	-	-	1	1	1
		La gastronomía de mi comunidad /país y en el mundo hispánico	-	-	-	-	-	-	1	1	1

4	Mi entorno y yo	El aula / La escuela	1	2	2	-	-	-	-	-	-
		Descripción de lugares y objetos	1	3	3	1	3	3	1	1	1
		Las fracciones del tiempo: años, meses, semanas, días, partes del día y la hora	1	3	3	-	-	-	-	-	-
		La casa	-	-	-	1	2	2	-	-	-
		Hablar sobre el clima y las estaciones	-	-	-	1	1	1	-	-	-
		La ciudad y el campo	-	-	-	-	-	-	1	1	1
		Hablar de los cambios climáticos	-	-	-	-	-	-	1	1	1
Total		13	22	24	9	13	14	9	9	9	

Overall Totals (SHS 1– 3)

Content Standards	31
Learning Outcomes	44
Learning Indicators	47

YEAR ONE

Subject **SPANISH**
Strand **I. Saludos y Presentaciones**
Sub-Strand **I. Saludar/Despedirse**

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹ , SEL ² and Shared National Values
<p>I.I.I.LO.1</p> <p>Después de esta sesión, el aprendiz será capaz de saludar y despedirse de compañeros/desconocidos.</p>	<p>Communication and collaboration: Learners collaborate and exchange greetings using appropriate gestures.</p> <p>Creativity and innovation: Can be seen in role-playing where learners exchange greetings.</p> <p>Cultural identity and global citizenship: The ability to use <i>tú</i> and <i>usted</i> in varied contexts.</p> <p>Critical thinking/ Cultural identity and global citizenship: The ability to use <i>tú</i> and <i>usted</i> in varied contexts.</p>	<p>GESI: Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> • Respecting individuals of varying beliefs, religion 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 <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance, • Friendliness • Open mindedness • Patience • Commitment • Hard work

¹ Gender Equality and Social Inclusion

² Socio-Emotional Learning

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
I.1.1.CS.1	I.1.1.LI.1	I.1.1.AS.1
Saludar y responder a los saludos	<p>Escucha y observa a amigos que se saludan</p> <p>Rompehielos (ice breaker): Procura un audio de personas que se saludan por la mañana, la tarde y la noche. Los aprendices lo escuchan y repiten los saludos.</p> <p>Collaborative learning: En grupos de 2 o 3, los aprendices se saludan usando el vocabulario que han aprendido.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	I.1.1.LI.2	I.1.1.AS.2
	<p>Saluda y despídete de los amigos/ las amigas/los compañeros/las compañeras. (Expresión oral -informal/tú)</p> <p>Saluda y despídete de la gente mayor/ extranjeros/extranjeras.(Expresión oral-formal/usted)</p> <p>Learning through observation: Los/las aprendices ven un vídeo donde algunas personas se saludan y se despiden por la mañana, la tarde y la noche.</p> <p>Building on what others say: Ahora, los/las aprendices pueden saludarse y despedirse.</p> <p>Tú vs. Usted: Ahora el profesor/la profesora puede intercambiar saludos con un/una aprendiz y luego explicar cómo esta situación requiere el lenguaje formal.</p> <p>Expresiones útiles</p> <p>¿Cómo estás? vs. ¿Cómo está?</p> <p>Los/las aprendices pueden indicar cuáles de las dos expresiones (¿Cómo estás? vs. ¿Cómo está?) utilizarían con estas personas:</p> <ol style="list-style-type: none"> Tu amigo/ tu amiga El presidente de Ghana La directora de tu escuela Una persona mayor 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>

Teaching and Learning Resources	<ul style="list-style-type: none">• Audio-visual resources like videos, YouTube and worksheets
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Subject **SPANISH**
Strand **1. Saludos y Presentaciones**
Sub-Strand **2. Presentarse**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.2.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de deletrear su nombre y los de otras personas.</p>	<p>Communication and collaboration: Learners ask and give out personal information.</p> <p>Critical thinking: The ability to distinguish between familiar and unfamiliar sound.</p> <p>Digital literacy: The use of audio-visual Learning Resources.</p>	<p>GESI: Involving all learners in class irrespective of their varying abilities, gender and backgrounds and supporting them to share their views and thoughts ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>National Core Values: Tolerance, friendliness, open mindedness, patience, commitment and hard work</p>
<p>I.1.2.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de revelar su identidad a un compañero/una compañera/gente mayor o extranjero/extranjera y pedirle la suya.</p>	<p>Communication and collaboration: Learners ask and give out personal information.</p> <p>Critical thinking: The ability to make a distinction between formal and informal contexts.</p> <p>Cultural identity and global citizenship: Ability to appreciate the use of surnames in Spanish.</p>	<p>GESI: Encouraging all learners in class irrespective of the diversity in gender, ability and backgrounds and supporting each of them to share their views ensures;</p> <ul style="list-style-type: none"> • embracing diversity and practice inclusion when roleplaying and working in group work.

	<p>Digital literacy: The use of audio-visual Learning Resources.</p>	<ul style="list-style-type: none"> • gender responsive and respect for all • Personal development through individual work based on diverse interest and ability <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Handwork • Integrity • Commitment • Accountability
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
I.1.2.CS.1	I.1.2.LI.1	I.1.2.AS.1
El alfabeto; deletrear los nombres.	<p>Escucha y deletrea nombres (Comprensión auditiva)</p> <p>Rompehielos (Icebreaker): Los/las aprendices pueden escuchar un audio del alfabeto en español.</p> <p>Discrimination of sounds</p> <ul style="list-style-type: none"> • Se puede destacar estos sonidos: <p>G (con a, e, i, o u) J (con a, e, i, o u) Ll H N vs. Ñ B vs. V R vs. RR</p> <p>¿Como te llamas? ¿Cómo se escribe tu nombre?: Cada aprendiz puede escribir y deletrear su nombre.</p> <p>Collaborative learning: Los/las aprendices pueden hacer el uno al otro estas preguntas:</p> <ul style="list-style-type: none"> • ¿Como te llamas? • ¿Puedes deletrear tu nombre? 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audios, vídeos y textos auténticos 	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>I.1.2.CS.2</p> <p>Dar/ pedir informaciones sobre: Nombre y apellido Edad (Los números de 1-25)</p> <p>Apellidos en el mundo hispánico y en Ghana.</p>	<p>I.1.2.LI.1</p> <p>Preséntate a un compañero/una compañera/gente mayor o extranjero/extranjera indicando tu nombre y apellido y pidiéndole su identidad. (Expresión oral)</p> <p>Dar/pedir información sobre nombre y apellido ¿Como te llamas? / ¿Cuál es tu nombre? Respuesta: Me llamo..... Soy..... ¿Cuál es tu apellido? Mi apellido es.....</p> <p>Los números Los/las aprendices pueden ver vídeos/escuchar audios de los números(1-25) en español. Luego, pueden decir su edad.</p> <p>Expresiones útiles: ¿Cuántos años tienes? Tengo..... años.</p> <p>Entrevista en el aula Los/las aprendices se piden informaciones personales (nombre, edad).</p> <p>Español en contexto: ¿Cómo te llamas? vs ¿Cómo se llama?</p> <p>Think-Pair-Share Los/las aprendices pueden leer en clase un texto auténtico sobre cómo se forman los apellidos en el mundo hispánico y luego pueden hacer comparaciones con cómo se forman en sus comunidades.</p>	<p>I.1.2.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, vídeos y textos auténticos 	

Subject **SPANISH**
Strand **1. Saludos y Presentaciones**
Sub-Strand **2. Presentarse – Otros detalles personales**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.3.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de hablar de su profesión y su nacionalidad.</p>	<p>Communication and collaboration: Learners ask and give out personal information.</p> <p>Critical thinking: The ability to make a distinction between formal and informal contexts.</p> <p>Digital literacy: The use of audiovisual Learning Resources.</p>	<p>GESI: Encouraging all learners in class irrespective of the diversity in gender, ability and backgrounds and supporting each of them to share their views ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • knowledge of themselves and others' peculiarities and stereotypes • tolerance for diversity and respect for all <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work
<p>I.1.3.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de decir dónde vive.</p>	<p>Communication and collaboration: Learners ask and give out personal information.</p> <p>Critical thinking: The ability to make a distinction between formal and informal contexts.</p> <p>Digital literacy: The use of audio-visual Learning Resources.</p>	<p>GESI: Promoting inclusivity in the classroom by encouraging every learner to actively participate in lessons, cross sharing of ideas and thoughts between and among groups and individuals ensures;</p> <ul style="list-style-type: none"> • Respect for individuals of varying beliefs, religion and cultures • Being sensitive to the inter-relatedness of the various spheres of life, groups and individuals

		<ul style="list-style-type: none">• Being aware of personal biases and stereotypes• Embracing diversity and practice inclusion <p>National Core Values:</p> <ul style="list-style-type: none">• Tolerance• Friendliness• Open mindedness• Patience• Commitment• Hard work• Integrity
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
I.1.3.CS.1	I.1.3.LI.1	I.1.3.AS.1
Profesiones Nacionalidades Lugar de residencia Tú vs usted	<p>Dialoga con un compañero sobre la profesión y nacionalidad. (Expresión oral)</p> <p>Rompehielos(icebreaker): El profesor proyecta un vídeo con vocabulario relacionado con las profesiones.</p> <p>Talk for learning:</p> <ul style="list-style-type: none"> • ¿Cuál es tu profesión? • ¿A qué te dedicas? <p>Trabajo en grupo/ Collaborative learning:</p> <ul style="list-style-type: none"> • Menciona dos/ tres profesiones comunes en tu campo de estudio. • Pide y da información sobre tu profesión. <p>Think-Pair-Share: Proyecta imágenes de personas famosas en la comunidad, país o el mundo hispánico y pide a los/las aprendices que digan sus nacionalidades para introducir el tema.</p> <p>Talk for learning: Provee información sobre las nacionalidades y las variedades según el género y número. Por ejemplo: Ghana - ghanés /ghanesa/ ghaneses</p> <ul style="list-style-type: none"> • Pide a tu compañero información sobre su nacionalidad. <p>Expresiones claves</p> <ul style="list-style-type: none"> • ¿De dónde eres? • Soy de Ghana. <p>Culture in focus: ¿De dónde eres? vs ¿De dónde es?</p>	Level 1 Recall: Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

	<p>I.1.3.LI.2</p> <p>Dialoga con un compañero/una compañera sobre lugares de residencia. (Expresión oral)</p> <p>Trabajo en grupo/ Collaborative learning: Trabajando en grupos de 2 o 3, pregunta a los demás sobre su lugar de residencia.</p> <p>Expresiones claves:</p> <ul style="list-style-type: none"> • ¿Dónde vives? • Vivo en Adenta <p>Culture in focus (formal and informal contexts): ¿Dónde vives? vs ¿Dónde vive?</p>	<p>I.1.3.AS.2</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual resources like videos, YouTube and worksheets. 	

Subject **SPANISH**
Strand **2. Relaciones interpersonales**
Sub-Strand **1. Presentar a tu Familia**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.1.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de mencionar a personas en su familia e indicar la relación que tiene con estas personas.</p>	<p>Communication and collaboration: dialogues, working together as a group.</p> <p>Creativity and innovation: creating photo album.</p>	<p>GESI: Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> • Respecting individuals of varying beliefs, religion 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 <p>National Core Values:</p> <ul style="list-style-type: none"> • Integrity • Tolerance • Open mindedness • Patience • Integrity • Hard work
<p>I.2.1.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de:</p> <ul style="list-style-type: none"> • hablar de las profesiones de los miembros de su familia y de personas famosas. 	<p>Communication and collaboration: dialoguing and working together as a group.</p> <p>Critical thinking: answering comprehension questions.</p> <p>Digital literacy: using authentic texts from the internet.</p>	<p>GESI: Encouraging all learners in class irrespective of the diversity in gender, ability and backgrounds and accept contributions from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • knowledge of themselves and others' peculiarities and stereotypes • tolerance for diversity and respect for all

<ul style="list-style-type: none">• indicar las nacionalidades de los miembros de su familia.• decir dónde vive.		National Core Values: <ul style="list-style-type: none">• Tolerance• Friendliness• Open mindedness• Patience• Commitment• Hard work
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
I.2.1.CS.1	I.2.1.LI.1	I.2.1.AS.1
Hablar de la familia y relaciones familiares	<p>Crea y explica un árbol genealógico. (Expresión oral y escrita)</p> <p>Rompehielos (Icebreaker):</p> <ul style="list-style-type: none"> • El profesor/la profesora muestra a los/las aprendices un vídeo/una imagen de una familia con indicación de la relación de parentesco (padre, madre, hija,hijo, hermano, hermana, etc). Luego, les hace preguntas como estas: <ol style="list-style-type: none"> 1. ¿Quién en la clase tiene dos hermanos? 2. ¿Quién en la clase tiene.....? • Menciona algún vocabulario relacionado con la familia y pregunta a los/las aprendices si tienen a esa persona o no. • Luego, pide a los/las aprendices que mencionen las personas que hay en su familia. 	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audios, imágenes, vídeos y textos auténticos. 	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>I.2.1.CS.2</p> <p>Hablar de las profesiones/ nacionalidades/ lugar de residencia</p>	<p>I.2.1.LI.1</p> <p>Crea y explica un árbol genealógico con más detalles.</p> <p>Rompehielos (Icebreaker):</p> <ul style="list-style-type: none"> El profesor/ la profesora provee un texto auténtico en el que dialogan dos personas sobre sus profesiones. Luego, les hace a los aprendices preguntas de comprensión basadas en el diálogo. <p>Por ejemplo:</p> <ol style="list-style-type: none"> ¿A qué se dedica el Señor X? ¿Quién es abogada en el diálogo? ¿Quién en la clase quiere ser agricultor? ¿Quién en la clase quiere ser arquitecta? <ul style="list-style-type: none"> Menciona algún vocabulario relacionado con las profesiones y pregunta a los aprendices si conocen a alguien que se dedica a estas profesiones. Pide a los/las aprendices que mencionen otras profesiones en su campo de estudio. <p>Collaborative learning: En grupos pequeños, pregúntale el uno al otro las profesiones de sus padres/madres, hermanos/hermanas mayores, tíos,tías, etc.</p> <p>Initiating Talk For Learning: El profesor proyecta imágenes de personas famosas en la comunidad, el país o el mundo hispanico y pide a los/las aprendices que indiquen sus nacionalidades y sus lugares de residencia.</p> <p>Trabajo en grupo/ collaborative learning.</p> <p>Ejemplos de preguntas</p> <ol style="list-style-type: none"> ¿A qué se dedica Apostle Kwadwo Safo (Kantanka) ? ¿De dónde es Apostle Kwadwo Safo (Kantanka) ? ¿Dónde vive Apostle Kwadwo Safo (Kantanka) ? ¿Y tú, dónde vives? 	<p>I.2.1.AS.1</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> Audios, images, video and authentic texts 	

Subject **SPANISH**
Strand **2. Relaciones interpersonales**
Sub-Strand **2. Describir a tu familia**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.2.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de:</p> <ul style="list-style-type: none"> • describir a las personas • hablar de su estado de ánimo. 	<p>Communication and collaboration: dialogues, working together as a group.</p> <p>Critical thinking: deducing the possible character traits of people from their personality and modus vivendi.</p> <p>Cultural identity and global citizenship: text for reading contains characters of Ghanaian and Hispanic origins.</p>	<p>GESI: Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • knowledge of themselves and others’ peculiarities, strength and weaknesses • tolerance for diversity and respect for all <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work

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
Descripción física y de carácter Descripción de estado de ánimo Ser vs. Estar Los adjetivos Los artículos	Describe a un miembro de tu familia. (Expresión oral) Rompehielos (icebreaker): El profesor muestra fotos de dos personas y pregunta a los/las aprendices cómo son (aspecto físico ej. altos,bajos, gordos o pequeñas). Talk for learning: <ul style="list-style-type: none"> • Lee un texto auténtico sobre descripción de una persona. Este texto debe destacar descripciones físicas y de carácter. • Luego, da ejemplos de otros adjetivos que se pueden usar para describir a una persona (aspecto físico y personalidad). • ¡OJO! Fíjate en la concordancia entre adjetivos, artículos y sustantivos. 	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
	Describe los estados de ánimo Expresión clave ¿Cómo estás?!/¿Cómo está? Muestra emojis que demuestran estados de ánimos y pregunta a los/las aprendices cómo están.	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audios, images, video, youtube and authentic texts 	

Subject **SPANISH**
Strand **2. Relaciones interpersonales**
Sub-Strand **3. La familia en Ghana y en el mundo hispánico**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.3.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de comparar actividades que hace su familia con las que hacen otras familias.</p>	<p>Communication and collaboration: working in groups, learners talk about the activities their family members perform, particularly at the weekend.</p> <p>Critical thinking: learners explain the rationale for the choice of the activities their family members perform.</p> <p>Creativity and innovation: learners express what their interlocutors say using different expressions.</p> <p>Cultural identity and global citizenship: learners compare the things usually done in Ghanaian homes with those done in Hispanic homes.</p> <p>Personal development and leadership: learners are encouraged to volunteer to read authentic texts to the hearing of other members of the group or class.</p>	<p>GESI: Given equal opportunities to all learners irrespective of their background and solicit views from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and hard work • Honesty and truthfulness in the reporting of basis of apportionment
<p>I.2.3.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de</p>	<p>Communication and collaboration: working in groups, learners talk about the activities their family members perform, particularly at the weekend.</p>	<p>GESI: Using mixed-ability and mixed-gender pairing, special attention given to the catch-up, regular and gifted and talented learners leads to;</p>

<p>comparar sistemas familiares en Ghana o su comunidad con los de otras culturas.</p>	<p>Critical thinking: learners explain the rationale for the choice of the activities their family members perform.</p> <p>Creativity and innovation: learners express what their interlocutors say using different expressions.</p> <p>Cultural identity and global citizenship: learners compare the things usually done in Ghanaian homes with those done in Hispanic homes.</p> <p>Personal development and leadership: learners are encouraged to volunteer to read authentic texts to the hearing of other members of the group or class.</p>	<ul style="list-style-type: none"> • Respecting individuals of varying abilities, beliefs, religion 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 <p>National Core Values:</p> <ul style="list-style-type: none"> • Integrity • Tolerance • Open mindedness • Patience • Integrity and hard work
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
I.2.3.CS1	I.2.3.LI.1	I.2.3.AS.1
<p>Hablar de las tradiciones familiares</p> <p>Hacer comparaciones y conexiones entre sistemas familiares en Ghana y en el mundo hispánico.</p>	<p>Habla de algunas tradiciones familiares de tu país. (Expresión oral)</p> <p>Rompehielos (ice breaker): El profesor muestra fotos de actividades que la gente suele hacer con su familia y luego pregunta a los/las aprendices lo que hacen con los miembros de su familia.</p> <p>Pregunta clave: ¿Qué actividades haces con los miembros de tu familia durante el fin de semana?</p> <p>Think-Pair-Share: Lee un texto auténtico y contesta las preguntas sobre las actividades que otras personas hacen con los miembros de su familia en el mundo hispánico. (Comprensión de lectura)</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	<p>I.2.3.LI.2</p> <p>Haz conexiones y comparaciones entre el sistema familiar en Ghana y el de otros países. (Expresión oral)</p> <p>Trabajo en grupo/collaborative learning: En grupos de cinco, hablen sobre la familia nuclear y la familia extendida.</p> <p>Think-Pair-Share: En grupos de dos, lean un texto auténtico sobre la composición de la familia en Ghana o en el mundo hispánico y hagan comparaciones entre los dos sistemas (comprensión de lectura).</p>	<p>I.2.3.AS.2</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, images, video and authentic text 	

Subject SPANISH
Strand 3. Expresar gustos y preferencias
Sub-Strand 1. Hablar de tiempo de ocio

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.3.1.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de expresar las actividades que le gusta hacer</p>	<p>Communication and collaboration: working in groups, learners talk about the things they do during their free time.</p> <p>Critical thinking: learners express their views in the simple present tense using the limited vocabulary, particularly verbs, they have acquired both in class and in their own readings.</p> <p>Creativity and innovation: learners act out some of the things they do: e.g. sing a Spanish song, simulate the preparation of a Spanish dish, etc.</p> <p>Personal development and leadership: demonstrated in the appreciation of the video images.</p>	<p>GESI: Encouraging all learners to participate in the role play with special attention giving to learners with speech, sight and hearing impairment ensures;</p> <ul style="list-style-type: none"> • Respect for diversity and tolerance for all • Accepting themselves and others while appreciating their strength and working on their weaknesses <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and hard work
<p>I.3.1.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de preguntar a otras personas sobre lo que hacen durante su tiempo libre.</p>	<p>Communication and collaboration: working in groups, learners talk about the things they do during their free time.</p> <p>Critical thinking: learners express their views in the simple present tense using the limited vocabulary, particularly verbs, they have acquired both in class and in their own readings.</p> <p>Creativity and innovation: learners act out some of the things they do: e.g. sing a Spanish song, simulate the preparation of a Spanish dish, etc.</p>	<p>GESI: Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • knowledge of themselves and others' peculiarities, strength and weaknesses • tolerance for diversity and respect for all <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness

	Personal development and leadership: demonstrated in the appreciation of the video images.	<ul style="list-style-type: none">• Open mindedness• Patience• Commitment and hard work
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
1.3.1.CS.1	1.3.1.LI.1	1.3.1.AS.1
<p>Hablar sobre actividades que nos gusta hacer.</p> <p>Preguntar a los demás lo que a ellos les gusta hacer.</p> <p>Verbos similares a Gustar</p>	<p>Habla, escribe o dibuja o actúa lo que te gusta hacer durante tu tiempo libre</p> <p>Rompehielos (icebreaker): Initiating talk for learning: El profesor/la profesora muestra imágenes o videos de personas haciendo algunas actividades durante su tiempo libre. Luego, pregunta a los/las aprendices las actividades que les gusta hacer.</p> <ul style="list-style-type: none"> Estructura gramatical: El verbo <i>Gustar</i> 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	1.3.1.LI.2	1.3.1.AS.2
	<p>Pregunta a los demás lo que hacen durante su tiempo libre. (Expresión oral y escrita)</p> <p>Trabajo en grupo/ collaborative learning En grupos de cinco o seis, pregunten uno a otro lo que les gusta hacer.</p> <p>Expresiones útiles</p> <p>¿Qué te gusta hacer?</p> <p>¿Qué le/les gusta hacer?</p> <p>Estructura gramatical:</p> <p>Gustar y verbos semejantes como encantar, interesar, fascinar, importar etc.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> Audios, images, video and authentic texts 	

Subject SPANISH

Strand 3. Expresar gustos y preferencias

Sub-Strand 2. Actividades de ocio populares en mi comunidad y en el mundo hispánico

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.3.2.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de hablar sobre las actividades de ocio en su comunidad/Ghana.</p>	<p>Communication and collaboration: working in groups, learners discuss how most Ghanaians spend their leisure time</p> <p>Critical thinking: learners compare and contrast leisure activities of Ghanaians with those of Hispanics and people from other places.</p> <p>Creativity and innovation: learners use the comparative form of ‘regular’ adjectives correctly.</p> <p>Cultural identity and global citizenship: demonstrated in the appreciation of the similarities and differences between the leisure activities of Ghanaians and Hispanics.</p> <p>Digital literacy: demonstrated through the use of videos/images/audios</p>	<p>GESI: Involving all learners in class irrespective of their varying abilities, gender and backgrounds, supporting them to share their views and thoughts ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and integrity
<p>1.3.2.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de hacer conexiones y comparaciones de las actividades de ocio en su comunidad y otros países hispano hablantes</p>	<p>Communication and collaboration: working in groups, learners discuss how most Ghanaians spend their leisure time</p> <p>Critical thinking: learners compare and contrast leisure activities of Ghanaians with those of Hispanics and people from other places.</p>	<p>GESI: Creating equal opportunities for all learners to participate in class, through the use of balanced gender groups leads to;</p> <ul style="list-style-type: none"> • tolerance and respect for each other • confidence and efficacy in their ability to perform • awareness of themselves and others taking into consideration their biases and stereotypes <p>National Core Values:</p>

	<p>Creativity and innovation: learners use the comparative form of 'regular' adjectives correctly.</p> <p>Cultural identity and global citizenship: demonstrated in the appreciation of the similarities and differences between the leisure activities of Ghanaians and Hispanics.</p> <p>Digital literacy: demonstrated through the use of videos/images/audios</p>	<ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Integrity
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
I.3.2.CS.1 Hacer comparaciones y conexiones entre actividades de ocio en mi comunidad y en el mundo hispánico.	I.3.2.LI.1 Haz presentaciones sobre las actividades de ocio de tu comunidad. (Expresión oral) Rompehielos (icebreaker): El profesor/la profesora muestra a los/las aprendices un vídeo de personas hablando sobre actividades de ocio que hacen durante su tiempo de ocio. Luego, los/las aprendices contestan a las preguntas de comprensión preparado por el profesor/ la profesora.	I.3.2.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	I.3.2.LI.2 Indica en qué se asemejan y/o se diferencian las actividades de ocio en Ghana/tu comunidad y las de otros países. (Expresión oral) Think-Pair-Share: El profesor/ la profesora muestra a los/las aprendices un vídeo de algunas personas de un país hispánico hablando sobre actividades que hacen durante su tiempo de ocio. Luego los/las aprendices pueden hacer comparaciones entre las actividades que hacen los hispanohablantes con las que hacen los ghaneses.	I.3.2.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	Teaching and Learning Resources <ul style="list-style-type: none"> • Audios, images, video and authentic texts. 	

Subject **SPANISH**
Strand **4. Mi entorno y yo**
Sub-Strand **1. El aula / La escuela**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.4.1.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de identificar objetos que se encuentran en el aula.</p>	<p>Communication and collaboration: working in pairs, learners ask each other to mention the names of objects they have in their bags.</p> <p>Critical thinking: learners use the appropriate demonstrative adjectives with the corresponding objects</p> <p>Creativity and innovation: learners make the appropriate concordance between the demonstrative adjectives and the nouns taking into account gender and number.</p> <p>Digital literacy: demonstrated through the use of videos/images/audios.</p>	<p>GESI: Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • knowledge of themselves and others’ peculiarities, strength and weaknesses • tolerance for diversity and respect for all <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work
<p>I.4.1.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de identificar lugares en la escuela.</p>	<p>Communication and collaboration: working in pairs, learners ask each other to mention the names of objects they have in their bags.</p> <p>Critical thinking: learners use the appropriate demonstrative adjectives with the corresponding objects</p>	<p>GESI: Creating equal opportunities for all learners to participate in class, through the use of balanced gender groups leads to;</p> <ul style="list-style-type: none"> • tolerance and respect for each other • confidence and efficacy in their ability to perform • awareness of themselves and others taking into consideration their biases and stereotypes

	<p>Creativity and innovation: learners make the appropriate concordance between the demonstrative adjectives and the nouns taking into account gender and number.</p> <p>Digital literacy: demonstrated through the use of videos/images/audios.</p>	<p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Integrity
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
I.4.I.CS.1	I.4.I.LI.1	I.4.I.AS.1
<p>Los objetos en el aula y lugares en la escuela</p> <p>Los adjetivos demostrativos</p>	<p>Identifica y menciona objetos que hay en tu mochila/aula. (Expresión oral)</p> <p>Rompehielos(Icebreakers):</p> <ul style="list-style-type: none"> • ¿Qué hay en tu mochila? <p>El profesor/ la profesora muestra a los/las aprendices los objetos que tienen en su mochila/bolso. Luego invita a unos voluntarios para que mencionen los objetos que tienen en sus mochilas.</p> <p>Initiating talk for learning:</p> <p>El profesor/la profesora muestra vídeo/imágenes de objetos en un aula. Pronuncia los nombres de los objetos y los/las aprendices los repiten también.</p> <p>¿Qué hay en esta aula?</p> <p>Luego, el profesor pide a los/las aprendices que mencionen los objetos que se encuentran en su aula.</p> <p>Estructura gramatical:</p> <ul style="list-style-type: none"> • Los adjetivos demostrativos: este, esta, estos, estas, esos y esas. • El profesor puede agrupar a los objetos y los aprendices pueden indicar el adjetivo demostrativo apropiado según género y número. • Por ejemplo: • Esta mesa, este lápiz etc..... 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	I.4.I.LI.2	I.4.I.AS.2
	<p>Identifica y menciona lugares en la escuela. (Expresión oral)</p> <p>Actividad de entrada:</p> <p>¿Qué hay en esta aula/ escuela?</p> <ul style="list-style-type: none"> • El profesor/la profesora muestra un vídeo/imagen de lugares en el aula/escuela. • Luego a base del video, los aprendices/ las aprendices pueden mencionar los lugares que hay o no hay en su entorno. <p>Initiating talk for learning:</p> <p>También, el profesor/ la profesora puede presentar vocabulario relacionado con la escuela o el aula.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>

	Estructura gramatical: Los adjetivos demostrativos: este, esta, estos, estas, esos y esas.	
Teaching and Learning Resources	<ul style="list-style-type: none">• Audios, images, video and authentic texts	

Subject **SPANISH**
Strand **4. Mi entorno y yo**
Sub-Strand **2. Descripción de lugares**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.4.2.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de identificar lugares importantes en la escuela.</p>	<p>Communication and collaboration: working in groups, learners ask one another to identify places of importance on campus.</p> <p>Critical thinking: Spanish has two ways of expressing to be: ser/estar. Learners will think critically in order to determine which one to use.</p> <p>Creativity and innovation: learners make photo collages of their favorite places in their school.</p> <p>Cultural identity and global citizenship: a few places of importance in the Hispanic world are shown in the video clip</p> <p>Digital literacy: demonstrated through the use of videos/images/audios.</p>	<p>GESI: Involving all learners in class irrespective of their varying abilities, gender and backgrounds, supporting them to share their views and thoughts ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work
<p>I.4.2.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de describir un lugar</p>	<p>Communication and collaboration: working in groups, learners ask one another to identify places of importance on campus.</p> <p>Critical thinking: Spanish has two ways of expressing to be: ser/estar. Learners will think critically in order to determine which to use.</p>	<p>GESI: Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> • Respecting individuals of varying beliefs, religion and cultures • Being sensitive to the inter-relatedness of the various spheres of life, groups and individuals

	<p>Creativity and innovation: Learners make photo collages of their favorite places in their school.</p> <p>Cultural identity and global citizenship: A few places of importance in the Hispanic world are shown in the video clip.</p> <p>Digital literacy: Demonstrated through the use of videos/images/audios.</p>	<ul style="list-style-type: none"> • Being aware of personal biases and stereotypes • Embracing diversity and practice inclusion <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work
I.4.2.LO.3		
Después de esta sesión, el/la aprendiz será capaz de describir su escuela	<p>Communication and collaboration: working in groups, learners ask one another to identify places of importance on campus: dining hall, library, administration block, etc. and indicate where they are located and give a brief description of them.</p> <p>Critical thinking: Spanish has two ways of expressing to be: ser/estar. Learners will think critically in order to determine which to use.</p> <p>Creativity and innovation: learners make photo collages of their favorite places in their school.</p> <p>Cultural identity and global citizenship: a few places of importance in the Hispanic world are shown in the video clip.</p> <p>Digital literacy: demonstrated through the use of videos/images/audios.</p>	<p>GESI: Encouraging all learners in an inclusive way, cross sharing of thoughts and ideas between and among groups and individuals leads to;</p> <ul style="list-style-type: none"> • Respecting individuals of varying beliefs, religion 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 <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
I.4.2.CS.1 Lugares importantes de la escuela (cafetería, dormitorios, bibliotecas, etc.) Las preposiciones/ Los adjetivos Ser/Estar	<p>I.4.2.LI.1</p> <p>Menciona algunos lugares importantes en la escuela.</p> <p>Rompehielos (ice breaker):</p> <ul style="list-style-type: none"> • Para introducir el tema, el profesor/la profesora puede proporcionar un texto auténtico /didáctico como el que está abajo. <p>“Los aprendices están en un aula. El profesor está en su oficina. Estos son lugares importantes en la escuela. Los aprendices leen o estudian a veces en la biblioteca. La biblioteca es muy grande. Hay una librería cerca de la biblioteca donde los estudiantes compran libros. Durante el recreo, los aprendices almuerzan en el comedor o en la cafetería”.</p> <p>Initiating talk for learning</p> <ul style="list-style-type: none"> • El profesor/ la profesora menciona algunos lugares de la escuela y explica en español su función. • Luego, el profesor/ la profesora muestra un vídeo/una imagen de lugares en la escuela. <p>Trabajo en grupo/ Collaborative learning. (In mixed ability groups): A base del vídeo, los/las aprendices mencionan los lugares importantes que hay o no hay en su entorno.</p>	I.4.2AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	<p>I.4.2.LI.2</p> <p>Describe tu lugar favorito en la escuela. (Expresión oral)</p> <p>Initiating talk for learning: In mixed ability groups, learners brainstorm the following concepts introduced by the instructor:</p> <p>Descripción de un lugar</p> <ul style="list-style-type: none"> • ¿Qué es describir un lugar? <p>Para hacer la descripción de un lugar se pueden seguir los pasos siguientes:</p> <ul style="list-style-type: none"> • ¿Qué es? (Menciona el lugar que vas a describir) • ¿Dónde se encuentra? 	I.4.2AS.2 Level 1 Recall: Level 2 Skills of conceptual understanding: Level 3 Strategic reasoning: Level 4 Extended critical thinking and reasoning:

	<p>Delante, detrás, encima, debajo, a la izquierda, a la derecha, en el centro, al lado, cerca, en medio, enfrente, al fondo, lejos, alrededor, junto a...</p> <p>Grammar in focus:</p> <ul style="list-style-type: none"> • El uso del verbo “ser” • Las preposiciones <p>¿Cómo es? (Usa adjetivos para describir un lugar).</p> <ul style="list-style-type: none"> • Grammar in focus: El uso del verbo “estar” <p>¿Qué elementos hay en ese lugar? (Ejemplo: montes, ríos, casas...)</p> <p>Las preposiciones</p> <p>Algunos ejemplos son:</p> <ul style="list-style-type: none"> • Delante, detrás, encima, debajo. • A la izquierda, a la derecha, en el centro, al lado. • Cerca, en medio, enfrente, al fondo, lejos. • Alrededor, junto a... 	
	1.4.4.LI.3	1.4.4AS.3
	<p>Escribe sobre tu escuela. (Expresión escrita)</p> <p>Trabajo en grupo/ collaborative learning:</p> <ul style="list-style-type: none"> • (In mixed ability groups, learners answer questions). • El profesor/la profesora indica a los/las aprendices que escriban sobre su escuela. Ellos tienen que incluir estos detalles: <ul style="list-style-type: none"> • ¿Dónde está la escuela? • ¿Cómo es? • Menciona algunos lugares y lo que hacen allí. • ¿Por qué te gusta o no tu escuela? 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, images, video and authentic texts 	

Subject SPANISH

Strand 4. Mi entorno y yo

Sub-Strand 3. Las fracciones del tiempo: años, meses, semanas, días, partes del día y la hora

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.4.3.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de mencionar los días y los meses en español y aplicarlos en ciertas situaciones conversacionales.</p>	<p>Communication and collaboration: working in groups, group leaders manipulate the arms of a wall clock and have group members say, in turns and in Spanish, what the time is.</p> <p>Critical thinking: Learners will make a distinction between to be + time and to do something at + time: e.g. it is 6 am vrs I wake up at 6am</p> <p>Cultural identity and global citizenship: a comparison between the daily routine of a typical Ghanaian and a typical Hispanic.</p> <p>Digital literacy: demonstrated through the use of videos/images/audios</p>	<p>GESI: Creating equal opportunities for all learners to participate in class, through the use of balanced gender groups leads to;</p> <ul style="list-style-type: none"> • tolerance and respect for each other • confidence and efficacy in their ability to perform • awareness of themselves and others taking into consideration their biases and stereotypes <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Integrity
<p>I.4.3.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de decir la hora en español.</p>	<p>Communication and collaboration: working in groups, group leaders manipulate the arms of a wall clock and have group members say, in turns and in Spanish, what the time is.</p> <p>Critical thinking: Learners will make a distinction between to be + time and to do something at + time: e.g. it is 6 am vrs I wake up at 6am.</p>	<p>GESI: Appreciative of the need for teamwork, accepting the views of others without any form of discrimination ensures;</p> <ul style="list-style-type: none"> • awareness of the need to accept views of others and respect for diverse backgrounds, etc.

	<p>Cultural identity and global citizenship: a comparison between the daily routine of a typical Ghanaian and a typical Hispanic.</p> <p>Digital literacy: demonstrated through the use of videos/images/audios.</p>	<ul style="list-style-type: none"> • developing consciousness in accepting the varied background of others and respecting them <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Integrity
I.4.3.LO.3		
Después de esta sesión, el /la aprendiz será capaz de expresar lo que hace en un día típico.	<p>Communication and collaboration: working in groups, group leaders manipulate the arms of a wall clock and have group members say, in turns and in Spanish, what the time is.</p> <p>Critical thinking: Learners will make a distinction between to be + time and to do something at + time: e.g. it is 6 am vrs I wake up at 6am.</p> <p>Cultural identity and global citizenship: a comparison between the daily routine of a typical Ghanaian and a typical Hispanic</p> <p>Digital literacy: demonstrated through the use of videos/images/audios.</p>	<p>GESI:</p> <ul style="list-style-type: none"> • Give equal opportunities to learners both male and female to learn. • Instructors should highlight that learners should be kind to themselves and respect their environment • Help learners appreciate cultural differences between the Ghanaian society and the Hispanic world.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
I.4.3.CS.1 Los días de la semana Los meses Decir la hora Mi rutina diaria	I.4.3.LI.1 Menciona los días de la semana y los meses del año en español. Rompehielos(icebreaker): El profesor/la profesora puede mostrar un calendario en español con los días y los meses del año. Initiating talk for learning <ul style="list-style-type: none"> • ¿Qué día es hoy? • ¿En qué mes estamos? • A partir de estas dos preguntas el profesor/la profesora introduce el tema de hoy y menciona los días de la semana y los aprendices los repiten (special attention should be given to learners with speech impairment). El profesor les hace a los aprendices esta pregunta: <ul style="list-style-type: none"> • ¿Cuándo es tu cumpleaños? (los/las aprendices contestan con el día y el mes siguiendo el modelo: Mi cumpleaños es) I.4.3.LI.2	I.4.3.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	Reconoce y di la hora del día. Building on previous knowledge <ul style="list-style-type: none"> • ¿Cuál es la fecha de hoy? • El profesor/ la profesora da ejemplos de horas de apertura y cierre de algunos lugares en la escuela como la biblioteca, comedor, clases etc... Talk For Learning A partir de la conversación anterior, el profesor/ la profesora puede explicar cómo se dice la hora en español. <ul style="list-style-type: none"> • ¿Qué hora es en.....? El profesor/ la profesora muestra relojes correspondiendo a ciertos países del mundo y luego pide a los/las aprendices que indiquen la hora. (Find alternative ways to cater for learners who are visually disadvantaged).	I.4.3.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

	I.4.3.LI.3	I.4.3.AS.3
	<p>Habla de tu rutina e indica a qué hora haces algunas actividades (de lunes a viernes) (Expresión oral)</p> <p>Talk for learning:</p> <p>Los/las aprendices ven un vídeo o leen un texto sobre alguien que habla de su rutina diaria.</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> • En grupos pequeños de aprendices con diversas habilidades, los/las aprendices contestan a unas preguntas de comprensión preparadas por el profesor/la profesora sobre el video o el texto. • Además, los/las aprendices pueden hacer comparaciones entre su rutina diaria con otras personas 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audios, images, video and authentic texts 	

YEAR TWO

Subject **SPANISH**
Strand **2. Relaciones interpersonales**
Sub-Strand **4. Presentar a tu amigo**

Learning Outcomes	21 st Century Skills and Competencies	GESI ³ , SEL ⁴ and Shared National Values
<p>2.2.4.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de presentar a su amigo/amiga.</p>	<p>Communication and collaboration: The learners talk to one another and collaborate to achieve tasks.</p> <p>Creativity and innovation: Learners apply what they learn through dialogue and role-playing.</p> <p>Personal development and leadership: Learners talk in front of the class.</p>	<p>GESI: Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> • Respecting individuals of varying beliefs, religion 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 <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and hard work • Fairness • Truthful • Honest in the work environment

³Gender Equality and Social Inclusion

⁴Socio-Emotional Learning

2.2.4.LO.2		
<p>Después de esta sesión, el/la aprendiz será capaz de presentar a su amigo/amiga indicando su lugar de residencia/ profesión/ nacionalidad</p>	<p>Communication and collaboration: The learners talk to one another and collaborate to achieve tasks.</p> <p>Critical thinking: Learners think about different ways of asking people what their professions are: ¿Cuál es tu profesión? ¿Cuál es su profesión? ¿A qué te dedicas? ¿A qué se dedica? ¿Qué hace(s) para ganarse/ganarte la vida?</p> <p>Creativity and innovation: Learners apply what they learn and make mini video projects.</p> <p>Personal development and leadership: Learners talk in front of the class.</p> <p>Digital literacy: Video assignment</p>	<p>GESI: Encouraging learners to share ideas in an inclusive environment, cross sharing of ideas and views between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> • Being sensitive to the inter-relatedness of the various spheres of life, groups and individuals • Respecting individuals of varying beliefs, religion and cultures • Being aware of personal biases and stereotypes <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and hard work • Fairness • Truthful • Honest in the work environment

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.2.4.CS.I	2.2.4.LI.I	2.2.4.AS.I
Hablar de los amigos	<p>Presenta a una persona indicando su nombre y edad. (Expresión oral)</p> <p>Rompehielos (Icebreaker): El profesor/la profesora proyecta imágenes en la pizarra y pregunta a los/las aprendices cómo se llaman las personas proyectadas. Expresiones útiles;¿Cómo se llama?</p> <p>Collaborative learning: Los/las aprendices pueden hacer el uno al otro estas preguntas:</p> <ul style="list-style-type: none"> • ¿Cómo te llamas? • ¿Cómo se llama tu amigo? • ¿Y cuántos años tiene? 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audio-visual resources like videos, YouTube and worksheets 	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.2.4.CS.2	2.2.4.LI.1	2.2.4.AS.1
<p>Hablar de las profesiones/ nacionalidades/ lugar de residencia.</p>	<p>Habla de la profesión, nacionalidad y lugar de residencia de uno de tus amigos</p> <p>Rompehielos(icebreaker): El profesor/la profesora proyecta un vídeo con vocabulario relacionado con las profesiones.</p> <p>Initiating talk for learning</p> <ul style="list-style-type: none"> • ¿Cuál es tu profesión? • ¿Cuál es la profesión de tu amigo? • ¿A qué te dedicas? • ¿A qué se dedica? <p>Trabajo en grupo/ Collaborative learning: Pregunta a tus compañeros o compañeras las profesiones comunes en su familia y luego presenta esta información al grupo.</p> <p>Think-Pair-Share: Pide a tu amigo o a tu amiga que mencione a su deportista favorito y que diga su nacionalidad y lugar de residencia.</p> <p>Talk for learning Provee información sobre la nacionalidad y lugar de residencia del deportista favorito de tu amigo o tu amiga..</p> <p>Expresiones claves</p> <ul style="list-style-type: none"> • ¿De dónde es? • Es ecuatoriano. • ¿Dónde vive? • Vive en Teshie 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual resources like videos, YouTube and worksheets 	

Subject **SPANISH**
Strand **2. Relaciones interpersonales**
Sub-Strand **5. Describir a tu amigo**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.5.LO.1</p> <p>Después de esta sesión, el/la aprendiz puede describir a su amigo/amiga (física y de carácter)</p>	<p>Communication and collaboration: learners work in groups to achieve a specific communicative task.</p> <p>Critical thinking: learners are comparing two people and saying how similar or different they are.</p> <p>Creativity and innovation: learners do a mini-presentation in groups.</p> <p>Personal development and leadership: learners volunteer to do presentations in class.</p>	<p>GESI: Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> • Respecting individuals of varying beliefs, religion 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 practise inclusion <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience, • Commitment and hard work • Fairness • Truthful • Honest in the work environment

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.2.5.CS.I	2.2.5.LI.I	2.2.5.AS.I
<p>Descripción física y de carácter</p> <p>Las comparaciones</p>	<p>Habla sobre lo diferente/ parecido que eres de tu amigo/amiga. (Expresión oral)</p> <p>Rompehielos (icebreaker):</p> <p>El profesor/la profesora muestra fotos de dos jóvenes y pregunta a los/las aprendices cómo son (aspecto físico ej. altos,bajos, gordos o pequeñas).</p> <p>Initiating talk for learning:</p> <p>Lee un texto auténtico sobre descripción de dos personas distintas en cuanto a su apariencia y su personalidad.Luego los aprendices deben destacar las diferencias entre estas dos personas. Luego, el profesor puede introducir la estructura de comparación.</p> <p>A.más + adjetivo + que (de superioridad)</p> <p>B....menos + adjetivo+ que(de inferioridad)</p> <p>C.tan + adjetivo + como (de igualdad)</p> <p>Building on what other say:</p> <p>Stimilus activity</p> <p>Haz una comparación entre tú y tu compañero/compañera de clase.</p> <p>La comparación debe incluir descripciones físicas y/o de carácter.</p> <p>¡OJO! Fíjate en la concordancia entre adjetivos, artículos y sustantivos.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, vídeos y textos auténticos 	

Subject **SPANISH**
Strand **2. Relaciones interpersonales**
Sub-Strand **6. La amistad entre los jóvenes**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.6.LO.1</p> <p>Después de esta sesión, el/la aprendiz puede hablar sobre sus amistades y lo que a sus amigos les gusta hacer.</p>	<p>Collaboration/Communication: working in groups, learners ask one another the things they like doing and why.</p> <p>Critical Thinking: learners will think through the peculiar usage of ‘gustar’ (to like) with a view to making grammatically appropriate utterances.</p> <p>Creativity and innovation: learners imagine and mention words and phrases that depict fraternity and friendship.</p> <p>Cultural identity and global citizenship: authentic text talks about the activities of youth from the Hispanic world.</p>	<p>GESI: Involving each learner in and sharing of views and tolerating those of others leads to;</p> <ul style="list-style-type: none"> • appreciate diverse cultures across the globe. • work in groups, respect diverse background, and embrace inclusivity of all. <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and hard work • Fairness • Truthful • Honest

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>2.2.6.CS.I</p> <p>Compartir información sobre cómo funciona la amistad entre los jóvenes. ¿Cómo se relacionan los jóvenes en la escuela secundaria?</p>	<p>2.2.6.LI.I</p> <p>Habla de actividades que (NO) te gusta hacer con tus amigos/ Habla de cosas que (NO) te gustan. (Expresión oral)</p> <p>Rompehielos (ice breaker): El profesor/la profesora les muestra a los/las aprendices fotos de actividades que los jóvenes suelen hacer con sus amigos y luego les pregunta lo que les gusta hacer con sus amigos.</p> <p>Preguntas claves:</p> <ul style="list-style-type: none"> • ¿Qué actividades haces con tu amigo durante las vacaciones? • ¿Qué cosas (no) te gustan a ti y a tu amiga? <p>Think-Pair-Share: Los/las aprendices leen un texto auténtico proporcionado por el profesor/la profesora sobre las actividades que los jóvenes hacen en el mundo hispanico. Luego, contestan las preguntas de comprensión.</p> <p>Preguntas de reflexión: Menciona una palabra que representa la amistad para ti. Ahora, el profesor/la profesora da un texto sobre amistad entre los jóvenes. Luego, lee con los aprendices y explica las palabras claves sobre la amistad y cómo se relacionan los jóvenes entre ellos. También, puede hacerles preguntas de comprensión para evaluar la comprensión del texto.</p>	<p>2.2.6.AS.I</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual resources like videos, YouTube and worksheets. 	

Subject **SPANISH**
Strand **3. Expresar gustos y preferencias**
Sub-Strand **3. Hablar de actividades deportivas**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.3.LO.1</p> <p>Después de esta sesión, el aprendiz puede hacerles una entrevista a sus compañeros/compañeras sobre su deporte favorito.</p>	<p>Communication and collaboration: Learners talk to each other about their favourite sports.</p> <p>Critical thinking: Learners carry out interviews and surveys and analyse the results.</p> <p>Creativity and innovation: Learners carry out interviews and surveys.</p> <p>Personal development and leadership: Learners report their findings in front of their classmates.</p>	<p>GESI: Giving attention to learners to enable them overcome their limitations and weaknesses ensures;</p> <ul style="list-style-type: none"> • awareness of self and others’ peculiarities, strength and weaknesses • tolerance and respect for diversity in opinions thoughts • inter-relatedness of diversity in backgrounds and beliefs <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Respect for diversity • Commitment • Fairness • Commitment • Hardness
<p>2.3.3.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de hablar de los beneficios de practicar su deporte favorito.</p>	<p>Communication and collaboration: Learners talk to each other about their favourite sports.</p> <p>Critical thinking: Learners carry out interviews and surveys and analyse the results.</p> <p>Creativity and innovation: Learners carry out interviews and surveys.</p>	<p>GESI: Encouraging each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals leads to;</p> <ul style="list-style-type: none"> • Respecting individuals of varying beliefs, religion and cultures • Being sensitive to the inter-relatedness of the various spheres of life, groups and individuals • Being aware of personal biases and stereotypes

	<p>Personal development and leadership: Learners present their findings to their classmates.</p>	<p>National Core Values:</p> <ul style="list-style-type: none">• Tolerance• Friendliness• Open mindedness• Patience• Commitment and hard work• Fairness• Truthful• Honest in the work environment
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.3.3.CS.1	2.3.3.LI.1	2.3.3.AS.1
<p>Pregúntale a tu compañero/compañera qué deporte practica.</p> <p>Habla de los beneficios de practicar un deporte.</p> <p>Gustar y verbos similares</p>	<p>Haz una encuesta sobre qué deportes practican tus compañeros/compañeras y con qué frecuencia. Luego, presenta la información a toda la clase. (Expresión oral)</p> <p>Rompehielos (icebreaker):</p> <ul style="list-style-type: none"> • El profesor/ la profesora muestra imágenes / videos de personas haciendo algunos deportes. Luego, el profesor/ la profesora puede preguntarles a los aprendices si saben cómo se dice (en español) las actividades deportivas proyectadas. • Después el profesor/ la profesora puede darles a los aprendices el vocabulario asociado con deportes. Luego, pregunta a los aprendices las actividades deportivas que les gusta practicar durante su tiempo de ocio. <p>Collaborative learning: Una encuesta en clase Los/las aprendices pueden preguntar a 5 compañeros/compañeras sobre qué deportes practican ellos y sus amigos/amigas durante el fin de semana/vacaciones. Luego, cada aprendiz debe presentar los datos de la encuesta en frente de la clase.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	2.3.3.LI.2	2.3.3.AS.2
	<p>Pregunta a los compañeros/compañeras los beneficios de practicar deportes. (Expresión oral)</p> <p>Trabajo en grupo/ collaborative learning:</p> <ul style="list-style-type: none"> • El profesor/la profesora introduce un texto auténtico (adaptado al nivel de los/las aprendices) sobre los beneficios de hacer deportes. Dos or más aprendices pueden leer el texto y el profesor/ la profesora puede explicar palabras difíciles de entender. Luego se puede hacer preguntas de comprensión (preguntas de opciones múltiples) para evaluar la comprensión del texto. • El profesor/la profesora puede solicitar a 5 o 6 aprendices comentarios, reacciones y opiniones sobre el texto. <p>Retroalimentación con el verbo gustar Expresiones útiles</p> <ul style="list-style-type: none"> • ¿Qué deporte te gusta practicar? 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<ul style="list-style-type: none"> • ¿Qué deporte les gusta practicar a tus amigos en otras escuelas? 	
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audios, images, video and authentic text 	

Subject **SPANISH**
Strand **3. Expresar gustos y preferencias**
Sub-Strand **4. Deportes populares en mi comunidad y en el mundo hispánico**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.4.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de hablar de los deportes populares en su comunidad y compararlos con los del mundo hispánico</p>	<p>Communication and collaboration: Learners work together in groups.</p> <p>Critical thinking: Learners compare and contrast facts/ideas.</p> <p>Cultural Identity and Global Citizenship: Sporting activities range from wrestling to bull-fighting.</p> <p>Personal development and leadership: Learners work in teams to talk about the similarities and/or differences in sporting activities in their communities/country and those of others.</p>	<p>GESI: As all learners are supported in an inclusive environment and given equal opportunities they will;</p> <ul style="list-style-type: none"> • appreciate, value, and embrace diversity as they are made to work in groups. • learn to amicably resolve conflicts and embrace differing opinions. • develop emotional intelligence as their submissions are critiqued by others. <p>Nations Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Integrity • Accountability • Humility • Assertiveness and patriotism

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.3.4.CS.1	2.3.4.LI.1	2.3.4.AS.1
<p>Haz comparaciones y conexiones entre los deportes en tu comunidad y en el mundo hispanico.</p> <p>El boxeo en Chorkor y Bukom</p> <p>Agona Swedru y el tenis</p>	<p>Menciona algunos famosos deportes en Ghana y en el mundo hispanico.</p> <p>Indica y explica en qué se asemejan y/o se distinguen dos de los deportes mencionados.</p> <p>Rompehielos (icebreaker): El profesor/ la profesora muestra un vídeo de jóvenes de un país hispanohablante hablando sobre actividades deportivas en su país.</p> <p>Think-Pair-Share: En grupos de dos, los/las aprendices pueden hacer comparaciones entre las actividades mencionadas en el vídeo con las que hacen los jóvenes en su propio país.</p> <p>Collaborative learning/whole class discussion: El profesor/ la profesora invita a cada grupo para que hable sobre lo que discutieron en sus grupos.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	2.3.4.LI.2	2.3.4.AS.2
	<p>Escribe un blog sobre tu deporte/ deportista favorito. (Expresión escrita)</p> <p>Trabajo en grupo/ collaborative learning:</p> <ul style="list-style-type: none"> El profesor/ la profesora introduce un texto auténtico (adaptado al nivel de los/las aprendices) sobre los deportes en Ghana y en el mundo hispanico (Por ejemplo, el boxeo en Chorkor/ Agona Swedru y el tenis/ el fútbol en Argentina/ Béisbol en Cuba). Dos or más aprendices pueden leer el texto y el profesor puede explicar palabras difíciles de entender. Luego se puede hacer preguntas de comprensión (preguntas de opciones múltiples) para evaluar la comprensión del texto. El profesor/ la profesora puede solicitar a 5 o 6 aprendices comentarios, reacciones y opiniones sobre el texto. <p>Think-Pair-Share: En grupos de dos, los aprendices pueden hacer comparaciones entre las actividades mencionadas en los textos elegidos con las que hacen aprendices en su comunidad y/ o en el mundo hispanico.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>

	Collaborative learning/whole class discussion: El profesor/la profesora invita a cada grupo que hable sobre lo que discutieron en sus grupos.	
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audios, images, video and authentic texts. 	

Subject **SPANISH**
Strand **4. Mi entorno y yo**
Sub-Strand **4. La casa**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.4.4.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de identificar y mencionar objetos que se encuentran en la habitación/casa.</p>	<p>Collaboration/Communication: working in pairs or groups, learners help each other make sketches of their houses and the various parts and contents therein.</p> <p>Creativity and innovation: demonstrate ability to make graphic representation of objects.</p> <p>Cultural identity and global citizenship: learners whose parents happen to have lived/worked in the Spanish speaking world and have furnished their homes with Spanish artifacts can share their drawings with their colleagues.</p>	<p>GESI: As all learners are supported in an inclusive environment and given equal opportunities they will;</p> <ul style="list-style-type: none"> • embrace tolerance and empathy among each other. • learn to resolve conflicts and embrace differing opinions amicably. • develop emotional intelligence as others critique their submissions. <p>Nations Core Values:</p> <ul style="list-style-type: none"> • Hardwork • Integrity • Accountability • Humility • assertiveness and patriotism
<p>2.4.4.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de identificar y mencionar las partes de su casa.</p>	<p>Collaboration/Communication: working in pairs or groups, learners help each other make sketches of their houses and the various parts and contents thereof.</p> <p>Creativity and innovation: demonstrate ability to make graphic representation of objects.</p> <p>Cultural identity and global citizenship: learners whose parents happen to have lived/worked in the Spanish speaking world</p>	<p>GESI: Providing the opportunity for diverse learners to actively participate in all lessons in an inclusive manner and using GESI responsive language as pedagogy ensures;</p> <ul style="list-style-type: none"> • Awareness of personal biases and stereotypes • Respect and tolerance for individual's uniqueness and peculiarities • Sensitivity to the interrelatedness of the various spheres of life, groups and individuals.

	and have furnished their homes with Spanish artifacts can share their drawings with their colleagues.	National Core Values: <ul style="list-style-type: none">• Patriotism• Faithfulness• Honesty• Loyalty• Discipline• Respect• Humility• Assertiveness• Good citizenship
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.4.4.CS.1	2.4.4.LI.1	2.4.4.AS.1
<p>Los objetos en tu habitación y tu casa</p> <p>Los adjetivos demostrativos</p> <p>Los adjetivos posesivos</p>	<p>Identifica y menciona objetos que hay en tu casa</p> <p>Rompehielos(Icebreakers):</p> <ul style="list-style-type: none"> • Dibuja tu casa en una hoja de papel • ¿Qué hay en tu habitación? • El profesor/la profesora muestra imágenes de algunos objetos que se encuentran en una habitación típica. Luego pide a los aprendices que mencionen los objetos que ellos tienen en su habitación. <p>Actividad I</p> <p>Initiating talk for learning: El profesor/la profesora muestra videos/imágenes de objetos en una casa. Pronuncia las palabras y los aprendices las repiten.</p> <p>Building on what others say- Stimulus activity</p> <p>¿Qué objetos hay en esta casa? (El profesor proyecta una imagen de una casa con muchos objetos). Luego el profesor pide a los aprendices que mencionen los objetos que se encuentran en la casa proyectada.</p> <p>Estructura gramatical:</p> <ul style="list-style-type: none"> • Los adjetivos demostrativos: este, esta, estos, estas, esos y esas. • El profesor/ la profesora puede indicar el adjetivo demostrativo apropiado según género y número de algunos objetos en una casa. <p>Por ejemplo: Esta cama, esta mesa, este espejo,el sofá, estas lámparas etc.....</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	2.4.4.LI.2	2.4.4.AS.2
	<p>Menciona las partes de tu casa e indica lo que sueles hacer en ellas</p> <p>Actividad de entrada:</p>	Level 1 Recall

	<ul style="list-style-type: none"> • El profesor/la profesora muestra vídeos/imágenes de partes de una casa. Luego, pregunta a los/las aprendices: ¿Qué partes tiene esta casa? <p>Talk for learning:</p> <ul style="list-style-type: none"> • El profesor/la profesora puede presentar más vocabulario relacionado con las partes de la casa. Luego a base del video, los/las aprendices pueden mencionar las partes de su casa y lo que suelen hacer allí. Por ejemplo, la cocina (comer/cocinar). <p>Retroalimentación gramatical: Los adjetivos demostrativos: este, esta, estos, estas, esos y esas.</p>	<p>Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, images, video and authentic texts 	

Subject **SPANISH**
Strand **4. Mi entorno y yo**
Sub-Strand **5. Descripción de lugares y objetos**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.4.2.LO.1</p> <p>Después de esta sesión, el/ la aprendiz será capaz de describir su casa.</p>	<p>Communication and collaboration: Learners talk about the various parts of their houses.</p> <p>Creativity and innovation: Learners create a collage with pictures.</p> <p>Cultural identity and global citizenship: Some parents/learners may have an exposure to foreign cultures and may furnish their homes with objects specific to those cultures.</p> <p>Personal development and leadership: Learners work with one another in groups.</p> <p>Digital literacy: Learners create a collage with pictures of their houses.</p>	<p>GESI: As facilitators steer discussions, they are mindful to stay off biases, stereotypes, and prejudices and place efforts to provide well-balanced examples. This will make learners;</p> <ul style="list-style-type: none"> • aware of their personal biases and stereotypes, embrace diversity, and practice inclusion. • embrace tolerance and empathy among each other. • learn to listen to others of different gender and abilities, thus developing tolerance and listening skills. <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and hard work
<p>2.4.2.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de dar más amplia información sobre sus casas</p>	<p>Communication and collaboration: Learners describe their houses.</p> <p>Critical thinking: Learners make a distinction among the various comparative markers.</p>	<p>GESI: Promoting inclusivity in the classroom by encouraging every learner to actively participate in lessons, cross sharing of ideas and thoughts between and among groups and individuals ensures;</p>

	<p>Personal development and leadership: Learners work with one another in groups.</p>	<ul style="list-style-type: none"> • Respecting individuals of varying beliefs, religion 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 practise inclusion <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work and integrity
2.4.2.LO.3		
<p>Después de esta sesión, el aprendiz será capaz de los tipos de casas en Ghana.</p>	<p>Communication and collaboration: Working in groups, learners describe their houses with the aid of pictures.</p> <p>Critical thinking: Learners make a distinction among the various comparative markers.</p> <p>Creativity and innovation/ digital literacy: Taking pictures.</p> <p>Personal development and leadership: Learners work with one another in groups.</p>	<p>GESI: As all learners are supported in an inclusive environment and given equal opportunities they will;</p> <ul style="list-style-type: none"> • appreciate, value, and embrace diversity as they are made to work in groups. • learn to amicably resolve conflicts and embrace differing opinions. • develop emotional intelligence as their submissions are critiqued by others. • embrace tolerance and empathy among each other. <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Integrity • Accountability • Humility • Assertiveness and patriotism

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.4.2.CS.1 Lugares importantes de la casa (cocina, dormitorios, salón de estar, etc.) Los Adjetivos Las preposiciones Ser/Estar	2.4.2.LI.1 Describe las partes de tu casa. (Expresión oral) Rompehielos (ice breaker): <ul style="list-style-type: none"> • Para introducir el tema, el profesor/la profesora puede proporcionar a los/las aprendices un texto auténtico /didáctico (adaptado al nivel de los/las aprendices) como el que está abajo y luego hacerles preguntas sobre el texto. • El profesor dice: “Esta es la casa de Ama. La casa tiene un salón de estar, dos baños, una cocina y un dormitorio. La casa es grande y bonita. Está pintada de color azul y blanco. La cocina tiene un frigorífico, una microonda y muchos utensilios. Y tú, ¿cómo es tu casa?” Initiating talk for learning: <ul style="list-style-type: none"> • El profesor/ la profesora menciona algunos lugares de la casa y pide a los/las aprendices que sugieran su función en español. • El profesor/la profesora muestra un vídeo de lugares en una casa y luego los/las aprendices los describen. Trabajo en grupo/ Collaborative Learning: Luego a base del video, los/las aprendices pueden mencionar los lugares que hay o no hay en su entorno.	2.4.2.AS.1 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 Compara la casa de tu amigo o amiga con la tuya indicando las diferencias y/o similitudes entre las dos casas. (Expresión oral) Retroalimentación Descripción de un lugar ¿Qué es describir un lugar? Para hacer la descripción de un lugar se pueden seguir los pasos siguientes:	2.4.2.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning

	<ul style="list-style-type: none"> • ¿Qué es? (Menciona el lugar que vas a describir) • ¿Dónde se encuentra? Delante, detrás, encima, debajo, a la izquierda, a la derecha, en el centro, al lado, cerca, en medio, enfrente, al fondo, lejos, alrededor, junto a..., etc. <p>Grammar in focus: El uso del verbo estar</p> <ul style="list-style-type: none"> • ¿Cómo es? (Usa adjetivos para describir el lugar: colores, comparativos...) <p>Grammar in focus: El uso del verbo ser</p> <ul style="list-style-type: none"> • ¿Qué elementos hay en ese lugar? (Ejemplo: montes, ríos, casas...) <p>Las locuciones preposicionales</p> <ul style="list-style-type: none"> • Delante, detrás, encima, debajo. • A la izquierda, a la derecha, en el centro, al lado. • Cerca, en medio, enfrente, al fondo, lejos. • Alrededor, junto a, etc <p>Hacer comparaciones La estructura de comparación:</p> <ul style="list-style-type: none"> •más + adjetivo + que (de superioridad) •menos + adjetivo+ que(de inferioridad) •tan + adjetivo + como (de igualdad) <p>Building on what other say- Stimulus activity</p> <ul style="list-style-type: none"> • Haz una comparación entre tu casa y la de tu compañero de clase. • ¡OJO! Fíjate en la concordancia entre adjetivos, artículos y sustantivos. 	<p>Level 4 Extended critical thinking and reasoning</p>
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	<p>2.4.2.LI.3</p> <p>Habla de los tipos de casas en Ghana. (Expresión oral)</p> <p>Tarea: El profesor/la profesora pide a los/las aprendices que traigan a clase fotos/imágenes de casas muy comunes en su barrio/comunidad. Los/las aprendices deben buscar los nombres de tipos de casa/alojamiento en español.</p> <p>Trabajo en group: Los aprendices mencionan y muestran las imágenes de los tipos de casas que tienen en su barrio. Y luego comparan los tipos de casas que se encuentran en sus barrios con los de sus compañeros.</p> <p>Talk for learning: También, el profesor/la profesora puede presentar más vocabulario relacionado con los tipos de casas/viviendas en Ghana y en otras partes. Por ejemplo, pisos, mansiones, plantas, casa con techo de paja, rascacielos, casas de barro,etc.</p> <p>Trabajo en grupo: El profesor/la profesora muestra unas fotos que contienen varios tipos de casas o viviendas y luego pide a los aprendices que los identifiquen. También deben indicar cuál de estas casas o viviendas a ellos les gustaría tener y por qué.</p>	<p>2.4.2.AS.3</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning:</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, images, video and authentic text 	

Subject **SPANISH**
Strand **4. Mi entorno y yo**
Sub-Strand **6. Hablar sobre el clima y las estaciones**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.4.5.LO.1</p> <p>Después de esta sesión, el aprendiz será capaz de hablar sobre el clima y estaciones.</p>	<p>Communication and collaboration: Learners work in groups.</p> <p>Critical thinking: Answering comprehension questions.</p> <p>Creativity and innovation/ digital literacy: Making a video project</p> <p>Cultural identity and global citizenship: Knowing that not all countries have the same climate and seasons.</p>	<p>GESI: Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • knowledge of themselves and others’ peculiarities, strength and weaknesses • tolerance for diversity and respect for all <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and hard work

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.4.5.CS.I	2.4.5.LI.I	2.4.5.AS.I
<p>Vocabulario relacionado con el clima Las estaciones en Ghana y en otros países</p>	<p>Escribe sobre las actividades que podemos hacer durante diferentes estaciones del año</p> <p>Rompehielos(icebreaker):</p> <ul style="list-style-type: none"> • ¿Qué día es hoy? • ¿En qué mes estamos? <p>A partir de estas dos preguntas el profesor introduce el tema de hoy y muestra vídeos o imágenes sobre el clima. Luego solicita informaciones a través de preguntas de comprensión. También puede presentar más vocabulario relacionado con el clima. Por ejemplo, ¿qué tiempo hace hoy?</p> <ul style="list-style-type: none"> • Hace sol • Hace frío • Está soleado • Está despejado <p>Collaborative learning: El profesor proyecta imágenes del clima de las capitales de algunos países en el mundo hispánico y también algunas ciudades en Ghana. Luego, pregunta a los/las aprendices, ¿qué tiempo hace en?</p> <p>Por ejemplo</p> <ul style="list-style-type: none"> • ¿Qué tiempo hace en Kumasi según la imagen? • ¿Qué tiempo hace en Lima? <p>Las estaciones del año en Ghana: El profesor/la profesora indica que en Ghana, hay dos estaciones: la temporada de lluvias y la temporada seca. Pero en muchas partes del mundo, hay 4 estaciones; invierno, otoño, verano y primavera.</p> <p>Initiating talk for learning: El profesor puede mostrar vídeos de las estaciones mencionadas para facilitar la comprensión.</p> <p>Collaborative learning: El profesor pregunta a los/las aprendices qué actividades se pueden hacer durante estos momentos:</p> <ul style="list-style-type: none"> • La temporada de lluvias • La temporada seca 	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<ul style="list-style-type: none"> • Cuando hace buen tiempo • Cuando hace calor <p>Por ejemplo:</p> <ul style="list-style-type: none"> • Cuando hace buen tiempo, me gusta jugar al fútbol. • Cuando hace mucho calor, algunas personas nadan. 	
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audios, images, video and authentic text. 	

YEAR THREE

Subject **SPANISH**
Strand **2. Relaciones interpersonales**
Sub-Strand **7. Presentar a tu vecino**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁵ , SEL ⁶ and Shared National Values
<p>3.2.7.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de presentar a su vecino/vecina indicando su nombre y su edad</p>	<p>Communication and collaboration: In groups of two or three, learners talk to one another and collaborate to achieve communicative tasks.</p> <p>Creativity and innovation: Learners apply what they learn through dialogue and role-playing.</p> <p>Personal development and leadership: Learners volunteer and talk in front of the class.</p>	<p>GESI: Given equal opportunities to all learners irrespective of their background and soliciting views from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and hard work • Honesty and truthfulness
<p>3.2.7.LO.2</p> <p>Después de esta sesión, el/la aprendiz será capaz de preparar una breve</p>	<p>Communication and collaboration: Learners talk to one another and collaborate to accomplish a communicative task.</p>	<p>GESI: Given equal opportunities to all learners irrespective of their background and soliciting views from all learners ensures;</p>

⁵ Gender Equality and Social Inclusion

⁶ Socio-Emotional Learning

<p>biografía de su vecino/vecina.</p>	<p>Creativity and innovation: Learners apply what they learn and make mini video projects.</p> <p>Personal development and leadership: Learners talk in front of the class.</p> <p>Digital literacy: Demonstrated in video assignment,</p>	<ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment and hard work • Honesty and truthfulness
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
3.2.7.CS.1	3.2.7.LI.1	3.2.7.AS.1
Hablar de los vecinos	<p>Presenta a su vecino a otras personas.</p> <p>Rompehielos (Icebreaker):</p> <ul style="list-style-type: none"> • El profesor/la profesora puede preguntar a los/las aprendices sobre sus amigos en su barrio o comunidad. <p>Expresiones útiles</p> <ul style="list-style-type: none"> • ¿Tienes amigos en tu barrio? ¿Quiénes son? <p>Collaborative learning: En grupos de dos o tres, los/las aprendices hacen el uno al otro estas preguntas:</p> <ul style="list-style-type: none"> • ¿Cómo se llama tu vecino? • ¿Cuántos años tiene? <p>Menciona y describe algunas actividades que haces con tu vecino. Ejemplos de actividades a. bailar b. jugar al fútbol c. montar a bicicleta d. pasear e. ver películas.</p> <p>Menciona tres adjetivos que describen a tu vecino.</p> <p>Después el profesor/la profesora invita a dos o tres aprendices para hablar sobre sus vecinos.</p> <p>Retroalimentación (adjetivos): feliz, simpático, responsable, optimista, etc.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audio-visual resources like videos, YouTube and worksheets 	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.2.7.CS.2</p> <p>Hablar de las profesiones/nacionalidades/lugar de residencia.</p>	<p>3.2.7.LI.1</p> <p>Escribe un ensayo sobre tu vecino/vecina.</p> <p>Rompehielos(icebreaker): El profesor/la profesora proyecta un vídeo de alguien hablando sobre su profesión, rutina diaria, compañeros de trabajo y desafíos del trabajo.</p> <p>Initiating talk for learning: A través del vídeo proyectado, el profesor/la profesora les hace preguntas de comprensión a los aprendices.</p> <ul style="list-style-type: none"> • ¿Cuál es la profesión del/ de la que habla? • ¿Cuál es la rutina diaria de la persona? • Menciona algunos desafíos del trabajo de la persona que habla. <p>Trabajo en grupo/ Collaborative learning: En grupos de dos a cinco, pidan a sus compañeros que mencionen las profesiones comunes en su vecindad o comunidad y luego presenten esta información delante de la clase.</p> <p>Think-Pair-Share: Habla de tu vecino/vecina.</p>	<p>3.2.7.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual resources like videos, YouTube and worksheets 	

Subject **SPANISH**
Strand **2. Relaciones interpersonales**
Sub-Strand **8. Describir a tu vecino**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.8.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de describir a su vecino/vecina (física y de carácter)</p>	<p>Communication and collaboration: Learners work in groups to accomplish a specific communicative task.</p> <p>Critical thinking: Learners are comparing two people and saying how similar or different they are.</p> <p>Creativity and innovation: Learners do a mini-presentation in groups.</p> <p>Personal development and leadership: Learners do presentations in class.</p>	<p>GESI: Using mixed-ability and mixed-gender pairing, special attention given to the catch-up, regular and gifted and talented learners leads to;</p> <ul style="list-style-type: none"> • Respecting individuals of varying abilities, beliefs, religion 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 <p>National Core Values:</p> <ul style="list-style-type: none"> • Integrity • Tolerance • open mindedness • patience • integrity and hard work

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
3.2.8.CS.I	3.2.8.LI.I	3.2.8.AS.I
<p>Descripción física y de carácter</p> <p>Las comparaciones</p>	<p>Prepara un mini-blog describiendo a tu vecino/vecina. (Expresión escrita)</p> <p>Rompehielos (icebreaker): El profesor/la profesora muestra fotos de dos jóvenes y pregunta a los/las aprendices cómo son (aspecto físico ej. altos, bajos, gordos o pequeñas y también tienen que incluir descripción de carácter).</p> <p>Input: Los aprendices leen un texto auténtico sobre la descripción de dos personas distintas en cuanto a su apariencia y su personalidad. Luego, destacan las diferencias entre estas dos personas.</p> <p>Building on previous knowledge: El profesor/la profesora vuelve a introducir la estructura de comparación.</p> <p>A.más + adjetivo + que (de superioridad)</p> <p>B....menos + adjetivo+ que(de inferioridad)</p> <p>C.tan + adjetivo + como (de igualdad)</p> <ul style="list-style-type: none"> • El profesor introduce otras formas de comparación (Adjetivos comparativos irregulares) <p>ejemplos: a. bueno- mejor c. malo- peor d. grande-mayor e. pequeño- menor</p> <p>Building on what others say- Stimulus activity</p> <ul style="list-style-type: none"> • Haz una comparación entre tú y tu vecino. • La comparación debe incluir descripciones físicas y/o de carácter. <p>¡OJO! Fíjate en la concordancia entre adjetivos, artículos y sustantivos.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, videos y textos auténticos 	

Subject **SPANISH**
Strand **2. Relaciones interpersonales**
Sub-Strand **9. Vivir en armonía con los demás**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.9.LO.1</p> <p>Después de esta sesión, el/la aprendiz puede hablar sobre la relación entre vecinos.</p>	<p>Communication and collaboration: Learners work in group to analyse a text.</p> <p>Critical thinking: Learners compare ideas and share their opinions.</p> <p>Cultural identity and global citizenship: Maintaining cordial relations with people from different cultures.</p> <p>Digital literacy: Learners write blogs.</p>	<p>GESI: As all learners are supported in an inclusive environment and given equal opportunities they will;</p> <ul style="list-style-type: none"> • appreciate, value, and embrace diversity as they are made to work in groups. • embrace tolerance and empathy among each other. • learn to resolve conflicts and embrace differing opinions amicably. <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Integrity • Accountability • Humility • Assertiveness • patriotism

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
3.2.9.CS.1	3.2.9.LI.1	3.2.9.AS.1
<p>Compartir información sobre cómo funciona la amistad entre los vecinos.</p> <p>¿Cómo se relacionan los mayores y los jóvenes en la vecindad?</p>	<p>Conversa con sus compañeros/compañeras sobre quién es un buen vecino. (Expresión oral)</p> <p>Rompehielos (ice breaker):</p> <ul style="list-style-type: none"> • ¿Consideras a tus vecinos como amigos? ¿Por qué sí o no? • ¿Cómo se puede entablar y mantener una amistad entre los vecinos? • ¿Qué actividades haces con tu vecino/vecina durante tu tiempo libre? <p>Trabajo en grupo/ collaborative learning: El profesor/la profesora introduce un texto auténtico (adaptado al nivel de los/las aprendices) sobre la relación entre los mayores y los jóvenes en una vecindad o comunidad. Luego los/las aprendices conversan sobre el tema y además contestan las preguntas de comprensión. (Comprensión de lectura)</p> <p>Preguntas de reflexión: Menciona una palabra que represente lo que significa "ser un buen vecino". Ahora, el profesor/la profesora puede proporcionar un texto sobre consejos para ser un buen vecino y les hace preguntas de comprensión para evaluar la comprensión del texto. Los/las aprendices escriben una breve reflexión sobre el tema.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual resources like videos, YouTube and worksheets 	

Subject **SPANISH**
Strand **3. Expresar gustos y preferencias**
Sub-Strand **5. Hablar de la comida**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.5.LO.1</p> <p>Después de esta sesión, el aprendiz puede hablar de su comida favorita y expresar su opinión sobre comer sano.</p>	<p>Communication and collaboration: Learners talk to each other about their favorite food.</p> <p>Critical thinking: Learners prepare questionnaires and conduct interviews.</p> <p>Cultural identity and global citizenship: Learners appreciate their own culture and that of others through their gastronomy.</p> <p>Personal development and leadership: Learners volunteer to answer questions in front of their classmates.</p>	<p>GESI: Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • knowledge of themselves and others’ peculiarities, strength and weaknesses • tolerance for diversity and respect for all <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • open mindedness • patience • commitment and hard work
<p>3.3.5.LO.2</p> <p>Después de esta sesión, el/la aprendiz puede hablar de comidas típicas de su comunidad y también las de un país hispanohablante(Por ejemplo, Perú).</p>	<p>Communication and collaboration: Learners work in groups and share ideas with regard to gastronomy peculiar to their communities.</p> <p>Critical thinking/ creativity and innovation: research projects</p>	<p>GESI: Involving all learners in class irrespective of their varying abilities, gender and backgrounds, supporting them to share their views and thoughts ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals

	<p>Cultural identity and global citizenship: Learners talk about gastronomy peculiar to their communities and the hispanic world.</p> <p>Personal development and leadership: Learners present their research project in front of their classmates.</p>	<ul style="list-style-type: none"> • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Integrity
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.3.5.CS.1</p> <p>¿Qué te gusta comer? ¿A qué hora desayunas/almuerzas/cenas? Comer sano Hacer recomendaciones Hay que + verbo (infinitivo) Tener que + verbo (infinitivo)</p>	<p>3.3.5.LI.1</p> <p>Haz una exposición oral sobre tu comida favorita. (Expresión oral)</p> <p>Rompehielos (icebreaker): En grupos de dos, los/las aprendices contestan estas preguntas de entrada:</p> <ul style="list-style-type: none"> • ¿Qué te gusta comer? / ¿Qué prefieres comer? • ¿Cuál es la comida favorita de tu amigo/tu padre? <p>Input: El profesor/la profesora puede dar a los/las aprendices vocabulario relacionado con la comida. Por ejemplo: arroz- rice, desayuno- breakfast, almuerzo- lunch, cena- diner, pan- bread, leche- milk, pescado- fish, carne- meat, desayunar- to have breakfast, almorzar- to have lunch, cenar- to have diner, etc..</p> <p>Talk for learning: El profesor/la profesora les hace a los/las aprendices estas preguntas: ¿A qué hora desayunas? Modelo: Desayuno a las.....</p> <p>¿Qué desayunas normalmente? Modelo: Desayuno cereales con pan.</p> <p>¿A qué hora almuerzas? Modelo: Almuerzo a las.....</p> <p>¿Qué almuerzas normalmente? Modelo: Almuerzo Waakye</p> <p>¿A qué hora cenas? Modelo: Ceno a las.....</p>	<p>3.3.5.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>¿Qué cenas normalmente? Modelo: Ceno banku y sopa de okra</p> <p>Comer sano</p> <p>El profesor/la profesora muestra vídeos de personas hablando de la importancia de comer sano. Luego, puede preguntar a los/las aprendices sus opiniones sobre lo que es comer sano.</p> <p>Pregunta 1 Recomendación impersonal -Hay que + verbo (infinitivo) ¿Qué hay que hacer para comer sano? Modelo: -Para comer sano, hay que comer más fruta y verduras. - Hay que incluir una variedad de alimentos con proteínas para comer sano.</p> <p>Pregunta 2 Recomendación personal- Tener que + verbo (infinitivo) ¿Qué tenemos que hacer para comer sano? Modelo: -Tenemos que beber mucha agua. -Tenemos que reducir la cantidad de grasas saturadas.</p> <p>Grammar-in-focus: Conjugation of the following verbs in the present tense: comer, desayunar, almorzar, cenar y tener.</p>	
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, images, video and authentic texts 	

Subject **SPANISH**
Strand **3. Expresar gustos y preferencias**
Sub-Strand **6. La gastronomía de mi comunidad /país y en el mundo hispánico**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.6.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de hablar de comidas típicas de su comunidad y también las de un país hispanohablante(Por ejemplo, Perú).</p>	<p>Communication and collaboration: Learners work in groups and share ideas with regard to gastronomy peculiar to their communities.</p> <p>Critical thinking/ creativity and innovation: research projects</p> <p>Cultural identity and global citizenship: Learners talk about gastronomy peculiar to their communities and the hispanic world.</p> <p>Personal development and leadership: Learners present their research project in front of their classmates.</p>	<p>GESI: Using inclusive strategies and pedagogies that promote all learners’ wellbeing and develops their potential promotes;</p> <ul style="list-style-type: none"> • Respect for others and alternative views, as well as the awareness of own biases. • Protect the weak and work for betterment of society and makes learners advocate for peace and justice. • Exhibit empathy towards people with special needs, <p>National Core Values:</p> <ul style="list-style-type: none"> • Sacrifice • Selflessness • Compassion • Fairness • Justice • Generosity • Co-operation • Commitment • Collaboration • Excellence • Resourcefulness • Self-discipline

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.3.6.CS.1</p> <p>Hablar de platos típicos de tu comunidad/región/ país.</p>	<p>3.3.6.LI.1</p> <p>Investiga sobre los platos típicos de un país hispanohablante. Luego haz una comparación entre estos platos y los de tu comunidad.</p> <p>Actividad de entrada: El profesor/la profesora les hace a los/las aprendices estas preguntas:</p> <ul style="list-style-type: none"> • ¿Cuáles son algunos platos típicos de Ghana? • ¿Cuáles son algunos platos típicos de la gente que viven en el norte de Ghana? • ¿Cuáles son algunos platos típicos de la gente que viven en el sur de Ghana? • ¿Qué suele comer la gente de tu barrio/ comunidad? <p>Trabajo en grupo/ collaborative learning.</p> <ul style="list-style-type: none"> • El profesor/la profesora introduce un texto auténtico (adaptado al nivel de los/las aprendices) sobre los platos típicos de Ghana y también de un país hispanohablante. Luego, dos or más aprendices pueden leer el texto y el profesor/la profesora puede explicar palabras difíciles de entender. Además, se puede hacer preguntas de comprensión para evaluar la comprensión del texto. • El profesor/la profesora puede solicitar a 5 o 6 aprendices comentarios, reacciones y opiniones sobre el texto. 	<p>3.3.6.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, images, video and authentic text 	

Subject **SPANISH**
Strand **4. Mi entorno y yo**
Sub-Strand **6. La ciudad y el campo**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.4.6.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de hablar de lugares y personalidades importantes en su ciudad/campo.</p>	<p>Communication and collaboration: Learners interact with the instructor.</p> <p>Critical thinking: learners identify places</p> <p>Personal development and leadership: Learners talk about leaders/leadership in their communities.</p>	<p>GESI: Involving all learners in class irrespective of their varying abilities, gender and backgrounds and supporting them to share their views and thoughts ensure;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.4.6.CS.1</p> <p>Hablar sobre el lugar donde vivimos Hablar de los lugares importantes de tu ciudad/ tu campo Líderes en mi ciudad/campo</p>	<p>3.4.6.LI.1</p> <p>Habla de lugares importantes en tu barrio/comunidad/ciudad/ campo. (Expresión oral)</p> <p>Rompehielos (Icebreakers): El profesor/la profesora hace estas preguntas a los/las aprendices:</p> <ul style="list-style-type: none"> • ¿Dónde vives? • ¿Dónde vive tu familia? • ¿Qué lugares importantes hay en donde vives? <p>Modelo: En mi barrio, hay un gimnasio, banco, hospital, supermercado, etc.</p> <p>El profesor/la profesora muestra imágenes de lugares importantes que hay en ciudades o campos. Luego, pide a los/las aprendices que mencionen los lugares proyectados que tienen en sus ciudades campos.</p> <p>Input: El profesor/la profesora proporciona a los/las aprendices vocabulario relacionado con lugares. Por ejemplo: playa, hotel, restaurante, teatro, cine, mercado, estación de autobús, oficina de correos, biblioteca, universidad, escuela, parques, librerías, ayuntamiento, estación de policía, etc.</p> <p>Building on what others say- Stimulus activity ¿Qué hay en esta ciudad ? (El profesor proyecta un vídeo de una de las ciudades en el mundo hispánico) Luego, pide a los/las aprendices que mencionen algunos lugares/cosas que se encuentran en la ciudad proyectada.</p> <p>TAREA Menciona los líderes importantes en tu ciudad/campo.</p>	<p>3.4.6.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audios, images, video and authentic text 	

Subject **SPANISH**
Strand **4. Mi entorno y yo**
Sub-Strand **7. Descripción de lugares y objetos**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.4.7.LO.1</p> <p>Después de esta sesión, el/la aprendiz será capaz de describir su ciudad/campo.</p>	<p>Communication and collaboration: In small groups (2-6), learners talk about important places in their vicinity.</p> <p>Critical thinking: Learners identify and describe places in their neighbourhood.</p> <p>Creativity and innovation: Learners create a collage with pictures.</p> <p>Cultural identity and global citizenship</p> <p>Personal development and leadership: Learners work with one another in groups.</p> <p>Digital literacy: Learners create collages with pictures.</p>	<p>GESI: Encouraging all learners in class irrespective of the diversity in gender, ability and backgrounds and supporting each of them to share their views ensure;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religion, backgrounds and cultures • knowledge of themselves and others' peculiarities and stereotypes • tolerance for diversity and respect for all <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.4.7.CS.I</p> <p>Describir los lugares importantes de tu ciudad/campo</p> <p>Describir tu lugar favorito en la ciudad/campo</p>	<p>3.4.7.LI.I</p> <p>Escribe un texto descriptivo sobre tu ciudad favorita /campo favorito. (Expresión escrita)</p> <p>Rompehielos (ice breaker): Para introducir el tema, el profesor/la profesora puede proporcionar a los/las aprendices un texto auténtico /didáctico (adaptado al nivel de los aprendices) como el que se sugiere abajo y luego hacerles preguntas sobre el texto.</p> <p>Modelo: Cape Coast es mi ciudad favorita. Se encuentra en la región central de Ghana. Es una ciudad moderna y es bastante poblada. Hay muchos lugares importantes en Cape Coast, tales como Kaakum National Park, El Castillo de Cape Coast, La Universidad de Cape Coast entre otros. También, hay hospitales, hoteles, restaurantes y muchos barrios. En realidad, me gusta mucho Cape Coast porque hay platos muy deliciosos en los restaurantes. Cape Coast tiene playas y son lindas.</p> <p>Retroalimentación Descripción de un lugar ¿Qué es describir un lugar? Para hacer la descripción de un lugar se pueden seguir los pasos siguientes:</p> <ul style="list-style-type: none"> • ¿Qué es? (Menciona el lugar que vas a describir) • ¿Dónde se encuentra? Delante, detrás, encima, debajo, a la izquierda, a la derecha, en el centro, al lado, cerca, en medio, enfrente, al fondo, lejos, alrededor, junto a..., etc. <p>Grammar in focus: El uso del verbo “ser”</p> <ul style="list-style-type: none"> • ¿Cómo es? (Usa adjetivos para describir el lugar: colores, comparativos...) <p>Grammar in focus: El uso del verbo “estar”</p> <ul style="list-style-type: none"> • ¿Qué elementos hay en ese lugar? (Por ejemplo: montes, ríos, casas...) 	<p>3.4.7.AS.I</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>Las locuciones preposicionales</p> <ul style="list-style-type: none"> • Delante, detrás, encima, debajo. • A la izquierda, a la derecha, en el centro, al lado. • Cerca, en medio, enfrente, al fondo, lejos. • Alrededor, junto a, etc • 	
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audios, images, video and authentic texts 	

Subject **SPANISH**
Strand **4. Mi entorno y yo**
Sub-Strand **8. Hablar de los cambios climáticos**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.4.8.LO.1</p> <p>Después de esta sesión, el/la aprendiz puede hablar sobre las causas y efectos de los cambios climáticos en su comunidad y las intervenciones para menguar los efectos.</p>	<p>Communication and collaboration: In small groups (2-5), learners discuss issues relating to climate change.</p> <p>Critical thinking: answering comprehension questions.</p> <p>Creativity and innovation: Group presentations and research.</p> <p>Cultural identity and global citizenship: Acknowledging that climate change is a global issue.</p> <p>Personal development and leadership: Presentations and sensitization of others about the negative effects of climate change.</p> <p>Digital literacy: Using powerpoint for presentations in class.</p>	<p>GESI: Promoting inclusivity in the classroom by encouraging every learner to actively participate in lessons, cross sharing of ideas and thoughts between and among groups and individuals ensures;</p> <ul style="list-style-type: none"> • Respect for individuals of varying beliefs, religion 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 <p>National Core Values:</p> <ul style="list-style-type: none"> • Tolerance • Friendliness • Open mindedness • Patience • Commitment • Hard work • Integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.4.8.CS.I</p> <p>Vocabulario asociado con los cambios climáticos.</p> <p>Hablar sobre cambios climáticos que hemos observado en nuestras comunidades.</p> <p>Hablar de efectos, soluciones e intervenciones que han hecho algunas personas/ organizaciones o gobiernos sobre el tema.</p>	<p>3.4.8.LI.I</p> <p>Expresa tu opinión sobre los cambios climáticos en tu comunidad.</p> <p>Rompehielos(icebreaker): El profesor les hace estas preguntas a los aprendices:</p> <ol style="list-style-type: none"> 1. ¿Qué día es hoy? 2. ¿En qué mes estamos? 3. ¿Qué tiempo hace hoy? <ol style="list-style-type: none"> a.Hace sol b.Hace frío c. Está soleado d. Está despejado 4. En tus propias palabras, qué es cambio climático? 5.¿Qué cambios en el clima has observado en tu comunidad/país/mundo? <p>A partir de estas preguntas el profesor/la profesora puede introducir el tema de hoy y mostrar videos o imágenes sobre cambios climáticos. Luego, el profesor/la profesora solicita informaciones a través de preguntas de comprensión. También, el profesor/ la profesora puede presentar más vocabulario relacionado con el clima y los cambios climáticos.</p> <p>Collaborative learning: El profesor/ la profesora proyecta imágenes/ textos auténticos de algunos efectos de los cambios climáticos. Por ejemplo, inundaciones, incendios forestales, calentamiento global, hambre, cambios en las estaciones, etc.</p> <p>Collaborative learning/Group research: Los/las aprendices en grupos de cinco hacen investigaciones sobre efectos, soluciones e intervenciones que han hecho algunas personas/ organizaciones/ gobiernos/activistas sobre los cambios climáticos. Luego, hacen una ponencia en español delante de la clase. Además, los/las aprendices hablan con sus compañeros/compañeras o profesores en su escuela sobre ese mismo tema (esta parte, la pueden hacer en inglés)</p>	<p>3.4.8.AS.I</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Resources</p>	<p>Audios, images, video and authentic texts</p>	