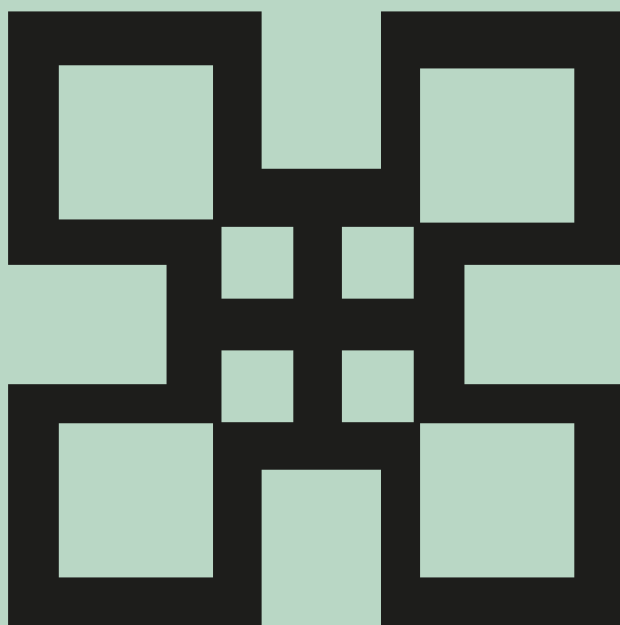


Professional Learning Community Handbook

Agriculture

Year Two



Ghana Education
Service (GES)



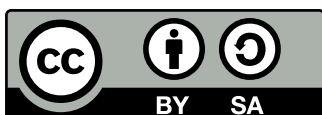
**Professional Learning
Community Handbook**

Agriculture

Year Two



REPUBLIC OF GHANA



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Foreword

As Minister for Education, I am delighted to introduce this handbook on Professional Learning Communities (PLCs). The handbook provides practical guidance and resources for teachers to establish and sustain effective PLCs that will drive quality pedagogy and enhance learning outcomes.

Weekly Professional Learning Community (PLC) sessions are the backbone of this Government's commitment to continuous teacher development in every Senior High School. These PLC sessions enable teachers to come together to master the pedagogy, content and assessment needed to successfully implement Ghana's SHS curriculum.

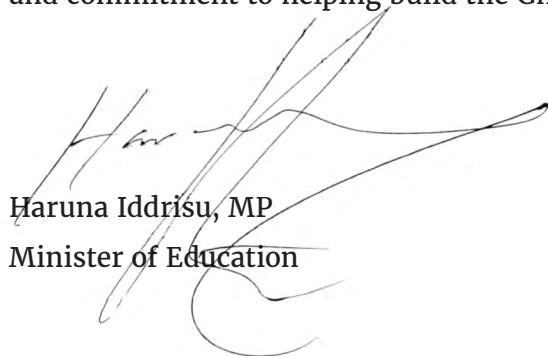
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with the skills needed to progress to further studies, the world of work and adult life.

PLC sessions are critically important and should be treated with the utmost seriousness. Transforming our education system is a partnership between government, teachers, parents and learners. As teachers gain experience with the new curriculum and assessment regime, PLC sessions can also be tailored to discuss specific issues of concern as a group. It is important that teachers are heard and respected. We have listened to your concerns about PLCs and have factored this feedback into the new Year 2 Subject-Specific PLC Handbooks.

The Handbooks have been designed to be more flexible in structure than those for Year One. Each PLC Handbook is supported by a Subject-Specific App developed by the National Council for Curriculum and Assessment (NaCCA) linked to the revised curriculum. These Apps will help teachers to plan learning activities, assessments and differentiated learning. From our early interactions with teachers to develop and test these Apps we can see the level of excitement about their potential to save teachers time and improve their teaching and learning. These Ghanaian-owned Apps are the first of their kind at this scale anywhere in Africa, helping teachers save time and deliver lessons that truly meet the needs of every learner. I am confident that it will have a significant impact on our education system and ultimately benefit our students, teachers, and communities. All teachers are encouraged to embrace the principles and

practices outlined in this handbook and to work together to build strong, vibrant PLCs that promote enhanced learning outcomes.

I commend the authors and contributors for their tireless efforts in developing this valuable resource, which will enhance the quality of teaching and learning. Thank you to each one of you for your dedication and commitment to helping build the Ghana we want, together.

A handwritten signature in black ink, appearing to read 'Haruna Iddrisu', is written over a light blue rectangular background.

Haruna Iddrisu, MP
Minister of Education

Acknowledgements

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Links to APPs

Year One App



<https://www.playlab.ai/project/cmd93523905myjioultzdspqb>

Year Two App



<https://www.playlab.ai/project/cme6eo5we0fwvm30upgptn669>

PLC Session 0: Introduction to the Year Two Professional Learning Community Handbook and the Subject Specific App

1.0 Introduction and Purpose of the Handbook (15 minutes)

The purpose of the Year Two Professional Learning Community (PLC) Handbook is to support teachers to effectively deliver the new Senior High School (SHS) curriculum. This Handbook is accompanied by a Subject Specific App tailored to SHS curriculum. The App is designed to assist teachers with lesson planning, delivery and assessment. The Subject Specific App uses information directly from the following materials:

1. Curriculum
2. Teacher Manual
3. Learner Materials
4. Vision and Philosophy of the SHS curriculum
5. 21st century skills and competencies
6. National Teachers' Standards
7. West African Examinations Council Scheme of Assessment and Detailed Syllabus
8. Learning Planning Template
9. Teacher Assessment Manual and Toolkit
10. Socio Emotional Learning
11. National Values
12. Gender Equality and Social Inclusion (GESI), etc.

Learning Outcome (LO): To explore how the Subject Specific App can assist teachers with lesson planning, delivery and assessment (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Use the Subject Specific App to explore the Year Two Curriculum Materials (Teacher Manual and Learner Materials)

Learning Indicator (LI) 2: Discuss the advantages and disadvantages of using the Subject Specific App to design lessons and assessment strategies.

2.0 Exploring the Subject Specific App (65 minutes)

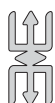
- 2.1** Scan the QR Code or use the link to access your Subject Specific App <https://www.playlab.ai/project/cme6eo5we0fwvm30upgptn669>



- 2.2** Have a chat with the Subject Specific App (NTS 3j).

E.g.

- Select a section and the number of lessons you have in a week to start the App*
- Provide information about your class. For instance, the number of learners in your class, etc.*
- Select a week you are interested in and continue chatting with your App*
- Refer to your Teacher Manual and confirm the information provided by the App or otherwise*



Note

Always refer to your Teacher Manual to confirm the information the App provides.

- 2.3** Explore the following key areas using the App (NTS 2b, 2c, 2e and 3a–3q)

E.g.

a. Learning activities

I have a 60-minute lesson in a rural farming community in Lawra without enough tables and chairs. I can have my lesson outside the classroom if possible.

b. Assessments

Based on the recommended assessments for the week how can I assess my learners at level 2 at the end of the lesson. I want to give one question during the lesson and one at the end as homework

c. Differentiation strategies

There are two learners in wheelchairs. Another one cannot hear unless you speak very loudly. Finally, 5 learners are comfortable in the local language than in English. How can they be catered for in the lesson and assessment?

Hint



Remember to ask your App to help you add 21st Century Skills, National Values, GESI and SEL to your learning activities, assessment, etc., where applicable.

- 2.4** Share your experience with the larger group (NTS 3j)
- a.** two things you learnt using the App and how you plan to apply them.
 - b.** two advantages of using the App
 - c.** two disadvantages of using the App without the appropriate curriculum materials (e.g. Teacher Manual, etc.)

3.0 Reflection

- 3.1** Reflect and share your views on the session (NTS1a, 1b).
- 3.2** Remember to read PLC Session 0.5 and bring along your laptop in preparation for next week's session.

PLC SESSION 0.5: Using the Subject Specific App to deliver assessments at appropriate DoK levels

1.0 Introduction (10 minutes)

- 1.1** Read and discuss the purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session

Purpose: The purpose of this session is to refresh our knowledge and understanding of assessment in the SHS curriculum. WAEC's visits to schools show that teachers are generally doing well with setting assessment tasks at DoK Levels 1 and 2 but there are issues with Levels 3 and 4. This session will look at how the subject specific App can assist teachers in developing assessments at all DoK Levels.

Learning Outcome (LO): To strengthen teachers' skills and competencies in developing assessment tasks and items to reflect all the DoK Levels (NTS 3k, 30–3p).

Learning Indicator (LI) 1: Use the subject specific App to develop assessments linked to the learning indicators and the required DoK levels.

Learning Indicator (LI) 2: Use the subject specific App to review existing assessments to check whether they are linked to the required Learning Indicators and DoK levels.

2.0 Planning and Delivering of Assessment using the Subject Specific App (65 minutes)

- 2.1** Open your App and have a chat with it.

E.g.

- a.** *Select a section and the number of lessons you have in a week to start the App*
- b.** *Provide information about your class. For instance, the number of learners in your class, etc.*

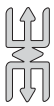
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise.*

2.2 Explore assessment using the App (NTS 3h, 3j and 3o–3q)

E.g.

Select Assessment

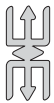
- a. *Look at the LIs for the week and select the appropriate DoK Level or Levels required for the week's lesson. For instance, 'the LI requires modelling, I would like to assess at level 3'*
- b. *Review the responses on the formats from your App, select any that meets your needs or continue chatting with your App to provide other assessment formats.*
- c. *Continue chatting with your App, for instance*
 - i. *'suggest 10 scenario based MCQs'*
 - ii. *'suggest level 3 task taking into consideration the learning activities and differentiation'*
 - iii. *Generate marking scheme for the task and add an explanation why an option is the right answer*



Note

Check that the MCQs are arranged alphabetically, vertically and the options are of similar length

- d. *Now repeat the process for different assessment strategies, for instance*
 - i. *Essay questions at level 3*
 - ii. *Case study questions at level 4*
 - iii. *3 week project task at level 4, etc.*



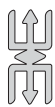
Note

You may select a different section or week for Activity 2.2d.

2.3 Use the subject specific App to review the task or items you developed by having a chat with the App to provide justifications as to why the task is at DoK level 3 or 4 (NTS 3j, 3k, 3m 3o and 3p–3q).

E.g.

Explain why the tasks or items are at DoK level 3.

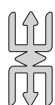


Note

You may repeat this for DoK levels 1, 2 or 4.

3.0 Using your subject specific App to explore one of the key assessment modes

- 3.1** Identify and select an assessment mode you found challenging in the last academic year and explore with your subject specific App how to use this assessment strategy effectively in your lesson delivery (NTS 3k).



Note

- i.** *Chatting once may not be enough for the App to provide all that you may need for the tasks.*
- ii.** *Remember to ask your App to help you add 21st Century Skills, National Values, GESI and SEL to your learning activities, assessment, etc., where applicable.*

- 3.2** Share your experience with the larger group (NTS 3j).
- a.** two things you learnt using the App in developing assessments
 - b.** how you plan to apply the experiences
 - c.** any challenges you faced in using the App to develop assessments and how you addressed them

4.0 Reflection (15 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b)

- 4.2** Remember to

- a.** read PLC Session 1, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook on Week 1 in preparation for the next session (NTS 3a).

PLC Session 1: Meaning, Importance and Stages of Agricultural Development

1.0 Introduction (10 minutes)

Read and discuss the purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to populate a learning planner for Week 1 on the meaning, importance and stages of agricultural development with the needed areas and use the subject-specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on week 1 with essential questions, key notes on differentiation, learning activities and key assessments and to use the subject-specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner on week 1 using the subject specific App.

Learning Indicator (LI) 2: Enact an activity based on your learning plan.

2.0 Planning and Reviewing of Learning Plan (50 minutes)

- 2.1** Refer to your Teacher Manual and have a chat with your subject-specific App to develop your learning plan for Week 1 on the meaning, importance and stages of agricultural development (NTS 3a-3q).

E.g.

i. Learning activities

Plan a lesson on the meaning, importance and stages of agricultural development for week 1, focal Areas 1 and 2 using initiating talk for learning, think-pair-share, collaborative learning, and managing talk for learning strategies for a class size of 40 learners, 30 boys and

10 girls for a 240-minute lesson. Consider GESI and national development in planning the activities.

ii. Assessment tasks

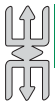
The recommended assessment tasks for week 1 is observation. Develop an assessment task for the mode and suggest appropriate ways for its administration to learners for effective learning.

iii. Differentiation

There are three learners who are visually impaired, and two learners with vision problems, suggest differentiation strategies outlining how these learners and the rest can actively take part in the lesson.

iv. Essential questions

Create appropriate essential questions for week 1, focal areas 1 and 2 on the meaning, importance and stages of agricultural development that will initiate critical thinking and instill national values in learners



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks.
- ii. Transfer the information from your SS App into your learning planner template to complete your plans. Click the link or Scan the QR code to download the template.
<https://curriculumresources.edu.gh/wp-content/uploads/2025/09/Year-Two-Lesson-Planner-Template-20.docx>
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.



3.0 Enactment (20 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 2, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 2: Preparing for Student Transcript Portal Assessment-Portfolio

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 1 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 2 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for week 2
- 2. prepare assessment tasks and rubrics for individual portfolio

Learning Outcome (LO): To review the learning plan for week 2 and address any challenges in planning and developing assessment tasks for the individual portfolio (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the individual portfolio.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

Attached is a planned lesson for 30 learners made up of 20 boys and 10 girls, two have vision problem, 5 are highly proficient, 5 are proficient and 20 are approaching proficiency, review the essential questions in the planned lesson in week 2 in alignment with the teacher manual and generate alternative essential questions for the lesson taking into consideration GESI, differentiation, and 21st century skills.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

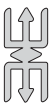
- a. learning activities
- b. differentiation
- c. assessment tasks, etc.

3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

Review the structure of the individual portfolio in week 2 and suggest areas learners can include as a documentation of their works from week 1 to 24. Include a detailed mark scheme/rubrics for fair scoring.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use

the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

i. Task

Recommend an alternative structure for the individual portfolio task in week 2 that requires learners to include their marked scripts, personal reflections and innovations for each topic covered throughout the academic year.

ii. Mark scheme and score distribution

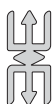
Review the marking scheme/rubrics for the individual portfolio to make it more specific and detailed, with appropriate mark allocations and distribution to provide fair, reliable and valid scoring.

iii. Resources needed for assessment administration

Provide alternate recommended and essential resources learners need for smooth and successful completion of their individual portfolio for the academic year.

iv. How to provide feedback

Propose feedback strategies that support learners with poor performance without lowering their self-esteem but will help learners recognise their strengths and weaknesses.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 2 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 3, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 3: Preparing for Student Transcript Portal Assessment – Group Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 2 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 3 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for week 3
- 2. prepare assessment tasks and rubrics for group project

Learning Outcome (LO): To review the learning plan for week 3 and address any challenges in planning and developing assessment tasks for the group project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the group project.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Learning activities

Attached is a planned lesson for 40 learners made up of 35 boys and 5 girls, one has hearing problem, 2 are fast learners, 30 are moderate learners and 8 are slow learners, in a classroom with 35 chairs instead of 40, review the learning activities in the planned lesson in week 3 and suggest areas for improvement to suit the learners, class size and learning environment, consider a 120 minute class integrating 21st century skills and national values and make room for the deficit in chairs.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

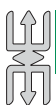
- a. essential questions
- b. differentiation
- c. assessment tasks, etc.

3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

Recommend a group project task for the learning indicator in week 3 taking into consideration the integration of 21st century skills, GESI, and national values for learners to complete within a period of 4 weeks.



Note

One prompt may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

i. Task

Review the group project task to be more suitable for a class of 40 learners, where 30 learners are at the proficiency level, 8 approaching proficiency and 2 highly proficient.

ii. Mark scheme and score distribution

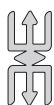
Provide a detail mark scheme/rubrics that clearly and fairly assess learners roles and expected outputs in the project with appropriate marks allocation.

iii. Resources needed for assessment administration

Suggest the alternative resources learners require to be able to carry out the group project effectively.

iv. How to provide feedback

Suggest appropriate ways to give feedback to the group that is task-specific, supportive and will motivate learners to improve their performance in the next assessment.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 3 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 3, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 4: Industries of Animal/ Fish Production

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 3
- a.** the challenges you faced
 - b.** how you addressed them
- 1.2** Have you developed your learning plan for week 4?
- a.** If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b.** If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 4 on the industries of animal/fish production using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for week 4 on the industries of animal/fish production (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create three thought-provoking essential questions, two directed towards the teacher and one directed towards learners to help them explore the industries of animal/fish production for real life applications and the world of work.

ii. Differentiation

Recommend differentiated activities for teaching the industries of animal/fish production that accommodate learners with diverse learning abilities and considers national development.

iii. Learning activities

Plan learning activities for teaching a class of 40 learners, 35 boys and 5 girls with 5 being highly proficient, 25 being proficient and 10 approaching proficiency on the industries of animal/fish production using power point presentation for 120 minutes. Recommend appropriate pedagogies and learning activities apart from what is available in the teacher manual.

iv. Assessment tasks

Provide six appropriate formative and summative assessments evenly distributed among the DoK levels 1, 2, 3 and 4.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Learning activities

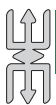
Refine the uploaded learning plan for Week 4, identify gaps, and suggest ways to improve upon it for effective lesson delivery while integrating GESI, 21st century skills and national values.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.



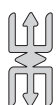
Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. **Transfer the information from your SS App into your learning planner template to complete your plans**
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 4 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
 - a.** read PLC Session 5, Teacher Manual and related Learner Material (NTS 3a).
 - b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c.** identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 5: Meaning and Importance of Surveying and Mapping in Agriculture

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 4
- a.** the challenges you faced
 - b.** how you addressed them
- 1.2** Have you developed your learning plan for week 5?
- a.** If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b.** If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for week 5 on the meaning and importance of surveying and mapping in agriculture using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for week 5 on the meaning and importance of surveying and mapping in agriculture (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

With reference to focal area 1, week 5 on the meaning and importance of surveying and mapping in agriculture, develop probing essential questions that challenge teachers, learners and both to connect the use of survey and mapping for national development and growth.

ii. Differentiation

Develop differentiated activities that will ensure active participation of 30 learners in class, 25 boys and 5 girls, two are visually impaired with five being shy and reluctant to participate in verbal discussions.

iii. Learning activities

Prepare practical learning activities that integrate GESI, national values and 21st-century skills for teaching and learning of the meaning and importance of surveying and mapping in agriculture for a class of 40 learners in 120 minutes.

iv. Assessment tasks

Suggest better ways of giving learners practical tasks on the meaning and importance of surveying and mapping in agriculture in groups of five and include appropriate rubrics.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks.*
- ii. Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

HINT

Move to Activity 3.0



2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

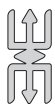
Attached is a planned lesson for week 5, create six essential questions four directed to the teacher and two to the learner that will ensure effective integration of GESI, SEN, SEL and national values in the teaching and learning process.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. differentiation
- c. assessment tasks, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

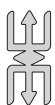
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 5 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 6, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 6: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 5 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while pre-populating your learning plan for week 6 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for week 6
2. prepare assessment tasks and rubrics for mid-semester examination

Learning Outcome (LO): To review the learning plan for week 6 and address any challenges in planning and developing assessment tasks for the mid-semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the mid-semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Learning activities

Attached is a planned lesson for 40 learners made up of 30 boys and 10 girls, two have hearing problem, 5 are fast learners, 30 are moderate learners and 5 are slow learners, in a classroom with 35 chairs, review the learning activities in the planned lesson in week 6 and suggest areas for improvement to suit the learners, class size and learning environment.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.

3.0 Prepare for Mid-Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the mid-semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The structure and guidelines for setting the mid-semester examinations have been reviewed. It is recommended that the mid-semester examination should contain 10 multiple-choice questions and 3 essay type questions across DoK levels 1 (30%), 2 (40%) and 3/4 (30%). Suggest

- a. 10 multiple-choice questions
- b. 3 essay type questions
- c. Mark schemes/rubrics

The examination is for 50 minutes. The developed assessment tasks should align with the learning indicators in weeks 1 to 5.



Note

- i. In preparing for mid-semester examination, one prompt may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)
- ii. Use the responses to complete your plan.

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Refine the multiple-choice and essay type questions to cater for 30%, 40%, 30% DoK distribution and recommend appropriate time to cater for the needs of all learners, etc.

- ii. Mark scheme and score distribution**

Revise the rubrics for the essay type questions to ensure that the marks are evenly distributed and caters for the diverse needs of learners, etc.

- iii. Resources needed for assessment administration**

Apart from the resources stated in the planned lesson, enumerate alternative assessment resources appropriate for environment without stable electricity, inadequate classrooms and furniture, and poor lighting, etc.

- iv. How to provide feedback**

Provide feedback that identify learners' strengths and weaknesses and make recommendations focused on helping learners to improve their performance, etc.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).

- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 6 to provide feedback on your lesson (NTS 1f, 1g).

- 4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** read PLC Session 7, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 7: Meaning and Benefits of Agricultural Irrigation and Drainage Systems

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 6
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 7?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 7 on the meaning and benefits of agricultural irrigation and drainage systems using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 7 on the meaning and benefits of agricultural irrigation and drainage systems (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

State four essential questions, two for the teacher, one for learners and one for both learners and the teacher that are appropriate for the teaching and learning of the meaning and benefits of agricultural irrigation and drainage systems for Week 7, focal area 1 while considering low cost locally available resources for growth and development of Ghana.

ii. Differentiation

Create differentiated activities that will promote active participation of 40 learners, comprising of 15 girls and 25 boys that inculcate GESI, SEL, SEN and ICT.

iii. Learning activities

Plan 120-minute learning activities for the teaching and learning of the meaning and benefits of agricultural irrigation and drainage systems taking into consideration a class of 40 learners made up of 30 girls and 10 boys of which two are visually impaired.

iv. Assessment tasks

Suggest three appropriate practical assessments with rubrics for the meaning and benefits of agricultural irrigation and drainage systems to cater for learners at the various proficiency level.

Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

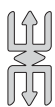
Uploaded is a lesson plan for a class of 40 learners, where 25 are boys and 15 are girls, 2 are visually impaired, 3 have hearing problems and one on a wheelchair, suggest pedagogies that can be used to cater for the learners with diverse needs.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. essential questions
- c. assessment tasks, etc.



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

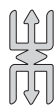
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 7 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a. read PLC Session 8, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 8: Parts and Functions of Irrigation and Drainage System in Agricultural Production and their Operation

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 7
- a.** the challenges you faced
 - b.** how you addressed them
- 1.2** Have you developed your learning plan for Week 8?
- a.** If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b.** If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 7 on the parts and functions of irrigation and drainage system in agricultural production and their operation using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 8 on the parts and functions of irrigation and drainage system in agricultural production and their operation (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Develop 3 essential questions to guide the teaching a lesson on the parts and functions of irrigation and drainage system in agricultural production and their operation that encourage all learners to want to operate farm machines.

ii. Differentiation

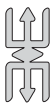
Provide differentiated activities that will promote teaching and learning targeting learners at all proficiency levels that integrate 21st century skills and national development.

iii. Learning activities

Design appropriate teaching and learning activities for a class of 40 students for 120 minutes on the parts and functions of irrigation and drainage system in agricultural production and their operation that integrate hands-on practical activities.

iv. Assessment tasks

Formulate a project-based assessment with appropriate rubrics on the parts and functions of irrigation and drainage system in agricultural production and their operation.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT

Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Assessment task

Attached is a developed lesson plan for Week 8, develop 5 essay type questions with mark schemes that target learners at all the proficiency levels and follow the 30% DoK 1, 40% DoK level 2 and 30% DoK levels 3/4.

Hint

Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. essential questions
- c. differentiation, etc.



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

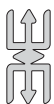
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity Enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity Enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the Enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 8 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a. read PLC Session 9, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 9: Classification of Harvest and Post-harvest Implements and Machinery

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 8
- a. the challenges you faced
 - b. how you addressed them
- 1.2** Have you developed your learning plan for Week 9?
- a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 9 on the classification of harvest and post-harvest implements and machinery using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 9 on the classification of harvest and post-harvest implements and machinery (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

With reference to Week 9 in the Teacher Manual, suggest 3 essential questions, 2 for the teacher, 2 for learners and 2 for both learners and the teacher that will promote effective learning and encourage learners to see the need to use implements and machines to enhance and preserve food produce.

ii. Differentiation

There are 30 learners with diverse academic abilities in class, 20 are boys and 10 are girls, 3 of the learners are visually impaired and 2 have hearing problems, recommend best ways of carrying differentiation in teaching these learners.

iii. Learning activities

Provide appropriate learning activities for teaching a class of 40 students in a 120-minute lesson that ensures that GESI and national values are promoted among learners.

iv. Assessment tasks

Design three appropriate formative and summative assessments for learners on the classification of harvest and post-harvest implements and machinery.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT

Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers, address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

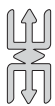
Learning activities

Revised the uploaded learning plan ensuring that the learning activities are learner-centered and cater for 40 students with diverse needs, 35 are boys and 5 are girls, 5 are highly proficient, 30 are proficient and 5 are approaching proficiency, 2 are physically challenged, for a 120-minute lesson.

Hint

Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment task, etc.



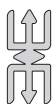
Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.1 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.2 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2 Reflect on the activity Enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity Enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 9 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 10, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 10: Operation of Simple Harvest and Post-Harvest Implements and Machinery use in Agricultural Production

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 9
- a.** the challenges you faced
 - b.** how you addressed them
- 1.2** Have you developed your learning plan for Week 10?
- a.** If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b.** If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 10 on operation of simple harvest and post-harvest implements and machinery use in agricultural production using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 10 on the operation of simple harvest and post-harvest implements and machinery use in agricultural production (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Suggest 4 agricultural related essential questions, 1 for the teacher, 2 for learners and 1 targeting both teacher and learners that will guide effective teaching and learning of the operation of simple harvest and post-harvest implements and machinery use in agricultural production.

ii. Differentiation

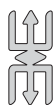
Provide appropriate and effective ways of carrying out differentiation in teaching a class of 40 students, 30 girls and 10 boys, 3 learners are on a wheelchair, 2 have hearing impairment and 2 are visually impaired for a 120-hour lesson.

iii. Learning activities

Formulate appropriate agricultural related teaching and learning activities based on the Teacher Manual that will support learners' understanding of operation of simple harvest and post-harvest implements and machinery use in agricultural production for a class of 35 students to be taught for 120 minutes.

iv. Assessment tasks

Create appropriate assessment tasks with rubrics that align with the right DoK levels suggested in the Teacher Manual and promote GESI, 21st century skills and national values.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers, address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1 Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

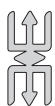
Study the attached learning plan for Week 10 and check whether the essential questions align with the focal area? Recommend better alternatives that ensures that 21st century skills, GESI, national values, SEL and SEN are adequately promoted.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. assessment tasks
- b. differentiation
- c. learning activities, etc.



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 10 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a. read PLC Session 11, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 11: Meaning and Economic Importance of Selected Crops

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 10
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 11?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 11 on the meaning and economic importance of selected crops using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 11 on the meaning and economic importance of selected crops (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Suggest 4 essential questions to guide a 120-minute lesson on the meaning and economic importance of selected crops for a class of 40 learners, 1 of the questions should be directed to the teacher, 2 to learners and 1 to both the teacher and learners to encourage critical thinking and discussion.

ii. Differentiation

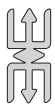
For a 60-minute lesson for 40 learners, including 10 high achievers, 5 who require extra support, and the rest performing at an average level, suggest effective differentiation strategies to ensure all learners are engaged and supported throughout the lesson.

iii. Learning activities

Refer to the Teacher Manual and develop a 120-minute set of activities on the meaning and economic importance of selected crops for a class of 30 learners making sure simple and locally available materials are used to promote effective learning.

iv. Assessment tasks

Recommend 5 essay type questions and 10 multiple choice questions with answers on the meaning and economic importance of selected crops that promote food security and national development.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers, address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

Attached is the learning plan for Week 11, review and check whether the suggested differentiation strategies aligns with the focal area in the Teacher Manual and recommend better alternatives that integrate 21st century skills, GESI, national values, SEL and SEN.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. assessment tasks
- c. learning activities, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 11 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 12, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 12: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 11 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 12 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for Week 12
- 2. prepare assessment tasks and rubrics for end of semester examination

Learning Outcome (LO): To review the learning plan for Week 12 and address any challenges in planning and developing assessment tasks for the end of semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the end of semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

Attached is a planned lesson for 45 learners made up of 30 boys and 15 girls, two have vision problem, one is on a wheel chair, 5 are fast learners, 10 are moderate learners and 30 are slow learners, review the essential questions in the planned lesson in Week 12 in alignment with the Teacher Manual and suggest areas for improvement to suit the learners, class size, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. differentiation
- c. assessment tasks, etc.

3.0 Prepare for End of Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The structure and guidelines for setting the end semester examination have been reviewed. It is recommended that the end of semester examination should contain 50 multiple-choice questions (50 marks) and 10 essay type questions for learners to answer five questions (80 marks) and 4 practical questions (60 marks) across DoK levels 1 (30%), 2 (40%) and 3/4 (30%). Suggest:

1. 50 multiple-choice questions
2. 10 essay type questions
3. Four practical questions
4. Mark schemes/rubrics

The multiple-choice questions are to be answered within 60 minutes; the essay type questions and practical works are to be answered within 120 minutes each. The assessment tasks developed should align with the learning indicators in Weeks 1 to 11.



Note

In preparing for end of semester examination, one prompt may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Refine the multiple-choice, essay type and practical questions to align with 30%, 40%, 30% DoK distribution and provide appropriate mark schemes/rubrics for the new multiple choice, essay type and practical questions.

- ii. Mark scheme and score distribution**

Review the mark schemes and rubrics to ensure that the scores are evenly distributed across items. Check whether the scores add up to the recommended total score of 190, that is 50 marks for the multiple-choice question, 80 marks for essay type question and 60 marks for the practical questions, etc.

- iii. Resources needed for assessment administration**

Aside the resources in the planned lesson, recommend other resources required for effective administration of the end of semester examination. Ensure they cater for the varied needs of all learners, etc.

- iv. How to provide feedback**

Recommend effective feedback methods that will help learners recognise their strengths and weaknesses helping learners to improve their performance, etc.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 12 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
 - b. read PLC Session 13, Teacher Manual and related Learner Material (NTS 3a).
 - c. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - d. identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 13: Meaning and Importance of Game and Wildlife

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 12
- a.** the challenges you faced
 - b.** how you addressed them
- 1.2** Have you developed your learning plan for Week 13?
- a.** If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b.** If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 13 on the meaning and importance of game and wildlife using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 13 on the meaning and importance of game and wildlife (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Recommend four thought-provoking essential questions, three directed towards the teacher, two directed towards learners and one to both the teacher and learners to explore the meaning and importance of game and wildlife for the promotion of food security, national preservation, growth and development.

ii. Differentiation

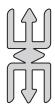
Create differentiated activities for teaching the meaning and importance of game and wildlife that accommodate learners with diverse learning abilities and inculcate national values in learners.

iii. Learning activities

Develop learning activities for teaching a class of 50 learners, 25 boys and 25 girls with 15 being highly proficient, 20 being proficient and 15 approaching proficiency on the meaning and importance of game and wildlife for 120 minutes. Recommend appropriate pedagogies and learning activities apart from what is stated in the Teacher Manual.

iv. Assessment tasks

Suggest three appropriate formative and summative assessments with rubrics covering DoK levels 1, 2, 3 and 4 in a balanced manner.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Learning activities

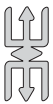
Review the uploaded learning plan for Week 13, identify gaps, and suggest ways to improve it for effective lesson delivery while integrating GESI, 21st century skills, SEN, SEL and national values.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

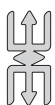
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Model a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 13 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 14, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 14: Preparing for Student Transcript Portal Assessment – Individual Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 13 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 14 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for Week 14
- 2. prepare assessment tasks and rubrics for individual project

Learning Outcome (LO): To review the learning plan for Week 14 and address any challenges in planning and developing assessment tasks for the individual group project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the individual group project.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Differentiation

Attached is a planned lesson for 40 learners made up of 30 boys and 10 girls, two have vision problem, one has speech problem, review the differentiation in the planned lesson for Week 14 in alignment with the Teacher Manual and suggest areas for improvement to suit the learners, class size, learning environment, considering GESI, 21st century skills, national values, and other cross cutting issues.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

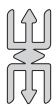
- a. learning activities
- b. essential questions
- c. assessment tasks, etc.

3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

Review the individual project task suggested for Week 14 and recommend areas for improvement, ensuring that the task can be effectively completed by learners within a eight-Week period.



Note

One prompt may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. **Task**

Revise the individual project task and incorporate GESI, SEL, SEN, ICT, differentiation, and national values. The task should be suitable for a class of 40 learners, with 25 learners at the approaching proficiency level, 10 at the proficiency level and 5 at highly proficiency level.

ii. Mark scheme and score distribution

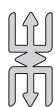
Recommend detail mark scheme/rubrics that clearly award the roles and efforts individual learners put in their project and ensure fair distribution of marks.

iii. Resources needed for assessment administration

Suggest appropriate alternatives resources that are locally available and low cost that learners can access to successfully carry out the individual project work in a typical Ghanaian community setting.

iv. How to provide feedback

Provide appropriate ways to give feedback to individual learners that will help them to improve their performances in their subsequent assessments and projects.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 14 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 15, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 15: Meaning of Soil Nutrients, Fertility and Productivity

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 14
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 15?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 15, on the meaning of soil nutrients, fertility and productivity using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 15 on the meaning of soil nutrients, fertility and productivity (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Refer to focal area 1 of Week 15 and create probing essential questions that challenge teachers and learners to connect the meaning of soil nutrients, fertility and productivity to climate change and food security for national growth and development.

ii. Differentiation

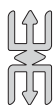
Recommend differentiated activities that will promote active participation of 40 learners in a class made up of 30 boys and 10 girls, three are visually impaired with four being shy and reluctant to participate in class activities.

iii. Learning activities

Suggest practical teaching and learning activities that integrate GESI, national values and 21st-century skills for the teaching and learning of the meaning of soil nutrients, fertility and productivity.

iv. Assessment tasks

Provide better ways of giving learners quiz on the meaning of soil nutrients, fertility and productivity in groups of five for a class of 40 learners and provide appropriate mark scheme.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks.
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

Attached is a planned lesson for Week 15, recommend five essential questions two directed to the teacher, two to learners and one to the teacher and learners that ensure effective integration of GESI. National values, SEN, SEL and national values in the teaching and learning process.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. differentiation
- c. assessment tasks, etc.



Note

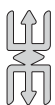
- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 15 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 16, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 16: Meaning, Types and Effects of Fertilisers on Crop Production

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 16
- a. the challenges you faced
 - b. how you addressed them
- 1.2** Have you developed your learning plan for Week 16?
- a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 16 on the meaning, types and effects of fertilisers on crop production using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 16 on the meaning, types and effects of fertilisers on crop production (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Recommended four essential questions, one for the teacher, two for learners and one for both the teacher and learners that are appropriate for the teaching and learning of the meaning, types and effects of fertilisers on crop production for Week 16, focal area 1 while considering low-cost resources for growth and development of crop production.

ii. Differentiation

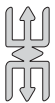
Outline differentiated activities that will promote active participation of 50 learners, comprising of 35 girls and 15 boys that integrate GESI, SEL, SEN and 21st century skills.

iii. Learning activities

Suggest a 120-minute set of activities for the teaching and learning of the meaning, types and effects of fertilisers on crop production taking into consideration a class of 40 learners made up of 30 girls and 10 boys of which two are visually impaired and two have hearing impairment.

iv. Assessment tasks

Provide four appropriate practical assessments with rubrics for the meaning, types and effects of fertilisers on crop production that relate to reducing environmental degradation and cater for learners at the various proficiency level.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

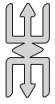
Uploaded is a lesson plan for a class of 40 learners, where 35 are boys and 5 are girls, 3 are visually impaired, 2 have hearing problems and 1 on a wheelchair, suggest pedagogies that can be used to cater for the learners with diverse needs.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. essential questions
- c. assessment tasks, etc.



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

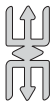
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 16 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a. read PLC Session 17, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 17: Meaning, Common Crop Pests and Diseases and their Effects in Crop Production

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 16
- a.** the challenges you faced
 - b.** how you addressed them
- 1.2** Have you developed your learning plan for Week 17?
- a.** If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b.** If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 17 on the meaning, common crop pests and diseases and their effects in crop production using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 17 on the meaning, common crop pests and diseases and their effects in crop production (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Provide five essential questions on the meaning, common crop pests and diseases and their effects in crop production that encourage all learners to want to prevent the spread of diseases from the consumption of crops.

ii. Differentiation

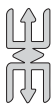
Develop differentiated activities that will promote teaching and learning targeting learners at all proficiency levels and integrate 21st century skills and national development.

iii. Learning activities

Suggest appropriate teaching and learning activities for a class of 40 students for 120 minutes on the meaning, common crop pests and diseases and their effects in crop production that considers hands-on practical activities.

iv. Assessment tasks

The assessment task for Week 17 is questioning, design 6 questions with appropriate mark schemes on the meaning, common crop pests and diseases and their effects in crop production considering the various DoK levels.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.



HINT

Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Assessment task

Attached is a developed learning plan for Week 17, review the assessment questions to ensure they will successfully support the achievement of the indicators for the week and provide mark schemes that target learners at all the proficiency levels.

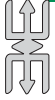


Hint

Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. essential questions
- c. differentiation, etc.

Note



- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

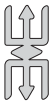
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 17 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a. read PLC Session 18, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 18: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 17 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 18 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for Week 18
- 2. prepare assessment tasks and rubrics for mid-semester examination

Learning Outcome (LO): To review the learning plan for Week 18 and address any challenges in planning and developing assessment tasks for the mid-semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the mid-semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Differentiation

Attached is a planned lesson for 50 learners made up of 30 boys and 20 girls, five have vision problem, three have speech problem, 10 are fast learners, 30 are moderate learners and 10 are slow learners. Review the differentiation activities in the planned lesson for Week 18 in alignment with the Teacher Manual and suggest areas for improvement to suit the learners, class size, learning environment, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.

3.0 Prepare for Mid-Semester Examination (50 minutes)

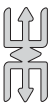
- 3.1** Refer to your Teacher Manual for the format of the mid-semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a-2c, 2e-2h and 3j-3q).

E.g.

The structure and guidelines for setting the mid-semester examination have been reviewed. It is recommended that the mid-semester examination should contain 10 multiple-choice questions and 3 essay type questions across DoK levels 1 (30%), 2 (40%) and 3/4 (30%). Suggest:

1. 10 multiple-choice questions
2. 3 essay type questions
3. Mark schemes/rubrics

The examination is for 50 minutes. The developed assessment tasks should align with the learning indicators in Weeks 13 to 17.



Note

In preparing for mid-semester examination, one prompt may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Revise the multiple-choice and essay type questions to cater for 30%, 40%, 30% for DoK levels 1, 2 and 3/4.

- ii. Mark scheme and score distribution**

Revised the mark scheme based on the revision in the questions to sufficiently cater for the too low total marks and the too heavy essay weighting, etc.

- iii. Resources needed for assessment administration**

Provide appropriate resources required for the administration of the newly created questions in an environment with unstable electricity and poor internet, etc.

- iv. How to provide feedback**

Suggest strategic plan to provide focused groups feedback that consider learners emotions, etc.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).

- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 18 to provide feedback on your lesson (NTS 1f, 1g).

- 4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 19, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 19: Meaning, Common Diseases, Pests and Parasites of Animals/Fish, and their Symptoms and Effects on Animal/Fish Production

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 18
- a.** the challenges you faced
 - b.** how you addressed them
- 1.2** Have you developed your learning plan for Week 19?
- a.** If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b.** If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 19 on the meaning, common diseases, pests and parasites of animals/fish, and their symptoms and effects on animal/fish production using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 19 on the meaning, common diseases, pests and parasites of animals/fish, and their symptoms and effects on animal/fish production (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Based on Week 19 in the Teacher Manual, recommend five 3 essential questions, one targeting guidance for the teacher and two for learners that will guide effective teaching and learning on common diseases, pests and parasites of animals and consider GESI and 21st century skills.

ii. Differentiation

Recommend appropriate activities that sufficiently cater for 25 are boys and 15 are girls with diverse academic abilities and needs (two visually impaired and one uses a wheelchair).

iii. Learning activities

Craft appropriate teaching and learning activities that integrate GESI, SEN, national values and 21st century skills based on the Teacher Manual that will support teaching and learning of the meaning, common diseases, pests and parasites of animals/fish, and their symptoms and effects on animal/fish production for a class of 40 students for 120 minutes.

iv. Assessment tasks

Recommend 5 assessment tasks that align with the right DoK levels suggested in the Teacher Manual that promotes creativity and 21st century skills in agriculture.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers, address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1 Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Assessment tasks

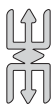
Attached is a planned lesson for Week 19, propose five formative and summative assessment strategies to assess learners' understanding of the meaning, common diseases, pests and parasites of animals/fish, and their symptoms and effects on animal/fish production.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 19 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a. read PLC Session 20, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 20: Preventive and Control Measures of Diseases in Animal/Fish Production

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 19
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 20?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 20 on the preventive and control measures of diseases in animal/fish production using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 20 on the preventive and control measures of diseases in animal/fish production (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Provide 4 essential questions; 2 for teacher and 2 for learners that will guide effective teaching and learning in Week 20 on prevention of foodborne diseases and poisoning.

ii. Differentiation

Suggest better ways of differentiation in teaching a class of 25 boys and 15 girls, with diverse academic abilities for 60 minutes. Three learners are visually impaired and two have hearing problems.

iii. Learning activities

Formulate learning activities that integrate GESI, SEL, SEN and 21st century skills in the differentiation for teaching 50 students for 120 minutes on the preventive and control measures of diseases in animal/fish production that will promote active participation by all learners and ensure effective learning.

iv. Assessment tasks

Create five practical questions with answers on the preventive and control measures of diseases in animal/fish production that ensures the use of locally available resources and integrate 21st century skills.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT

Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

Purpose: To support teachers, address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

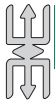
Essential questions

Study the attached learning plan for Week 20 and check whether the proposed essential questions align with the focal area in the Teacher Manual and suggest alternative essential questions that integrate 21st century skills and guides concept analysis and creativity.

Hint

Continue chatting with your App to verify the following and use the responses to complete your plan

- a. assessment tasks
- b. differentiation
- c. learning activities, etc.



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 20 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a. read PLC Session 21, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 21: Meaning and Principles of Demand and Supply

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 20
- a.** the challenges you faced
 - b.** how you addressed them
- 1.2** Have you developed your learning plan for Week 21?
- a.** If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b.** If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 21 on the meaning and principles of demand and supply using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 21 on the meaning and principles of demand and supply (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Suggest 3 thought-provoking questions, one directed towards the teacher, one directed towards learners and one to both the teacher and learners to explore the meaning and principles of demand and supply for the promotion effective marketing in agriculture.

ii. Differentiation

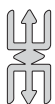
Recommend differentiated activities for teaching the meaning and principles of demand and supply that accommodate learners with diverse learning abilities and inculcate national values in learners.

iii. Learning activities

Create learning activities, integrating pedagogies recommended in the Teacher Manual, for teaching a class of 20 boys and 20 girls with 5 being highly proficient, 25 being proficient and 10 approaching proficiency on the meaning and principles of demand and supply for 120 minutes.

iv. Assessment tasks

Suggest appropriate formative and summative assessments on the meaning and principles of demand and supply with rubrics covering DoK levels 1 (30%), 2 (40%) and 3(30%).



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 Minutes)

Purpose: To support teachers, address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Assessment tasks

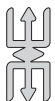
Attached is the learning plan for Week 21, check whether the assessment tasks are aligned with the right DoK levels suggested in the Teacher Manual? Suggest better alternative assessments that integrate 21st century skills and aligns with the DoK distribution.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.



Note

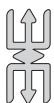
- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*

- iii.** *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1** Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2** Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3** Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 21 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
- a.** read PLC Session 22, Teacher Manual and related Learner Material (NTS 3a).
 - b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c.** identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 22: Interactions Between the Sectors of Agricultural Production and Enterprises, and the Extent of Human Interaction

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 21
- a.** the challenges you faced
 - b.** how you addressed them
- 1.2** Have you developed your learning plan for Week 22?
- a.** If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b.** If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



*You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan*

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 22, on the interactions between the sectors of agricultural production and enterprises, and the extent of human interaction using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 22 on interactions between the sectors of agricultural production and enterprises, and the extent of human interaction (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

With reference to Week 22, focal area 1, provide probing essential questions that challenge teachers and learners to connect the interactions between the sectors of agricultural production and enterprises, and the extent of human interaction to boost agricultural productivity.

ii. Differentiation

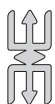
Suggest differentiated activities that will promote active participation of 50 learners in a class required to last for 60 minutes made up of 30 boys and 20 girls, five are visually impaired and three have hearing problems.

iii. Learning activities

Recommend appropriate role play activities for 30 learners in a lesson that will last for 120 minutes on the interactions between the sectors of agricultural production and enterprises, and the extent of human interaction. Integrate GESI, national values and 21st-century skills.

iv. Assessment tasks

Provide 20 multiple choice questions with answers on the interactions between the sectors of agricultural production and enterprises, and the extent of human interaction covering DoK levels 1 (30%), 2 (40%) and 3/4 (30%).



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

HINT



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Learning activities

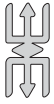
Refine the uploaded learning plan for Week 22, identify gaps, and suggest ways to improve it for effective lesson delivery while integrating GESI, 21st century skills and national values.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

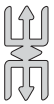
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

3.0 Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b).

3.2 Identify a colleague to observe your lesson in relation to PLC Session 22 to provide feedback on your lesson (NTS 1f, 1g).

3.3 Remember to:

- a. read PLC Session 23, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 23: Procedure for the Establishment of Agricultural Enterprises

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 22
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 23?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

HINT



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 23 on the procedure for the establishment of agricultural enterprises using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 23 on the procedure for the establishment of agricultural enterprises (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Provide four essential questions on the procedure for the establishment of agricultural enterprises that will encourage all learners to want to establish an agribusiness enterprise to alleviate poverty and for national development.

ii. Differentiation

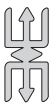
Develop differentiated activities that will promote teaching and learning of the procedure for the establishment of agricultural enterprises targeting learners at all proficiency levels and integrating 21st century skills and national values.

iii. Learning activities

Recommend appropriate teaching and learning activities for a class of 40 students for 120 minutes on the procedure for the establishment of agricultural enterprises that will encourage learners to establish their own agribusiness enterprise for income.

iv. Assessment tasks

Design 4 case study assessment tasks with rubrics on the procedure for the establishment of agricultural enterprises integrating GESI, SEN and 21st century skills.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks.
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

HINT

Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

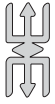
Essential questions

Attached is a planned lesson for Week 23, create four essential questions on the procedure for the establishment of agricultural enterprises, one directed to the teacher, two to learners and one to both the teacher and learners that ensure effective concept comprehension and integration of national values in the teaching and learning process.

Hint

Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. differentiation
- c. assessment tasks, etc.



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

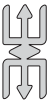
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 23 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a. read PLC Session 24, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 24: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 23 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 24 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for Week 24
- 2. prepare assessment tasks and rubrics for end of semester examination

Learning Outcome (LO): To review the learning plan for Week 24 and address any challenges in planning and developing assessment tasks for the end of semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the end of semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Assessment tasks

Attached is a planned lesson for 40 learners made up of 25 boys and 15 girls, two have vision problem, one has hearing problem, 5 are fast learners, 25 are moderate learners and 10 are slow learners, review the assessment tasks in the learning plan for Week 24 and suggest areas for improvement to suit the learners, class size, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.

3.0 Prepare for End of Semester Examination (50 minutes)

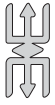
- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The structure and guidelines for setting the end semester examination have been reviewed. It is recommended that the end of semester examination should contain 50 multiple-choice questions (50 marks) and 10 essay type questions for learners to answer five questions (80 marks) and 4 practical questions (60 marks) across DoK levels 1 (30%), 2 (40%) and 3/4 (30%). Suggest:

1. 50 multiple-choice questions
2. 10 essay type questions
3. Four practical questions
4. Mark schemes/rubrics

The multiple-choice questions are to be answered within 60 minutes; the essay type questions and practical to be answered within 120 minutes each. The assessment tasks developed should align with the learning indicators in Weeks 13 to 23.



Note

In preparing for end of semester examination, one prompt may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Revise the multiple-choice, essay type and practical questions to align with 30%, 40%, 30% DoK distribution and recommend appropriate time distribution for the new questions to cater for the needs of all learners, etc.

- ii. Mark scheme and score distribution**

Check the assessment structure to ensure even and fair distribution of scores. Provide suggestions useful for the mark scheme and score distribution for the assessment, etc.

- iii. Resources needed for assessment administration**

Apart from the resources in the planned lesson, suggest alternative resources required for effective administration of the end of semester examination ensuring they support inclusive participation and cater for the varied needs of all learners, etc.

- iv. How to provide feedback**

Recommend effective task-specific, supportive, and motivating feedback strategies that will help learners recognise their strengths and weaknesses, etc.

4.0 Reflection (10 minutes)

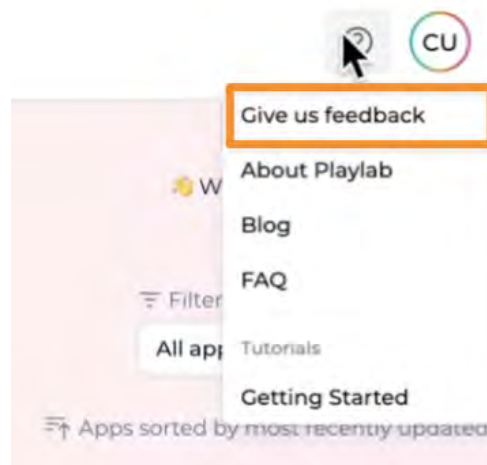
- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 24 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).

Appendix 1: Subject Specific App Teaching & Learning Apps – Issue Reporting Guide

How to Report Issues or Get Support

You have three ways to report issues with the subject-specific apps:

1. Email Support
 - For general issues: Send email to: support@playlab.ai
 - Include:
 - Your school name and region
 - Subject app you're using
 - Description of the issue
 - Screenshots or screen recordings (if possible)
 - Best for: School administrators reporting multiple app issues
 - Response time: Within 24 hours
 - If Urgent please include [URGENT] Message Text in your subject line.
2. Submit Feedback in Playlab
 - In the app, Click the “Give us Feedback” link in the menu and share feedback.



- Access the Feedback Form here
- Complete the form and upload any supporting documentation. (The more detailed your submission is, the more helpful support will be)



User Feedback Form

We want to hear your feedback and learn more about how we can improve Playlab for you. *Please complete this form to submit your feedback to the Playlab team.*

Full Name*

Email*

What is your role?*

Please share your feedback

What challenge are you facing? What feature would you like to see?

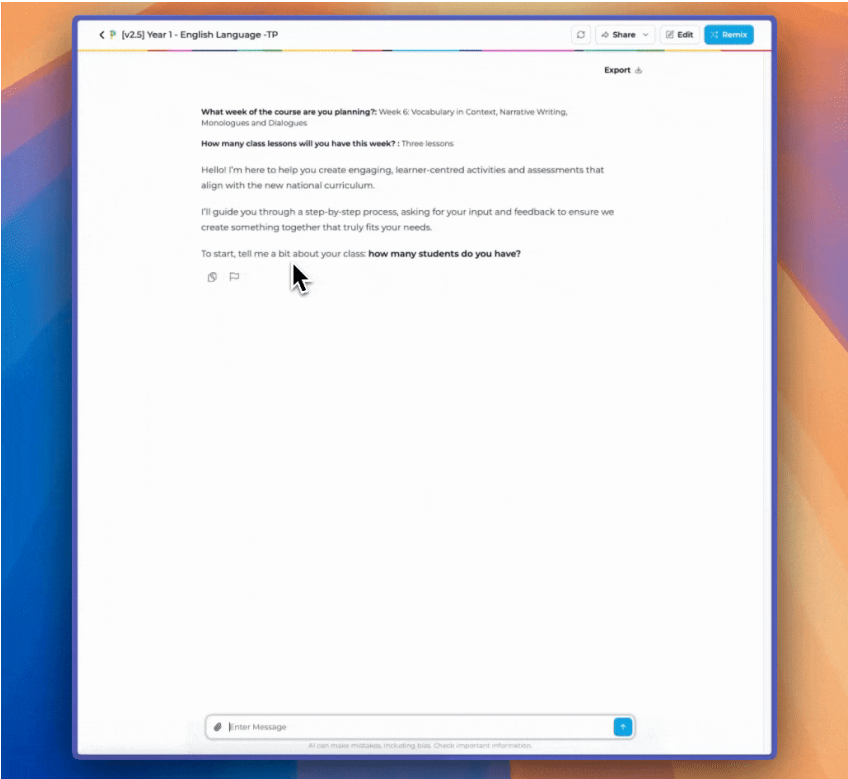
Please share any screenshots or videos that help visualize your feedback.

Size limit: 100 MB. File limit: 10.

Submit

Never submit sensitive personal information, like passwords, through Notion Forms.
[Report abuse](#)

- Best for: Individual teachers reporting specific issues
 - Response time: Within 24-48 hours
3. In-Chat Flagging
- Look for the flag button within your chat conversation



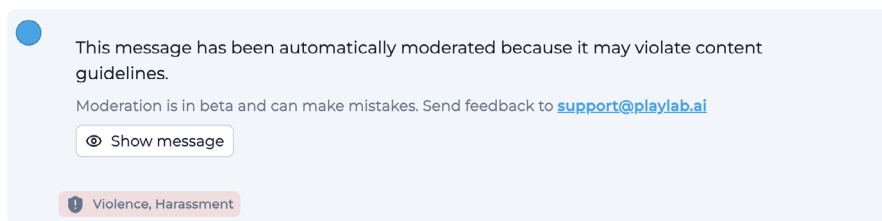
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

What Happens After You Report?

1. The message will be flagged in your user activity. You will see indicators of messages that have been moderated or flagged.

KIPP NYC Restorative Plan Designer	8/21/2025
A3C	7 1
KIPP NYC Restorative Plan Designer	8/21/2025
A3C	5
KIPP NYC Restorative Plan Designer	8/15/2025
M	7 1

2. You can review the messages in activity. By default the message is hidden unless you click “show message”.



Thank you for sharing the details of the incident. Here's the step-by-step analysis and proposed restorative plan based on the provided situation:

3. If something is consistently being flagged, you may want to address it in your implementation, make revisions to the app, or contact support@playlab.ai for more guidance.

Tips for Effective Reporting:

- Be specific about what you were trying to do
- Note which subject app you're using
- Include your school and region information
- Describe what happened versus what you expected

Additional Support Resources

- 1 App Basics:
 - Starting a conversation
 - Scan your QR code to use your app.
 - If you encounter a problem, follow the directions for Escalating an issue.

Video Tutorials

- a Lesson Planning Walkthrough: Step-by-step guide using a real subject app with sample conversations
 - Lesson Plan Development
 - Watch a sample conversation here.
 - As you're using the apps, you can provide specifics on how you might want to differentiate for class needs
 - Assessment Development
 - Watch a sample conversation here.

- As you're using the apps, you can adjust the DOK levels as you create assessments at different complexity levels
- b For any additional questions please refer to the learn.playlab.ai page.

Key Reminders

- 1 Apps are supplemental tools to support your PLC Handbook and Teacher Manual—not replace them
- 2 Always refer to official curriculum documents as your primary resource
- 3 Use your professional judgment to adapt app suggestions for your classroom context

Appendix 2: Learning Planner Template

Name of Subject:							
Learning Planner Template Year Two							
Number of Learners in Class		Week		Duration		Form	
Strand							
Sub-Strand							
Content Standard							
Learning Outcome(s)							
Learning Indicator(s)							
Essential Question(s)							
Pedagogical Strategies							
Teaching & Learning Resources							
Key Notes on Differentiation Identify the different learner needs in your class and make notes on how to cater for them during the lesson							
Lesson (complete per number of lessons for the week)							
Refer to the Teacher Manual and Learner Material to complete this section							
Introduction Main Lesson Closure							

Key Assessment

1. Formative

Assessment Mode:

Task:

Mark Scheme:

2. Key Assessment for Student Transcript Portal

Assessment Mode:

Task:

Rubric/Mark Scheme:

Reflection & Remarks

Appendix 3: Teacher Lesson Observation Form

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

Year 1

Year 2

Year 3

Sex of the teacher

Male

Female

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

Yes

In Part

No

NA

- b1. Please provide an explanation to your answer in Q1 above

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/ does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

Yes

In Part

No

NA

2b. Please provide an explanation to your answer in Q2 above

3. Does the teacher manage behavior well, maintaining a positive and non-threatening learning environment throughout the lesson?

Yes In Part No NA

3b. Please provide an explanation to your answer in Q3 above

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

Yes In Part No NA

4b. Please provide an explanation to your answer in Q4 above

5. Are learners engaged on tasks that challenge them in line with the content standards?

Does the teacher take into consideration the uniqueness of learners?

Yes In Part No NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

Yes In Part No NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

Yes In Part No NA

7b. Please provide an explanation to your answer in Q7 above

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

Yes In Part No NA

8b. Please provide an explanation to your answer in Q8 above

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

Yes In Part No NA

9b. Please provide an explanation to your answer in Q9 above

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

10b. Please provide an explanation to your answer in Q10 above

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

11b. If yes, give examples of the issues and skills that have been so integrated.

12. Does the teacher incorporate ICT into their practice to support learning?

Yes In Part No NA

12b. Please provide an explanation to your answer in Q12 above

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

Yes In Part No NA

13b. Please provide an explanation to your answer in Q13 above

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

If yes, did it include assessment of, for or as learning and go beyond recall?

Yes In Part No NA

14b. Please provide an explanation to your answer in Q14 above

15. Do learners make use of feedback from teacher and peers?

Yes In Part No NA

15b. Please provide an explanation to your answer in Q15 above

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

Yes In Part No NA

16b. Please provide an explanation to your answer in Q16 above

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

Yes In Part No NA

17b. Please provide an explanation to your answer in Q17 above

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

Yes In Part No NA

18b. Please provide an explanation to your answer in Q18 above

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

Yes In Part No NA

19b. Please provide an explanation to your answer in Q19 above

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

Yes In Part No NA

20b. Please provide an explanation to your answer in Q20 above

21. Key strengths
in the lesson

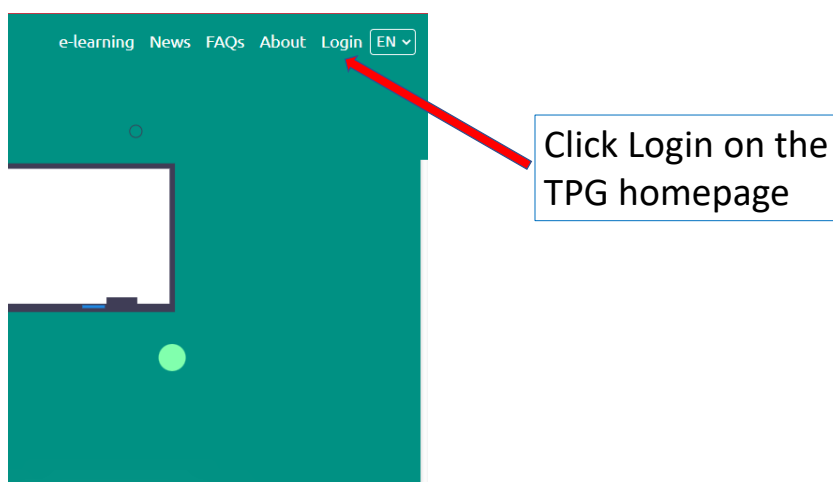
22. Areas for
development

23. Next steps for
teacher

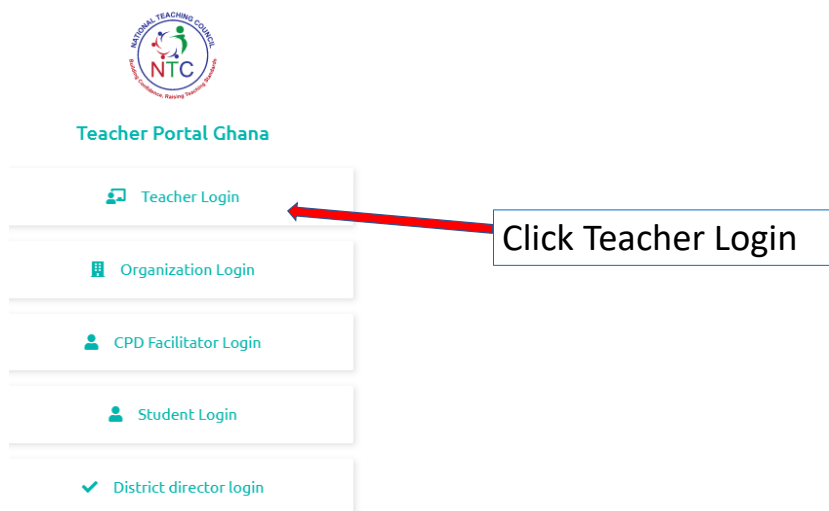
Additional Notes (on teacher's actions, the flow of activities, etc.)

Appendix 4: How to check CPD Points and Training Records on Teacher Portal Ghana

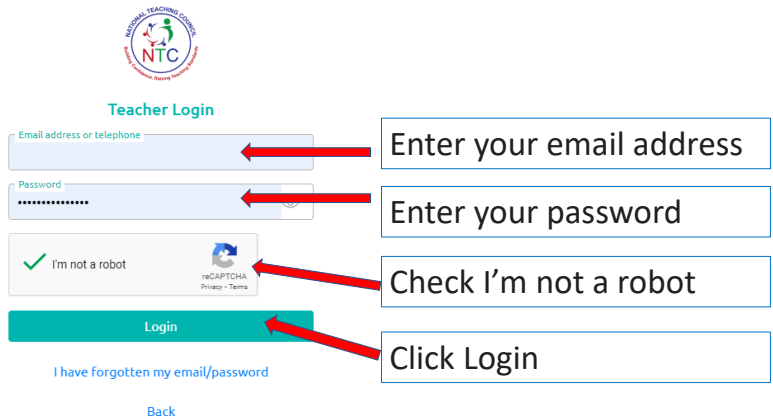
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



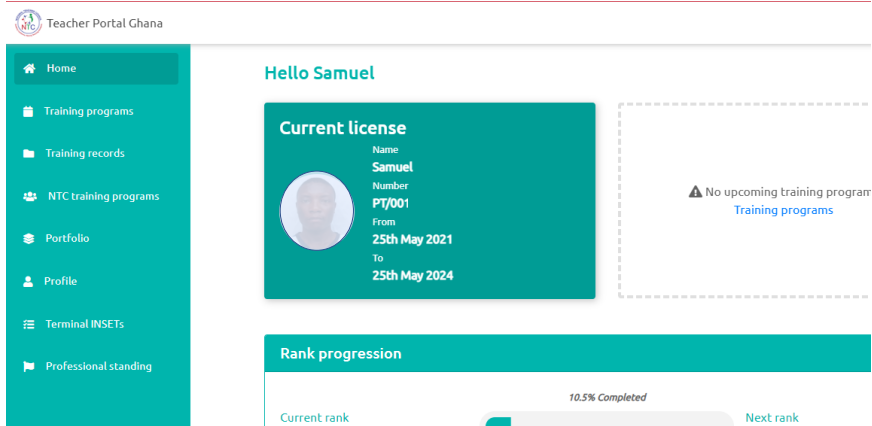
3. On the **Teacher Login** page enter your email address and password and then click **Login**



The image shows the Teacher Login page with the following elements and annotations:

- Teacher Login** (Page Title)
- Email address or telephone** (Input field) → **Enter your email address**
- Password** (Input field) → **Enter your password**
- I'm not a robot** (Captcha) → **Check I'm not a robot**
- Login** (Button) → **Click Login**
- I have forgotten my email/password** (Link)
- Back** (Link)

4. After a successful login you will get access to your **TPG account** (Check image below)



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes a sidebar menu with the following items:

- Home
- Training programs
- Training records
- NTC training programs
- Portfolio
- Profile
- Terminal INSETs
- Professional standing

The main content area displays the following information:

- Hello Samuel**
- Current license**
 - Name: Samuel
 - Number: PT/001
 - From: 25th May 2021
 - To: 25th May 2024
- Rank progression**
 - Current rank
 - 10.5% Completed
 - Next rank
- No upcoming training program** (Warning message with a link to [Training programs](#))

5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



6. To view training records, from the side menu tap on **Training records** (Check image below)

The image shows the 'Teacher Portal Ghana' interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points from a text box below to the 'Training records' option. The main content area is titled 'Training records' with the subtitle 'Records for training programs registered and/or attended'. It shows 'Total points: 1.8988'. Below this is a list of training programs with their status and credits. A red bracket on the right groups the list of programs, with a text box pointing to it. Another text box points to the 'Training records' option in the side menu.

Teacher Portal Ghana

Training records
Records for training programs registered and/or attended

Total points: 1.8988

Training Program	Status	Credits
Sensitization on Education Policies	Marked as absent	
Differentiated Learning	Processed	1.32
Advanced Mobile Learning with Multimedia (AMLW)	Processed	0.5788

List of training programs

Click to view training records

THANK YOU

