



MINISTRY OF EDUCATION

ARABIC

for Senior High Schools

TEACHER MANUAL

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رَبِّكَ

YEAR THREE



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

ARABIC

For Senior High Schools Teacher Manual

Year Three



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

ARABIC TEACHER MANUAL

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Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed the third and final set of curriculum materials to support the implementation of the new Senior High School curriculum.

This Year Three Teacher Manual for Arabic covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively support learners in their final year of Senior High School. All the necessary information for the Student Assessment Portal has been included in the Year Three Teacher Manual to simplify the development of weekly learning plans, meaning that teachers have a single reference document.

The Year Three Teacher Manual has two main objectives:

- To support learners to consolidate and deepen their understanding of the content, pedagogy, and assessment across all three years of the new Senior High School curriculum in preparation for the West Africa Senior Secondary Certificate Examination (WASSCE).
- To equip teachers with the tools and resources needed to deliver revision-focused, assessment-led lessons that build on the knowledge learners have acquired from Year One to Year Three.

In this third year, teachers will be supporting learners to prepare for the WASSCE. Each section of the Teacher Manual is therefore structured around the highest Depth of Knowledge (DoK) levels, allowing learners to build progressively on knowledge acquired from Year One to Year Three. For each week, learning tasks and pedagogy are built around the assessment, ensuring that classroom activities directly prepare learners for the demands of the examination. Two sets of sample examination papers are also provided; one administered by Week 12 as a first semester practice examination, and one by Week 20 as a mock examination, to gauge learners' competencies and identify areas requiring remediation.

To further support teachers in delivering Year Three, NaCCA, working with the Ghana Education Service, has developed a subject specific App for each subject.

The Year Three PLC sessions have been revised in response to findings from the 2025 annual evaluation survey. The survey confirmed that teachers have made strong progress in lesson planning, use of varied instructional methods, ICT integration and modes of assessment. To address the identified gap in explaining concepts clearly using examples familiar to learners, each PLC session now includes a dedicated Content Exploration segment. This ten-

minute segment brings the subject group together to work through one challenging problem or concept from the week's Teacher Manual content, not to plan how to teach it, but to ensure that every teacher in the group fully understands it.

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

As in previous years, teachers are expected to integrate National Values, Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and 21st-century skills into their learning activities, assessment tasks, and rubrics and mark schemes. The subject-specific App will support teachers in doing this throughout the year.

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

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SECTION 1

Week 1

Strand: Listening

Sub-strand: Listening Comprehension and Participation

Learning Outcome: Identify concrete and abstract ideas delivered in classical Arabic discourse at a natural speed.

Content Standard: *Demonstrate knowledge and understanding of the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in classical Arabic.*

Week 2

Strand: Listening

Sub-strand: Listening Comprehension and Participation

Learning Outcome: Explain in your own words the salient points and main ideas related to social or academic life from the audio/visual material.

Content Standard: *Demonstrate knowledge and understanding of live broadcast or playback programme on both familiar and unfamiliar topics in social or academic life, delivered in Modern standard Arabic.*

Week 3

Strand: Speaking

Sub-strand: Everyday Oral Communication

Learning Outcome: Describe feelings about experiences and give reasons to explain those feelings.

Content Standard: *Demonstrate knowledge and understanding of the construction of clear expression of feelings and reasons to explain those feelings.*

Week 4**Strand: Speaking****Sub-strand: Everyday Oral Communication****Learning Outcomes**

1. Explain a viewpoint on the use of social media giving the advantages and disadvantages of various types.
2. Construct a chain of reasoned argument about the dangers of bad habits to the individual and the society

Content Standard: *Demonstrate knowledge and understanding of viewpoints expressed in media on a topical issue, giving the advantages and disadvantages of various options.*

INTRODUCTION AND SECTION SUMMARY

This section explores the development of communication and critical thinking skills through personal reflection, social awareness, and reasoned argument. Learners begin by expressing their feelings about personal experiences, using appropriate vocabulary and providing clear reasons for their emotions. This builds emotional literacy and supports self-awareness. Next, students analyse the role of social media in modern life. They learn to explain viewpoints objectively, considering both the advantages and disadvantages of various platforms. This fosters balanced thinking and informed decision-making. Finally, learners construct a chain of reasoned arguments about the dangers of bad habits. They examine how individual choices can impact personal well-being and have wider consequences for society. This encourages responsible behaviour and awareness of collective impacts. Together, these learning outcomes help students articulate ideas clearly, evaluate different perspectives, and develop persuasive arguments grounded in logic and empathy.

The weeks and the indicators covered by the section are:

Week 1

- Identify the concrete ideas delivered in classical Arabic discourse at a natural speed
- Identify the abstract ideas delivered in classical Arabic discourse at a natural speed.
- Explain in your own words the salient points and main ideas related to social or academic life from the audio/visual material.
- Explain in your own words the salient points and main ideas related to News and current affairs programmes from the audio/visual material.

Week 2

- Describe real event and personal experience which leaves strong impression in mind
- Give detailed accounts of personal experiences, describing feelings and reactions.

Week 3

- Describe social media and its significant impact on people's lives in today's world.
- Give a viewpoint on the use of social media giving its advantages and disadvantages

Week 4

- Give 5-point reasoned argument about the dangers of a bad habit to the individual
- Give 5-point reasoned argument about the dangers of uncontrolled drug use to the society.

Recap Weeks

Year 1	Week 17 • Use appropriate expressions in happy moments of family and social lives. • Say words of congratulation, felicitation, welcoming or well-wishing to a person in academic and professional achievements
Year 2	Week 5 • Interpret key words and expressions that relate directly to the issues of the dialogue. • Decode and evaluate key words and expressions that relate directly to the issues of the dialogue. • Describe the position of a building or a facility located far away or near distances. • Give directions on how to get to a building or facility from one location to the other. Week 6 • Describe real event and personal experience which leaves strong impression in mind. • Give detailed accounts of personal experiences, describing feelings and reactions. Week 7 • Describe the type of data you need, either from textbooks, newspapers, magazines, and internet, as fact-based evidence, and unquestionable logic to prove that your point of view is correct. • Explain your viewpoints and perspective and the opposing viewpoints and criticisms of your claim, and present 3 pieces of evidence to refute the opposing arguments. Week 8 • Give clear, detailed descriptions of step-by-step preparations for a students' meeting. • Give clear, detailed descriptions of meeting processes and procedures.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Effective pedagogical exemplars include reflective journaling to help students describe personal experiences and emotions with reasoning. Structured classroom debates and group discussions allow learners to present viewpoints on social media, weighing pros and cons of different platforms. For critical thinking development, activities like essay writing or guided argument mapping are used to help students build reasoned arguments about the dangers of bad habits. These approaches promote self-expression, balanced analysis, and logical reasoning, fostering both communication and critical thinking skills across varied real-life contexts.

ASSESSMENT SUMMARY

Assessment strategies include reflective writing tasks to evaluate students' ability to describe feelings and justify them with reasons. Oral presentations and written assignments assess students' capacity to explain viewpoints on social media, highlighting advantages and disadvantages. For reasoning skills, students complete argumentative essays or structured debates to demonstrate their ability to construct logical, coherent arguments on the impact of

bad habits. Rubrics focus on clarity, coherence, reasoning, and the use of supporting evidence, ensuring a comprehensive evaluation of communication, critical thinking, and analytical skills across all three learning outcomes.

Indicators	DOK Level	Assessment Strategy and/or Mode
Identify the concrete ideas delivered in classical Arabic discourse at a natural speed	3	Strategy: Note-Taking Tasks Mode: Class Exercises
Identify the abstract ideas delivered in classical Arabic discourse at a natural speed.	3	Strategy: Role Play / Dialogue Reenactment Mode: Class Exercises
Explain in your own words the salient points and main ideas related to social or academic life from the audio/visual material.	3	Strategy: Picture or Visual Prompt Description Mode: Class Exercises
Explain in your own words the salient points and main ideas related to news and current affairs programmes from the audio/visual material.	3	Strategy: Picture or Visual Prompt Description Mode: Project Work
Describe real event and personal experience which leaves strong impression in mind.	2	Strategy: Story Retelling Mode: Class Exercises
Give detailed accounts of personal experiences, describing feelings and reactions.	2	Strategy: Oral Presentations Mode: Homework Assignments
Describe social media and its significant impact on people's lives in today's world.	3	Strategy: Group Discussion Participation Mode: Class Exercises
Give a viewpoint on the use of social media giving its advantages and disadvantages.	3	Strategy: Group Discussion Participation Mode: Project Work
Give 5-point reasoned argument about the dangers of a bad habit to the individual.	3	Strategy: Group Discussion Participation Mode: Class Exercises
Give 5-point reasoned argument about the dangers of uncontrolled drug use to the society.	3	Strategy: Group Discussion Participation Mode: Class Exercises

WEEK 1

Learning Indicators

1. Identify the concrete ideas delivered in classical Arabic discourse at a natural speed
2. Identify the abstract ideas delivered in classical Arabic discourse at a natural speed
3. Explain in your own words the salient points and main ideas related to social or academic life from the audio/visual material
4. Explain in your own words the salient points and main ideas related to News and current affairs programmes from the audio/visual material

Focal Area: Listening and Understanding Classical Arabic in Context

Listening comprehension of classical Arabic enhances learners' ability to interpret a range of complex discourse—formal speeches, media reports, and academic conversations—by distinguishing between concrete and abstract ideas and articulating them in their own words.

Learning Tasks

Task 1: Audio Discourse Listening

استمع إلى الخطاب التالي باللغة العربية الفصحى واستخرج الأفكار الملموسة (الحقائق، الأماكن، الأفعال، الأشخاص)

Task 2: Abstract Idea Identification

استمع إلى فقرة من برنامج ثقافي يناقش موضوعاً اجتماعياً معقداً. حدد الأفكار المجردة (الحرية، العدالة، المساواة، الهوية)

Task 3: Academic Discourse Summary

شاهد محاضرة أكاديمية باللغة العربية الفصحى، ثم لخص أبرز الأفكار التي تم تقديمها، وبيّن أهمية كل فكرة

Task 4: News Program Breakdown

تابع مقطعاً من نشرة أخبار أو برنامج سياسي، واستخلص الأفكار الرئيسية التي يناقشها البرنامج، ثم أعد عرضها بطريقة الخاصة

Pedagogical Exemplars

Segmented Listening

Play 30-second segments of audio. Students note key words or ideas, then compare with peers.

Highlight transitions between abstract ideas (e.g., “وهذا يدل على”، “من ناحية أخرى”).

Think-Pair-Share

Ask: ما الفكرة الأساسية؟ ما التفاصيل الداعمة؟ هل الفكرة ملموسة أم مجردة؟

Students think individually, discuss in pairs, then share aloud.

Sample Vocabulary to Support Listening Tasks:

مفهوم، رأي، حقيقة، قضية، بيانات، تجربة، نظرية، سياسة، مجتمع، مساواة، عدالة، حقوق، مشكلة، حل، نتيجة، تأثير، تحليل، مقارنة، توجيه

Reconstruction Drill

After listening, learners retell the story or speech in simplified language, switching from Arabic to local language for comprehension checking.

Key Assessment – Individual Class Exercise

Level 3: Analysis & Synthesis

1. Write or present a comparative response on two different clips (e.g., one academic, one news). Highlight the salient points,

Level 4: Extended Thinking

2. Identify at least two main points, then paraphrase them in your own words and explain how they relate to broader social contexts. What implications can you draw from these points?

PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to

- a. transfer your chats into your learning planner template.
- b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 2

Learning Indicators

1. Describe real event and personal experience which leave strong impression in mind
2. Give detailed accounts of personal experiences, describing feelings and reactions

Focal Area: Listening & Speaking Skills through Personal Narratives and Media Reflection

This module develops students' expressive, reflective, and critical thinking skills through sharing personal experiences and analysing the impact of social media. Learners will enhance their ability to express emotions, share impactful stories, and engage in reasoned discussions on contemporary digital topics.

Learning Tasks

Task 1: Narrative Sharing

وصف تجربة شخصية تركت أثراً قوياً في ذهنك

Instructions (Arabic):

فكر في موقف حقيقي مررت به وأثر فيك كثيراً. ثم اكتب قصة قصيرة أو تحدث عنها مع زميلك في الفصل مستخدماً أساليب الوصف والتعبير عن المشاعر.

Example Prompt (English):

“Describe a day or event in your life that changed the way you think or feel. What happened? How did you react? Why does it remain in your memory?”

Task 2: Daily Life

وصف تفاصيل يومية

Instructions:

صِف بعض التفاصيل اليومية المفضلة لديك وذات أهمية بالنسبة لك ولماذا تعتقد أنها مهمة. اختر اثنين من المواضيع التالية:

في المدرسة

في البيت

في العمل

أثناء السفر

مع الأصدقاء

Pedagogical Exemplars

- Model Reading & Reflection
 - a. Provide a short story or a journal entry from a teenager about a meaningful life event
 - b. Ask students to identify the emotional tone, key moments, and descriptive techniques
- Think-Pair-Share

Think: Reflect individually on a real event or opinion

Pair: Share with a partner and compare experiences or viewpoints

Share: Present findings in front of the class

Key Assessment – Class Exercise

Explain why a real event from your life experience was significant and how your thoughts or emotions evolved before, during, and after it.

PLC Session 2

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 3

Learning Indicators

1. Describe social media and its significant impact on people's lives in today's world
2. Give a viewpoint on the use of social media giving its advantages and disadvantages

Focal Area: Oral Presentation on 'The Role of Social Media in Modern Life'

This module develops students' expressive, reflective, and critical thinking skills through sharing personal experiences and analysing the impact of social media. Learners will enhance their ability to express emotions, structure ideas clearly, and engage in reasoned discussions on contemporary digital topics. Emphasis is placed on building persuasive oral communication, evaluating both the positive and negative effects of social media, and fostering responsible digital citizenship. Through guided speaking activities, peer interaction, and presentation tasks, students build confidence in articulating informed viewpoints on issues that shape modern life.

Learning Tasks

Key Vocabulary and Expressions:

وسائل التواصل الاجتماعي (Social media)

تأثير (Impact)

إيجابيات (Advantages)

سلبيات (Disadvantages)

التواصل الفعال (Effective communication)

الإدمان الرقمي (Digital addiction)

الخصوصية (Privacy)

الأخبار الكاذبة (Fake news)

Speaking and Writing Prompts:

صِفْ تأثير وسائل التواصل الاجتماعي على حياتك اليومية.

هل ترى أن استخدام وسائل التواصل الاجتماعي مفيد أم ضار؟ ولماذا؟

اذكر إيجابيتين وسلبيتين من استخدام وسائل التواصل.

تخيل يوماً بدون وسائل التواصل – كيف ستتغير حياتك؟

Task 1

Instructions (Arabic)

اختر تطبيقاً من وسائل التواصل الاجتماعي، ووضح كيف يؤثر على حياة الأفراد اليومية من خلال أمثلة واقعية. يمكنك العمل مع زميل. لعرض هذه الأفكار في حوار أو عرض تقديمي.

Dialogue Example:

الطالبة: هل تعتقد أن وسائل التواصل الاجتماعي تؤثر على حياتنا اليومية؟

الطالب: نعم، فهي تؤثر كثيرًا، خاصة في طريقة تواصلنا وتفكيرنا

الطالبة: هل هذا تأثير إيجابي أم سلبي؟

الطالب: يعتمد على طريقة الاستخدام، يمكن أن يكون مفيدًا للتواصل والتعلم، لكن الإفراط في الاستخدام قد يسبب العزلة والتوتر

Task 2: Opinion-Based Discussion or Essay

إبداء رأيك في استخدام وسائل التواصل الاجتماعي مع ذكر الإيجابيات والسلبيات

Instructions (Arabic):

اكتب فقرة أو ناقش مع زميلك وجهة نظرك حول وسائل التواصل الاجتماعي. هل تؤيد استخدامها؟ ما هي الإيجابيات والسلبيات؟ استخدم أمثلة لتوضيح رأيك.

Essay Prompt (English)

“Do you think social media is more helpful or harmful to people? Support your opinion with reasons and examples.”

Pedagogical Exemplars

- Teaching with Roleplay and Discussion Circles

Teacher initiates a classroom simulation where students take roles such as social media influencers, parents, teachers, and students. Each group presents viewpoints on the impact of social media from their perspective. In another activity, students conduct mock interviews on the pros and cons of platforms like TikTok, Instagram, or WhatsApp. This promotes empathy, critical thinking, and vocabulary development.

- Role Play / Dialogue Reenactment

Create role-plays on different social media scenarios (e.g., online misunderstanding, helping a friend, or spreading awareness)

- Multimedia Integration:

Use videos or news articles about current social media trends or controversies. Students analyse them in groups, discussing the societal impact.

Key Assessment: Group Project

- From your perspective, which advantage of social media is the most valuable in today's world? Why?
- Give a balanced viewpoint on whether social media does more harm than good in modern society. Support your view with evidence.

Hint



Assign Group Project to learners and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

PLC Session 3**45 minutes****Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

**Note**

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is group project. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the project (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 4

Learning Indicators

1. Give 5-point reasoned argument about the dangers of a bad habit to the individual
2. Give 5-point reasoned argument about the dangers of uncontrolled drug use to the society

Focal Area: Dangers of Bad Habits and Drug Abuse

This module develops students' expressive, reflective, and critical thinking skills through oral presentations on harmful habits and the dangers of drug abuse. Learners will explore how personal decisions affect health, relationships, and society. They will strengthen their ability to narrate impactful experiences, express emotions, and offer persuasive arguments grounded in real-life examples. The module encourages students to speak confidently about peer pressure, consequences of addiction, and positive alternatives, fostering both awareness and responsibility in confronting social health issues.

Learning Tasks

Key Vocabulary and Expressions:

العادات السيئة (Bad habits)

عواقب (consequences)

الإدمان (Addiction)

التأثير السلبي (Negative effect)

الصحة النفسية والجسدية (Mental and physical health)

الجرائم (Crimes)

عبء اقتصادي (Economic burden)

الوقاية (Prevention)

التوعية (Awareness)

Speaking and Writing Prompts:

ناقش كيف يمكن أن تؤثر عادة سيئة مثل التأجيل على حياة الفرد.

هل ترى أن استخدام المخدرات يؤثر على المجتمع فقط؟ ناقش بالأدلة.

اشرح العلاقة بين الإدمان والجريمة في المجتمع.

قدم رأيك: هل التوعية أم العقوبة أكثر فاعلية في محاربة تعاطي المخدرات؟

موضوعات الحوار (Dialogue Topics):

في المدرسة

في المستشفى

في مركز إعادة التأهيل

في المجتمع المحلي

في جلسة توعية

Pedagogical Exemplars

Teaching with Roleplay and Structured Argumentation

Create a classroom “Town Hall Meeting” where students represent different community roles—teacher, doctor, parent, youth, police officer. Each must present a reasoned viewpoint on the dangers of a specific bad habit or on drug abuse in the community. Teacher guides students to build logical chains of arguments using linking phrases and cause-effect reasoning in Arabic.

Debate and Writing Workshops

In small groups, students prepare a mini-debate on a selected bad habit (e.g., smoking, excessive gaming). Another session is devoted to planning and writing argumentative paragraphs supported by facts.

Key Assessment – Group Discussions and Presentation

1. Show 3 ways by which uncontrolled drug use affect families, and suggest a remedy for each.
2. Show how a specific bad habit can lead to a cycle of negative consequences in an individual's life. Support it with logical reasoning or real-life examples.

PLC Session 4

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- The key assessment for the week is group discussions and presentations. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

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- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?

- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 1 Review

This section focused on enhancing learners' listening comprehension and oral fluency in classical Arabic. Learners engaged with both concrete and abstract ideas delivered at a natural speed, using authentic spoken texts. They developed the ability to extract key points, summarise spoken content, and respond critically to audio-visual material. Tasks emphasised real-world applications, such as academic discussions and news interpretation. By the end of this section, learners should be able to explain and reflect on spoken messages with increasing confidence and precision. These skills prepare them for the discourse and argumentation tasks in the following sections.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 1

Question 1

Comparative Response Rubric: Two Different Clips (Academic & News)

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Understanding	Clearly understands both clips	Mostly clear understanding	Basic understanding	Confused or unclear
Comparison	Strong, clear comparison of key points	Good comparison with some detail	Some comparison, not fully developed	Little or no comparison
Salient Points	Highlights all key ideas clearly	Highlights most important ideas	Misses or confuses some key ideas	Few or no key ideas identified
Analysis	Thoughtful comments and insights	Some insight or evaluation	Limited analysis	Just describes without thinking deeply

Clarity & Language	Very clear and well-structured	Mostly clear, minor mistakes	Understandable, but some issues	Hard to follow or unclear language
Total	30 - 21	20 - 15	14 - 10	9 - 1

Question 2

(Main Points & Social Context)

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Main Points	Identifies two clear and relevant points	Identifies two mostly clear points	Identifies only one or unclear points	Points are missing or not relevant
Paraphrasing	Rewrites points clearly in own words	Mostly in own words, some minor copying	Some attempt to rephrase, lacks clarity	Mostly copied or unclear rephrasing
Social Context	Clearly explains how points relate to society	Explains some link to social context	Vague or partial link to social issues	Unclear connection to broader context
Implications	Insightful ideas about what the points mean	Some thoughtful ideas	Basic or undeveloped ideas	Unclear implications
Clarity & Structure	Very clear and easy to follow	Mostly clear, minor issues	Somewhat unclear or disorganised	Hard to follow or poorly structured
Total	30 - 21	20 - 15	14 - 10	9 - 1

WEEK 2

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Event Significance	Clearly explains why the event was important with personal and reflective insight	Explains importance with some insight or detail	Mentions importance, but lacks depth or personal reflection	Importance is unclear or missing
Emotional Evolution (Before–During–After)	Thoughtfully explores emotional changes across all stages with vivid examples	Describes emotions at most stages with some clarity	Covers only one or two stages; limited emotional insight	Emotions are vague, inconsistent, or missing
Reflection & Meaning	Insightful analysis of what was learned or how the event impacted the writer	Some personal insight or takeaway is evident	Basic or surface-level reflection; lacks personal depth	No reflection or very minimal insight
Clarity & Structure	Very clear, well-organised, smooth flow of ideas	Mostly clear and organised, few minor lapses	Somewhat disorganised; ideas not always clear	Unclear or poorly structured; hard to follow

Use of Language	Varied, expressive language with accurate grammar	Mostly clear and correct language use	Limited vocabulary or some grammar issues	Repetitive, weak language or frequent grammar errors
Total	30 - 21	20 - 15	14 -10	9 - 1

WEEK 3

Question 1

Social Media Advantage

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Clear Opinion	Clearly states a strong, thoughtful viewpoint	States a clear opinion with some explanation	Opinion is present but vague or unclear	Opinion is missing or very unclear
Explanation / Reasoning	Gives a well-developed reason with relevant examples	Gives a good reason, may lack depth or strong examples	Gives a weak reason or limited examples	Gives little or no reasoning
Relevance of Advantage	Advantage is highly relevant to today's world	Advantage is mostly relevant	Advantage is somewhat relevant	Advantage is unclear or irrelevant
Organisation & Clarity	Response is well-organised and easy to follow	Mostly organised, minor issues in clarity	Some disorganisation or unclear wording	Disorganised and difficult to understand
Language Use	Language is clear, appropriate, and mostly error-free	Some errors, but meaning is clear	Several errors that affect clarity	Many errors that interfere with understanding
Total	30 - 21	20 - 15	14 -10	9 - 1

Question 2

Oral Presentation Rubric: Balanced Viewpoint on Social Media

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Balanced Viewpoint	Clearly presents both sides fairly and thoughtfully	Presents both sides, with slight imbalance	Attempts both sides, but one is underdeveloped	Only presents one side or is strongly biased
Use of Evidence	Uses clear, relevant examples or facts to support both perspectives	Uses some evidence, mostly relevant	Limited or weak evidence	Very little or no evidence
Clarity of Position	Final viewpoint is well-stated and logically defended	Final viewpoint is clear, some explanation given	Final viewpoint is stated but lacks support	Viewpoint is unclear or missing

Speaking Skills	Speaks clearly, confidently, with good pace and volume	Mostly clear and confident, minor issues with delivery	Sometimes unclear or hesitant	Hard to hear, unclear, or lacks confidence
Engagement & Expression	Expressive and engaging; maintains audience attention	Shows some expression and audience awareness	Limited expression; some loss of audience attention	Monotone or disengaged delivery
Organisation of Ideas	Ideas are well-organised and easy to follow	Generally organised with minor lapses	Some disorganisation or unclear transitions	Ideas are poorly organised or confusing
Total	30 - 21	20 - 15	14 - 10	9 - 1

WEEK 4

Question 1

Effects of Drug Use on Families & Remedies

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Identification of Effects	Clearly identifies 3 strong, relevant effects on families	Identifies 3 effects with some clarity	Identifies 2 or 3 effects, but may lack clarity or relevance	Identifies fewer than 2 effects or effects are unclear/inaccurate
Explanation of Effects	Each effect is clearly described and well-connected to real family impact	Most effects are described with basic explanation	Explanations are general or vague	Explanations are weak or missing
Suggested Remedies	Each remedy is practical, thoughtful, and clearly linked to the problem	Remedies are mostly relevant and somewhat explained	Remedies are basic or not clearly connected to the effects	Remedies are missing, unrealistic, or poorly explained
Organisation & Clarity	Ideas are well-organised and clearly presented	Mostly clear and organised, with minor issues	Some disorganisation or unclear parts	Disorganised or hard to follow
Language & Expression	Language is appropriate, mostly error-free, and easy to understand	Some minor language issues, but ideas are understandable	Frequent language errors that affect clarity	Many language problems that interfere with understanding
Total	30 - 21	20 - 15	14 - 10	9 - 1

Question 2

Cycle of Negative Consequences from a Bad Habit

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Choice of Bad Habit	Clearly identifies a relevant and specific bad habit	Identifies a clear bad habit	Habit is mentioned but vaguely or unclearly	Habit is missing or not clearly stated
Explanation of Consequences	Clearly explains a logical chain of negative consequences (a “cycle”)	Explains a series of outcomes, though connections may be somewhat basic	Lists some effects but without showing clear links between them	Few or no consequences are explained; lacks logical flow
Reasoning / Logic	Strong use of logical reasoning to connect each stage of the cycle	Reasoning is mostly clear, with some gaps	Limited reasoning; connections are weak or inconsistent	Reasoning is unclear or mostly missing
Use of Examples	Real-life or realistic examples strongly support the explanation	Examples are relevant and mostly support the points	Examples are present but weak or not clearly connected	Few or no examples provided, or examples are irrelevant
Organisation & Clarity	Ideas are clearly organised and easy to follow	Mostly organised, with minor clarity issues	Some parts are unclear or disorganised	Lacks structure; hard to understand
Language & Expression	Language is clear, appropriate, and mostly error-free	Minor language errors that do not affect meaning	Some language errors that may confuse the message	Frequent errors that interfere with understanding
Total	30 - 21	20 - 15	14 - 10	9 - 1

SECTION 2

Week 5

Strand: READING

Sub-strand: READING COMPREHENSION

Learning Outcome: Explain the content of nonfictional texts using clues that are embedded in them highlighting the purpose and the underpinning message.

Content Standard: *Demonstrate knowledge and understanding of straightforward nonfictional texts using reading strategies of literary writings.*

Week 6

Strand: READING

Sub-strand: READING COMPREHENSION

Learning Outcome: Identify clues that are embedded in the classical Arabic prose in order to make inferences regarding the ideas and the meanings of the texts.

Content Standard: *Demonstrate knowledge and understanding of fictional texts, using appropriate reference tools, with a broad active reading vocabulary.*

Week 7

Strand: READING

Sub-strand: READING COMPREHENSION

Learning Outcomes

1. Explain clues that are embedded in the classical Arabic poetry in order to make inferences regarding the ideas and the meanings of the texts.
2. Explain clues that are embedded in the Modern Arabic poetry in order to make inferences regarding the ideas and the meanings of the texts.

Content Standard: *Demonstrate knowledge and understanding of modern poetry, using appropriate reference tools, with a broad active reading vocabulary.*

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the practical application of Reading Comprehension skills with a focus on understanding and interpreting both nonfictional and literary texts in Arabic. Learners begin by engaging with nonfictional texts, developing the skills to identify structural and linguistic clues that reveal the author's purpose and core message. Through guided instruction, students are taught to interpret these elements to form a clear understanding of informational content. The section also explores classical Arabic prose and poetry, where learners examine classical language features to make inferences about the texts' meanings and themes. Additionally, learners work with modern Arabic poetry, recognising both traditional and contemporary stylistic elements to derive intended ideas and emotional undertones. Across all text types, students are trained to connect textual clues to broader ideas, cultural contexts, and personal interpretations, enhancing critical thinking and literary appreciation.

The weeks and the indicators covered by the section are:

Week 5

- Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary.
- Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of a textbook passage, newspaper or magazine article.

Week 6

- Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary.
- Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of the text.

Week 7

- Identify the theme(s) and the general idea of the poem and explain the general meaning of the text.
- Explain subsidiary ideas of the text and explain the implicit as well as explicit meanings of the key words.
- Identify the main idea in a discussion conducted in classical Arabic (Medieval period).

Recap Weeks

Year 1	Week 9 • Survey the text for clues related to its general idea, its relevance, and how the ideas connect to each other. • Give possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary.
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Year 2	Week 9 - Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary. (nonfictional). - Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of a textbook passage, newspaper, or magazine article. (nonfictional). Week 10 - Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary. - Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of the text.
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SUMMARY OF PEDAGOGICAL EXEMPLARS

To support the development of reading comprehension, the teacher employs a variety of explicit comprehension strategies, including:

Identifying and Interpreting Clues: Students learn to detect and explain textual clues in different genres, with emphasis on understanding context, tone, and authorial intent.

Making Inferences: Through teacher modelling and guided practice, students are trained to draw conclusions that go beyond the literal meaning of the text.

Questioning and Discussion: Teachers pose questions that promote deeper engagement with the texts, encouraging students to justify their interpretations using textual evidence.

Using a Collaborative Learning Strategy, the teacher organises students into heterogeneous groups, combining high, average, and struggling readers. Within these groups, peer-supported learning is emphasised. High-achieving students assist peers in identifying contextual clues, promoting an inclusive environment where all learners can develop their analytical and interpretive skills.

ASSESSMENT SUMMARY

To ensure comprehensive understanding, the teacher incorporates formative assessments during lessons. These include individual and group reading tasks, think-aloud protocols, class discussions, and written reflections. The goal is to provide ongoing feedback, allowing real-time instructional adjustments and support for learners' individual needs.

Summative assessments are administered at the end of instructional units and terms. These assessments may include:

Analytical responses to nonfiction texts that require explanation of embedded clues and author's intent.

Interpretive essays and oral presentations focused on classical Arabic prose and poetry, requiring students to draw inferences and articulate meaning.

Comparative analysis of modern and classical Arabic poetry, demonstrating understanding of linguistic style, imagery, and thematic expression.

Assessment outcomes reflect each learner's Depth of Knowledge (DoK) in reading comprehension, particularly their ability to extract, interpret, and articulate meaning from diverse Arabic texts. These performance insights contribute to end-of-term grading, providing a clear picture of students' progression and proficiency in critical reading skills.

Indicators	DOK Level	Assessment Strategy and/or Mode
Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary.	3	Strategy: Paired Reading Discussions Mode: Class Exercises
Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of a textbook passage, newspaper or magazine article.	3	Strategy: Group Discussion Participation Mode: Class Exercises
Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary.	3	Strategy: Summarising Mode: Project Work
Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of the text.	3	Strategy: Summarising Mode: Project Work
Identify the theme(s) and the general idea of the poem and explain the general meaning of the text.	3	Strategy: Story Retelling Mode: Class Exercises
Explain subsidiary ideas of the text and explain the implicit as well as explicit meanings of the key words.	3	Strategy: Oral Presentations Mode: Homework Assignments

WEEK 5

Learning Indicators

1. Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary
2. Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of a textbook passage, newspaper or magazine article

Focal Area: Understanding Real-Life Nonfictional Topics (Farming, Criminality, ICT, Newspaper Reports)

This unit introduces learners to real-world nonfictional texts drawn from relevant and current themes—farming, criminality, ICT, and newspaper reports. These topics are commonly encountered in textbooks, newspapers, magazines, and digital media, and they offer opportunities to build practical reading comprehension skills that extend beyond the classroom. Learners will interact with short passages, news excerpts, and informational content focused on these themes. The primary objective is to develop learners' ability to:

- a. Recognise unfamiliar vocabulary in context.
- b. Make informed guesses about meanings, then verify meanings through the use of dictionaries (printed or digital).
- c. Use prior knowledge and embedded clues in the text to infer the overall purpose, message, and implications of the information presented.
- d. Draw on prior knowledge to identify clues embedded in the text and make logical inferences regarding the general message, intent, and relevance of the passages.

Learning tasks

Learners will read short nonfiction passages based on the following practical topics:

Farming: Articles about crop planting, harvesting, climate effects, or agricultural technology.

مثال: "يؤثر الجفاف على إنتاج الذرة في القرى الشمالية".

Criminality: Newspaper reports or textbook passages on issues like theft, vandalism, or community safety.

مثال: "ألقت الشرطة القبض على عصابة تقوم بسرقة السيارات في المدينة".

ICT (Information and Communication Technology): Texts about internet use, digital safety, computer functions, or mobile technology.

مثال: "يساعد الحاسوب الطلاب في إنجاز البحوث وحل التمارين".

Pedagogical Exemplars

Collaborative Reading Circles

Learners are grouped and assigned short nonfictional texts. Each group performs the following roles:

Reader: Reads the passage aloud.

Vocabulary Detective: Highlights unfamiliar words and proposes meanings.

Inference Expert: Suggests what the passage is trying to say or achieve.

Dictionary Checker: Confirms the meanings using a dictionary or app.

Text Clue Hunt

Learners identify specific words or phrases that provide clues to the main idea or purpose (e.g., «بِسبَب», «لِذَلِكَ», «نَتِيجَةً لِّ», «أَعْلَنْتُ», «تَمَّ الْقَبْضُ»). These linguistic markers help them make logical inferences and understand the writer's intent.

Newsroom Simulation

Groups act as “news reporters.” Each group is given a nonfictional event to summarise and present. They:

Read and analyse the event.

Identify key vocabulary and main message.

Report back to the class in Arabic using simple, accurate terms.

Key Assessment – Summary Writing

Write a summary of a passage on criminality, present your understanding of what happened, why it happened, and what might happen next.

PLC Session 5

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- The key assessment for the week is summary writing. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?

- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 6

Learning Indicators

1. Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary
2. Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of the text

Focal Area: Comprehension of Fictional Prose (Short Story, Novel, Drama)

Understanding fictional prose helps learners develop empathy, critical thinking, and cultural literacy. Stories and drama reveal characters' struggles, beliefs, and values. Through these narratives, learners engage with complex vocabulary, context-driven inference, and thematic exploration. To achieve the expected general outcomes effectively, students will engage in a comprehensive process that enhances both their vocabulary acquisition and inferential comprehension. Firstly, they will focus on Contextual Vocabulary Acquisition, where they will learn to deduce the meanings of unfamiliar words through careful reading and analysis. Next, learners will use context clues to hypothesise meanings, relying on surrounding words, phrases, and the overall tone of the passage to make educated guesses. These hypotheses will then be confirmed using Arabic dictionaries, either in digital or print form, allowing students to verify their understanding and expand their lexicons.

Task: Explore one of the selected texts and work in groups to analyse its key components. Use creative strategies to show your understanding of the characters, events, and themes. Your group will share your interpretation through a visual or spoken presentation.

موضوعات النصوص:

قصة عن الصدق والشجاعة

مشهد من مسرحية اجتماعية أو كوميدية

رواية قصيرة تتناول قضايا الهوية أو العلاقات الأسرية

نماذج مختارة للنصوص:

مقتطف من قصة «الخبز الحافي» لمحمد شكري

مشهد من مسرحية «مجنون ليلى» لأحمد شوقي

قصة قصيرة «اليد الصغيرة» لغسان كنفاني

Pedagogical Exemplars

Story Map Collaboration

Guide learners to work in small groups to create a story map outlining key elements such as setting, characters, conflict, climax, and resolution. Encourage them to support each point with evidence from the text and present their findings to the class.

Tableau Dramatisation

For drama texts, students freeze-frame scenes (tableau vivant) to visually represent key moments. Peers guess the scene, encouraging deeper understanding of plot and character motives.

Character Interview

Learners take on the role of a character and answer questions posed by the class. This requires them to infer from text and defend their answers using evidence.

Key Assessment: Mid-Semester Examination

Choose a key scene or dialogue. Explain both the explicit and implicit meanings.

Reflect: What message do you think the author is trying to convey?

Rewrite the ending of the story or create a new scene that reflects the original theme but in a different setting.

Hint



Conduct Mid-semester Examination. It should cover the contents taught from Week 1 to 5. Refer to the Table of Specification and Structure of the Paper. Learners' papers should be marked immediately and scores entered into the SAP.

Structure of Mid-Semester Examination

Section A: 25 Multiple-choice questions

Section B: 2 Essay Questions

Table of specification for item construction for section A and B

Week	Learning Indicator	Type of questions	DoK Levels				Total
			1	2	3	4	
1	Identify the concrete ideas delivered in classical Arabic discourse at a natural speed	MCQs	2	2	-		4
	Identify the abstract ideas delivered in classical Arabic discourse at a natural speed	ESSAY	-	-	-		-
2	Explain in your own words the salient points and main ideas related to social or academic life from the audio/visual material	MCQs	2	2	2		6
	Explain in your own words the salient points and main ideas related to News and current affairs programmes from the audio/visual material	ESSAY	-	-	1		1

3	Describe social media and its significant impact on people’s lives in today’s world	MCQs	-	2	1		3
	Give a viewpoint on the use of social media giving its advantages and disadvantages	ESSAY	-	-	-		
4	Give 5-point reasoned argument about the dangers of a bad habit to the individual	MCQs	3	2	1		6
	Give 5-point reasoned argument about the dangers of uncontrolled drug use to the society	ESSAY					
5	Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary	MCQs	1	3	2		6
	Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of a textbook passage, newspaper or magazine article	ESSAY			1		1
		Total	8	11	8		27

PLC Session 6

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is mid-semester examination. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the mid-semester examination (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 7

Learning Indicators

1. Identify the theme(s) and the general idea of the poem and explain the general meaning of the text
2. Explain subsidiary ideas of the text and explain the implicit as well as explicit meanings of the key words
3. Identify the main idea in a discussion conducted in classical Arabic (Medieval period)

Focal Area: Reading Comprehension of Fictional Texts – Poetry (Classical and Modern)

Poetry is a form of artistic language that conveys layered meanings, emotions, and cultural values. Reading poetry effectively requires learners to combine language skills with imagination, background knowledge, and analytical thinking. Students should learn to interpret vocabulary in context, draw inferences, understand figurative language, and grasp both the explicit and implicit messages of a poem. This module builds on students' prior exposure to narrative texts and introduces them to deeper literary appreciation through structured engagement with poetic texts. It emphasises critical reading and reflective interpretation of both classical and contemporary poems.

Learning Tasks

Lexical Inference and Dictionary Skills

Identify possible meanings of unfamiliar words from contextual clues.

Confirm meanings using an Arabic dictionary (paper or digital).

Inference and Interpretation

Use prior knowledge and contextual signals to infer general meaning and author's purpose.

Identify tone, speaker, and situation depicted in the poem.

Theme and Main Idea

Identify key themes and general idea of the poem.

Explain how these are developed across the text.

Implicit and Explicit Meaning

Recognise key literary devices (e.g., metaphor, simile, symbolism) and their role in meaning-making.

Distinguish between explicit content and implicit messages.

موضوعات النصوص:

شعر عن الوطن

قصيدة حب صوفية

نص شعري حديث عن التكنولوجيا أو الغربية

مقطوعة قصيرة عن الأم أو الطفولة

نماذج مختارة للنصوص:

من الشعر الجاهلي (مثل امرؤ القيس)

من الشعر العباسي (مثل المتنبي)

من شعر التفعيلة الحديث (مثل محمود درويش، نزار قباني)

حوار من كتاب كليلة ودمنة (ترجمة عبد الله بن المقفع)

Pedagogical Exemplars

Collaborative Annotation

In groups, students annotate a selected poem digitally, using tools like Google Docs or a shared platform. Each group focuses on:

Vocabulary and figurative language

Tone and voice

Thematic analysis

Cultural/historical context

Literary Role Play

Students perform parts of the poem dramatically, assigning roles: narrator, poet, audience. This helps in understanding tone, mood, and layered meanings.

Visual Representation

Learners illustrate the imagery of a poem through a drawing, collage, or digital art. This enhances comprehension of symbolic language and abstract ideas.

Reflective Prompt Discussion

The teacher guides a brief discussion on how the poem connects to real life. Use simple questions like: Have you ever experienced something similar? or how does this poem relate to your community or feelings?

Dialogue Analysis

Learners read a short classical dialogue. In pairs, they identify the main idea and distinguish arguments for and against the accusation, using a simple chart to organise claims and responses.

Key Assessment – Critical and Creative Engagement

Write a short reflective paragraph explaining how the poem relates to your own experience (or an experience you are familiar with).

PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand

- b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is critical and creative engagement. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section Review

Learners explored classical and modern Arabic poetry to strengthen their interpretive reading skills. They learned to identify themes, tone, and figurative language, drawing connections between text and personal experience.

The section emphasised both explicit understanding and inference, particularly around poetic imagery and symbolism. Creative strategies like collaborative annotation and visual representation deepened their appreciation of poetic structure.

Learners reflected on poems in relation to real life, culture, and emotion, enhancing their critical thinking.

By the end of the section, learners could explain the poems and prose messages and respond to it thoughtfully through written reflection.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 5

Total Marks: 30

Criteria	4 Excellent	3 Very good	4 Satisfactory	1 Needs Improvement
1. Summary Clarity & Accuracy	Clear, concise summary; accurately reflects main ideas and supporting details	Mostly clear summary; some minor details omitted or mis-understood	Basic summary; some major ideas omitted or unclear	Inaccurate or vague summary; main ideas missing or distorted
2. Understanding of Events (What)	Demonstrates full understanding of what happened, with clear reference to the key events in the text	Good understanding, though some details lack clarity	Basic understanding; unclear or partial recall of events	Weak or no understanding of events; vague or incorrect information
3. Analysis of Causes (Why)	Thoughtful analysis of reasons/ motivations behind the criminal act(s); well-supported by passage	Adequate explanation; cause(s) identified with some relevant support	Cause(s) mentioned but without explanation or with weak connection to the passage	Cause(s) unclear, unsupported, or missing
4. Prediction of Outcome (Next)	Offers insightful, logical prediction based on textual evidence and reasoning	Provides a plausible prediction with some justification	Predicts a possible outcome, but lacks clear link to the passage	Prediction missing, illogical, or unrelated to the passage
5. Language & Organisation	Well-structured; clear, coherent writing with correct grammar, spelling, and transitions	Generally well-organised; few errors that don't affect readability	Organisation and grammar acceptable but inconsistencies affect clarity	Poor structure, frequent errors that make understanding difficult
Total	25–30	18–24	10–17	1–9

WEEK 6

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs Improvement
1. Choice & Description of Key Scene/Dialogue	Scene chosen is highly relevant and well-described; clearly sets up later analysis	Scene is relevant and described with reasonable clarity	Scene is somewhat relevant; description lacks detail or clarity	Scene is poorly chosen or barely described; lacks connection to the story
2. Explanation of Explicit Meaning (what is clearly said or done)	Clear, accurate explanation of explicit actions/statements with good textual references	Mostly accurate explanation; minor gaps or vague expressions	Some understanding shown, but explanation lacks detail or clarity	Misunderstands or poorly explains explicit meaning
3. Explanation of Implicit Meaning (hidden or suggested ideas)	Insightful, well-supported interpretation of underlying messages, symbolism, or subtext	Adequate interpretation with some inference and logical reasoning	Partial understanding; some ideas identified but not clearly explained	Little or no attempt at interpreting implicit meaning
4. Reflection on Author's Intended Message	Deep, thoughtful reflection; clearly identifies the message with strong justification	Message identified and reasonably explained	General or surface-level reflection on the message	Misunderstands or fails to reflect on the author's message
5. Creative Rewrite or New Scene (Reflects theme in new ending/setting)	Original, creative rewrite that preserves core theme in a meaningful and thoughtful new context	Rewrite is logical and retains the original theme fairly well	Attempt made to reflect theme but lacks creativity, clarity, or connection to original message	Weak, unrelated, or confusing rewrite that does not connect to the original story or theme
Total	25–30	18–24	10–17	1–9

WEEK 7

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs Improvement
1. Understanding of Poem's Theme	Demonstrates deep understanding of the poem's theme and message; well-integrated into the reflection	Good understanding; theme is mentioned and mostly accurate	Basic understanding; theme is vague or general	Misunderstands or omits the theme of the poem

2. Personal Connection / Relevance	Clear and meaningful connection to a real or familiar experience; rich in detail and emotion	Relevant experience shared; connection is logical and mostly clear	General or surface-level connection; lacks depth or clarity	Weak or unclear connection to any real or familiar experience
3. Depth of Reflection	Thoughtful insight into emotions, growth, or perspective; shows self-awareness or personal meaning	Reflection goes beyond surface; some insight and thoughtfulness shown	Some reflective effort, but mostly descriptive or lacks emotional/ personal engagement	Little or no reflection; writing is mostly factual or disconnected from deeper meaning
4. Clarity and Coherence of Paragraph	Well-organised and fluent paragraph; clear structure, good transitions, and logical flow	Mostly well-structured; minor issues with flow or sentence clarity	Paragraph structure is basic; some disjointed or unclear ideas	Poor structure or confusing paragraph; hard to follow
5. Language Use and Mechanics	Excellent grammar, punctuation, and word choice; writing is polished and error-free	Minor language errors that do not affect meaning	Some errors in grammar or spelling that slightly interfere with meaning	Frequent language errors that distract or hinder understanding
Total	25–30	18–24	10–17	1–9

SECTION 3

Week 8

Strand: **READING AND SPEAKING**

Sub-Strand: **READING AND GRAMMAR**

Learning Outcomes

1. *Identify the types of sentences in reading texts of varied sentence structures showing the grammatical functions of each component.*
2. *Analyse the grammatical functions of the various components of the syntactic structure of Arabic Sentence.*

Content Standards

1. *Demonstrate knowledge and understanding of types of sentences and their components: The Subject and Predicate (Complement), The Subject and Predicate (Object).*
2. *Demonstrate knowledge and understanding of types of sentences and the grammatical functions of their extended components.*

Week 9

Strand: **READING**

Sub-Strand: **READING GRAMMAR**

Learning Outcome: Identify the declension of nouns: the three cases, with the rules governing the changing components of number and gender.

Content Standard: *Demonstrate knowledge and understanding of the rules of the declension of noun: the three cases, and their associates.*

INTRODUCTION AND SECTION SUMMARY

Understanding sentence structure and noun declension is essential to mastering Arabic grammar, and consequently, to excelling in reading comprehension. Arabic, as a richly inflected language, encodes syntactic relationships through patterns of noun endings, verb conjugations, and word order. A sentence's meaning is communicated not only by the words it contains but also by how those words are arranged and marked. This section is built around the study of sentence types—particularly nominal and verbal sentences—and the grammatical functions of each component, such as subject (مبتدأ), predicate (خبر), verb (فعل), object (مفعول به), and prepositional phrase (جار ومجرور). Simultaneously, learners delve into noun declension (الإعراب), focusing on the three grammatical cases—nominative

(مجرور) and genitive (منصوب), accusative (مرفوع),—and how declensions change with number (singular, dual, plural) and gender (masculine, feminine). Understanding these changes within real sentence contexts enhances students' ability to analyse and produce grammatically accurate Arabic expressions. This section integrates grammar instruction within reading comprehension to develop both syntactic awareness and interpretive skills.

The weeks and the indicators covered by the section are:

Week 8

- Extract from the passage all nominal sentences and identify their two major components with their grammatical functions and the attached declensions.
- Extract from the passage all verbal sentences and identify their two major components with their grammatical functions and the attached declensions.
- Analyse the grammatical functions of the various components of the Arabic Nominal Sentence.
- Analyse the grammatical functions of the various components of the syntactic structure of Arabic Verbal Sentence.

Week 9

- Extract from the passage the nominative case in nouns with their changing morphological structures and the rules governing their usage.
- Extract from the passage the accusative case in nouns with their changing morphological structures and the rules governing their usage.
- Extract from the passage the genitive case in nouns with their changing morphological structures and the rules governing their usage.

Recap Weeks

Year 1	Week 10: Identify nouns, verbs and particles and state their identifiable features. Week 11: State the grammatical functions of nouns, verbs, and particles in a given sentence.
Year 2	Week 11 • Extract from the passage 10 nominal sentences and identify their two major components with their grammatical functions and the attached declensions. • Analyse the grammatical functions of the various components of the Arabic Nominal Sentence. (إعراب) Week 12 • Extract from the passage 10 verbal sentences and identify their two/three major components with their grammatical functions and the attached declensions. • Analyse the grammatical functions of the various components of the syntactic structure of Arabic Verbal Sentence.

Week 13

- Extract from the passage the nominative case in nouns with their changing morphological structures and the rules governing their usage.
- Extract from the passage the accusative case in nouns with their changing morphological structures and the rules governing their usage.
- Extract from the passage the genitive case in nouns with their changing morphological structures and the rules governing their usage.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers incorporate grammar instruction through interactive, context-based reading passages that feature sentence structures in authentic texts. A core strategy is the “grammar puzzle” activity, in which a sentence is broken into parts representing different grammatical components. Learners reconstruct these pieces while identifying their function—subject, predicate, verb, or object—and the correct case endings of nouns.

To enhance retention, teachers engage students with rhythmic and kinesthetic learning techniques, such as reciting poetic lines that explain grammatical rules while snapping fingers or clapping. This multisensory approach makes abstract rules more concrete.

Another effective method is sentence imitation: teachers highlight grammatical structures within a passage, and learners create similar sentences by modelling the structure. For example, from a sentence like «دَخَلَ الطَّالِبُ الْفَصْلَ», learners generate sentences like «رَكِبَ الرَّجُلُ السَّيَّارَةَ», identifying grammatical elements and case endings.

Visual tools, such as color-coded charts, are used to map sentence components, showing how case endings shift based on position and grammatical role. These exemplars emphasise discovering grammar through use, helping learners internalise structure naturally through frequent exposure and guided practice.

ASSESSMENT SUMMARY

To evaluate learners’ grasp of sentence structure and noun declension, teachers apply ongoing formative assessments, including oral questioning, class discussions, sentence parsing tasks, and group work. Learners engage in peer-assessment, where they analyse each other’s sentence constructions and provide feedback based on grammatical accuracy and structure.

Teachers monitor progress through daily observation, ensuring that instruction addresses gaps in real time. Summative assessments—such as structured grammar quizzes, reading comprehension tasks with embedded grammatical analysis, and written tests—evaluate learners’ mastery of grammar concepts at the end of instructional units. Performance is measured across listening, oral reading, and analytical grammar application, providing a comprehensive view of learner development and proficiency level.

This integrated approach ensures that grammar is not learned in isolation but as a natural part of reading, speaking, and writing—equipping learners with tools to both understand and produce rich, grammatically sound Arabic texts.

Indicators	DOK Level	Assessment Strategy and/or Mode
Extract from the passage all nominal sentences and identify their two major components with their grammatical functions and the attached declensions.	3	Strategy: Paired Reading Discussions Mode: Project Work
Extract from the passage all verbal sentences and identify their two major components with their grammatical functions and the attached declensions.	3	
Extract from the passage the nominative case in nouns with their changing morphological structures and the rules governing their usage.	3	Strategy: Peer Assessment & Self-Assessment Mode: Homework Assignments
Extract from the passage the accusative case in nouns with their changing morphological structures and the rules governing their usage.	3	
Extract from the passage the genitive case in nouns with their changing morphological structures and the rules governing their usage.	3	

WEEK 8

Learning Indicators

1. Extract from the passage the nominative case in nouns with their changing morphological structures and the rules governing their usage
2. Extract from the passage the accusative case in nouns with their changing morphological structures and the rules governing their usage
3. Extract from the passage the genitive case in nouns with their changing morphological structures and the rules governing their usage

Focal Area: Arabic Sentence Structure and Grammatical Functions

Understanding sentence types and their components is fundamental in mastering Arabic grammar. Arabic sentences are generally of two types: Nominal (جملة اسمية) and Verbal (جملة فعلية). Learners must be able to distinguish between these types and identify grammatical elements such as subject (مبتدأ), predicate (خبر), verb (فعل), doer (فاعل), object (مفعول به), and other modifiers. Emphasis is placed on helping learners recognise these structures in real texts and correctly label their components, promoting a deeper understanding of how meaning is constructed in Arabic.

This unit builds on learners' prior exposure to simple sentence patterns and introduces more varied and complex sentence structures. It focuses on strengthening their analytical and syntactic skills to support reading comprehension and effective writing.

Learning Tasks

موضوعات القراءة: أوقات فارغة – القرية المهجورة – شوارع أكرأ – برنامج تلفزيوني

Students will read passages containing different types of sentences and identify the structure and grammatical roles of each component.

Pedagogical Exemplar

Sentence Puzzle and Imitation (Pairs/Groups)

Teachers introduce a “sentence puzzle” activity where learners work in pairs or small groups to break down and reconstruct sentences from the reading texts. Each part of the sentence (subject, predicate, verb, object) is identified, with correct grammatical roles and case endings discussed collaboratively.

Sentence imitation task, where learners create new sentences based on the grammatical structure of the originals. This supports a deeper understanding of nominal and verbal sentence patterns through guided, hands-on analysis.

Examples

الجملة الاسمية: الولدُ مجتهدٌ. (الولد: مبتدأ، مجتهد: خبر)
 الجملة الفعلية: أكلَ الطفلُ التفاحةَ. (أكل: فعل، الطفل: فاعل، التفاحة: مفعول به)
 جملة ظرفية: كان الطلابُ في الفصل. (كان: فعل ناسخ، الطلاب: اسم كان، في الفصل: خبر كان)

(جملة مع جار ومجرور: الكتابُ على الطاولة. (الكتاب: مبتدأ، على الطاولة: خبر شبه جملة)
 كما تشمل الموضوعات التالية: نواسخ المبتدأ والخبر:
 كان وأخواتها، إن وأخواتها، ظن وأخواتها
 الظرف، المضاف والمضاف إليه، الحال، التمييز، النعت، التوكيد

Key Assessment – Project Work

Write five sentences (a mix of nominal and verbal), analyse each sentence, and explain the grammatical function of each word.

PLC Session 8

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is project work. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the project work (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e–3j).



Note

- This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a–1b, 1e–1g, 2c, 2e, 2f, 3c–3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 9

Learning Indicators

1. Extract from the passage all nominal sentences and identify their two major components with their grammatical functions and the attached declensions
2. Extract from the passage all verbal sentences and identify their two major components with their grammatical functions and the attached declensions
3. Analyse the grammatical functions of the various components of the Arabic Nominal Sentence
4. Analyse the grammatical functions of the various components of the syntactic structure of Arabic Verbal Sentence

Focal Area: Arabic Noun Declension (الإعراب)

Arabic noun declension is central to understanding sentence structure and meaning in Arabic. The three grammatical cases—nominative (الرفع), accusative (النصب), and genitive (الجر)—play vital roles in defining the functions of nouns in a sentence. Learners must be able to identify the correct case endings based on the noun's role (subject, object, or following a preposition) and understand how these endings vary with number (singular, dual, plural) and gender (masculine, feminine).

The lesson builds on prior knowledge of basic sentence construction and introduces rules for declension in structured reading and writing contexts. It aims to equip learners with the ability to parse sentences accurately and apply the rules of declension independently.

Learning Tasks

موضوعات القراءة والتطبيق: في المزرعة – رؤساء قبائل – عمدة بلدة – رئيس مدرسة

Students will examine noun endings in different grammatical contexts and classify them based on the three cases. Focus is on pattern recognition, transformation rules, and grammatical function.

تشمل موضوعات النحو التالية:

المعرب والمبنى

تقسيم الكلمات إلى معربة ومبنية

المبنى من الأسماء

المبنى من الأفعال

أحوال البناء والإعراب: أحوال البناء - أحوال الإعراب وعلاماته

ما يعرب بالعلامات الفرعية: المثنى

طريقة التثنية - إعراب المثنى

ما يلحق بالمثنى في إعرابه

جمع المذكر السالم

طريقه جمعه وإعرابه

طريقة جمع المقصور

طريقة جمع المنقوص

طريقة جمع الممدود

Pedagogical Exemplars

Declension Charting Exercise

Students create declension charts for various nouns across number and gender, indicating each case form with example sentences.

Grammar Puzzle Game

Groups solve grammar puzzles by reconstructing sentences with missing or incorrect noun endings. Points are awarded based on accuracy and explanation of rules applied.

Interactive Role-Play

In context-based dialogues (e.g., in the library or classroom), learners insert correct noun forms according to roles such as subject, object, or following a preposition.

Digital Declension Drill

Using online grammar platforms, learners practise declension exercises and receive instant feedback on accuracy and grammar points.

Key Assessment – Peer Assessment

Create your own paragraph using at least six different nouns that show a variety of cases, number, and gender. Highlight each noun and label its case, number, gender, and function.

PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- The key assessment for the week is peer assessment. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?

- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section review

In this section, learners explored Arabic sentence types and grammatical structures in authentic reading contexts. They identified and analysed nominal and verbal sentences, labelling components, and their grammatical functions. Building on this, they examined noun declension in the nominative, accusative, and genitive cases, noting changes across number and gender. Activities like sentence puzzles, imitation, and declension charting helped students internalise patterns and apply rules independently. Pedagogical strategies included collaborative analysis, interactive grammar games, and digital drills to reinforce case usage. By the end of the section, learners can construct, deconstruct, and explain grammatically accurate Arabic sentences with clarity and confidence.

SECTION 4

Week 10

Strand : **WRITING**

Sub-Strand : **COMPOSITION**

Learning Outcome: Write an expository essay to give an eye-witness account of events, and relevant trends that impacted the event and influenced perceptions of it.

Content Standard: *Demonstrate knowledge and application of strategies of composing an expository essay on a variety of subjects.*

Week 11

Strand: **WRITING**

Sub-Strand: **COMPOSITION**

Learning Outcome: Write an expository essay to give an eye-witness account of events, and relevant trends that impacted the event and influenced perceptions of it.

Content Standard: *Demonstrate knowledge and understanding of the techniques of letter writing of formal type using appropriate style and diction.*

INTRODUCTION AND SECTION SUMMARY

In this section, students will explore the art of writing expository essays with a specific focus on recounting events from an eye-witness perspective. Writing such essays involves more than just stating facts — it requires analysing trends, causes, and consequences, and reflecting on how public perceptions were shaped by these events. Students will learn how to present clear, factual narratives that are enriched by context and insight. By mastering this skill, they will be able to document significant events in a way that is both informative and reflective, deepening their understanding of how writing shapes historical and social awareness.

Learners will be introduced to the structure and conventions of formal letter writing. They will learn how to organise key components such as addresses, date, salutation, body, and closing. This skill will support their ability to communicate formally and appropriately in written Arabic.

The weeks and the indicators covered by the section are:

Week 10

- Brainstorm the subject, idea and relevant facts and the basic framework of an expository essay.

- Write a first draft of an expository essay, with a holistic editing, to a second draft, then to proofreading in order to address all grammar, syntax, or spelling issues.

Week 11

- Write a formal letter in well-constructed language with appropriate positions of the following: The senders address • The address of the receiver • The date • Salutation • The message • Complimentary close

Recap Weeks

Year 1	Week 12 • Write a simple composition by planning, drafting, editing and revising your draft, using formal and informal expressions. • Differentiate between formal and informal texts by identifying vocabularies and expressions peculiar to each.
Year 2	Week 17: Write a formal letter in well-constructed language with appropriate positions of the following: The senders address, the address of the receiver, the date, salutation, the message, complimentary close. Week 18 • Brainstorm the subject, idea and relevant facts and the basic framework of an expository essay. Week 19 • Brainstorm the subject, idea and relevant facts and the basic framework of an expository essay. • Write a first draft of an expository essay, with a holistic editing, to a second draft, then to proofreading in order to address all grammar, syntax, or spelling issues.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section features a range of pedagogical exemplars designed to guide both teachers and students in mastering the composition of expository essays that recount eye-witness accounts of significant events. The exemplars model best practices in planning, developing, and presenting factual narratives enriched with analysis of causes, trends, and impacts.

Key strategies illustrated include:

- **Model Essays:** Teacher-led demonstrations of high-quality expository essays showing clear structure (introduction, body, conclusion), appropriate tone, and effective use of factual and contextual information.
- **Think-Aloud Sessions:** Teachers verbalise the cognitive process behind selecting relevant details, analysing trends, and explaining their impact on perceptions.
- **Graphic Organisers:** Use of timelines, cause-effect charts, and outline templates to help students structure their ideas coherently.
- **Guided Writing Activities:** Step-by-step collaborative writing sessions where students co-construct essays based on prompts drawn from real or simulated events.
- **Peer Review and Feedback Models:** Rubrics and examples for peer assessment focused on clarity, factual accuracy, depth of analysis, and narrative coherence.

- **Cross-Curricular Integration:** Linking writing tasks with topics in history, social studies, or current events to reinforce content understanding while practicing expository skills.

Through these exemplars, students progressively build the capacity to write informed, thoughtful accounts of events, while teachers gain practical tools to scaffold learning and assess progress effectively.

ASSESSMENT SUMMARY

Assessment in this section focuses on evaluating students' ability to plan, compose, and refine an expository essay that provides an eye-witness account of an event, while analysing related trends and their influence on public perception.

- **Brainstorming & Outlining:** Teachers assess students' ability to select appropriate events and organise ideas using graphic organisers or outlines.
- **Draft Writing Exercises:** Short writing tasks allow monitoring of students' progress in crafting effective introductions, logical sequencing, and development of main ideas.
- **Peer and Self-Assessment:** Guided checklists help students critique their own and others' work based on clarity, factual accuracy, and depth of insight.
- **Oral Presentations:** Students may narrate their eye-witness accounts, giving teachers insight into how well they understand the event and its wider impact.
- **Students write a complete expository essay** evaluated using a detailed rubric covering content accuracy, analytical depth, organisation and structure, language use, conclusion and Reflection.

Indicators	DOK Level	Assessment Strategy and/or Mode
Brainstorm the subject, idea and relevant facts and the basic framework of an expository essay.	4	Strategy: Peer and Self-Assessment Mode: Class exercise/ Assignment.
Write a first draft of an expository essay, with a holistic editing, to a second draft, then to proofreading in order to address all grammar, syntax, or spelling issues.	4	
Write a formal letter in well-constructed language with appropriate positions of the following: The sender's address. The address of the receiver. The date. Salutation. The message. Complimentary close	4	

WEEK 10

Learning Indicators

1. *Brainstorm the subject, idea and relevant facts and the basic framework of an expository essay*
2. *Write a first draft of an expository essay, with a holistic editing, to a second draft, then to proofreading in order to address all grammar, syntax, or spelling issues*

Focal Areas

1. Expository Writing through Brainstorming and Idea Development

2. Expository Writing through Drafting and Editing

This module strengthens students' analytical and organisational thinking by guiding them through the initial stages of expository writing. Learners will explore techniques to brainstorm relevant topics, generate supporting ideas and facts, and organise their thoughts into a logical structure. Through collaborative discussions, graphic organisers, and guided writing tasks, students will develop the foundational framework of a clear and coherent expository essay.

In addition to develop students' writing proficiency by guiding them through the full drafting process of expository writing. Building on prior brainstorming and planning activities, learners will compose an initial draft, engage in peer and self-revision to improve content clarity, structure, and flow, and finally proofread their work for grammatical accuracy and correct usage. Emphasis is placed on understanding writing as a process, encouraging critical reflection, constructive feedback, and attention to detail.

Task I

Topic: أهمية المحافظة على البيئة (The Importance of Protecting the Environment)

- Brainstorm ideas and facts related to a chosen expository topic.
- Organise information into a clear structure (introduction, body, conclusion).
- Write a short expository essay in Arabic using appropriate language and linking phrases.

Task Instructions:

Step 1: Brainstorming (10 minutes)

In groups of 3–4, discuss and write down answers to the following:

- ما المقصود بالمحافظة على البيئة؟
- لماذا تُعدّ المحافظة على البيئة أمراً مهماً؟
- ما الأفعال التي تؤدي إلى تلوث البيئة؟
- كيف يمكن لكل فرد أن يساهم في حماية البيئة؟

Step 2: Organising (10 minutes)

Using your brainstorming notes, fill in this basic framework:

- المقدمة: تعريف بالموضوع وأهمية البيئة.
- العرض
- فقرة ١: أسباب تلوث البيئة.

فقرة ٢: آثار التلوث.

فقرة ٣: حلول واقتراحات.

• الخاتمة: تلخيص النقاط الأساسية ودعوة للعمل الإيجابي.

Step 3: Writing (20–25 minutes)

Individually, write a short expository essay (8–12 lines) using your plan. Make sure to:

Use linking words:

(...مثل: أولاً، بالإضافة إلى ذلك، من ناحية أخرى، في الختام)

Avoid repetition and personal opinions.

Focus on facts and logical structure.

Reflection Questions (Optional – Pair Work):

• ما الذي ساعدك أكثر في كتابة الفقرات؟

• هل واجهت صعوبة في تنظيم الأفكار؟ كيف تغلبت عليها؟

Task 2

Topic: التلوث وأثره على حياتنا (Pollution and Its Effect on Our Lives)

- Write a full first draft of an expository essay in Arabic.
- Revise your essay based on content, structure, and flow.
- Edit grammar, punctuation, and spelling through focused proofreading.

Learning tasks

Step 1: First Draft Writing

Individually, write the first draft of your essay (10–14 lines) based on a previously completed plan. Focus on:

- Clear organisation (introduction – body – conclusion)
- Logical progression of ideas
- Use of linking and transitional phrases

 Example linking words: أولاً، من ناحية أخرى، كذلك، في النهاية.

Step 2: Holistic Editing

Each student exchange drafts with a partner and review each other's work for:

- Clarity and relevance of ideas
- Coherence between paragraphs
- Effectiveness of the introduction and conclusion

Students to use this checklist during peer review:

- Does the essay follow a logical structure?
- Are ideas supported with facts or examples?

- Are linking words used appropriately?
- Is there any repetition or off-topic content?

Each student then revises their own draft based on the feedback received.

Step 3: Proofreading

Students will proofread their revised essays for:

- Grammar errors (e.g., verb tense, noun-adjective agreement)
- Syntax (sentence clarity and structure)
- Spelling and punctuation mistakes

Pedagogical Exemplars for Task 1

Students will analyse a model expository essay to understand structure, language use, and content development, then apply this understanding to write their own piece.

Steps

1. Model Reading (Teacher-led)

Read the model expository essay aloud with the class (e.g., “البيئة مسؤوليتنا جميعًا”).

Ask guiding questions:

- ما الفكرة الرئيسية في هذا النص؟
- كيف قُسمت الفقرات؟
- ما نوع الحقائق أو الأمثلة التي استخدمها الكاتب؟
- ما الكلمات التي تربط الأفكار؟

2. Structure Highlighting (Student Activity)

Students work individually or in pairs to highlight the text.

3. Group Reflection:

Discuss

- What makes the introduction effective?
- How does the writer support their points?
- What tone or language features are used?

Pedagogical Exemplars for Task 2

To guide the editing and proofreading process, students will analyse a model showing clear progression from first to final draft.

Steps

1. Model Comparison (Teacher-led Discussion)

Display both drafts side-by-side. Ask:

- ما الأخطاء التي كانت في النسخة الأولى؟

- كيف تم تحسين الترابط بين الجمل والفقرات؟
- ما الإضافات التي جعلت النص أكثر وضوحًا؟

2. Individual Practice (Student Activity)

- Students review their own draft with colored pens.
- Label each paragraph and underline transitional phrases.
- Highlight corrected grammar/spelling issues.

3. Mini-Conferences (Optional)

- Teacher meets with individuals or small groups to provide focused feedback on revised drafts.

Key Assessment – Practice Paper 1

Assessment Level 4	Task	Expected Output
A.	اكتب النسخة النهائية من مقالك حول «التلوث وأثره على حياتنا».	A polished essay that demonstrates structural clarity, logical flow, and language accuracy.
B.	أعد كتابة مقالك الخاص بناءً على الملاحظات التي دَوَّنتها من المقالات الأخرى، موضحًا في هامش النص كيف ولماذا أجريت التعديلات.	A refined expository essay that reflects higher-order revisions, showing deep reflection, synthesis of ideas, and strategic language improvement.

Essay Topic

Pollution and Its Impact on Our Lives

Total Marks: 30

Hint



Conduct **Practice Paper 1**. It should cover contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.

PLC Session 12

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to

- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is Practice Paper 1. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 11

Learning Indicator: Write a formal letter in well-constructed language with appropriate positions of the following: the sender's address, address of the receiver, date, salutation, message, complimentary close

Focal Area : Formal Communication and Writing

In this week, learners will explore the format and purpose of formal letter writing in Arabic. The focus will be on structuring a letter correctly, using appropriate language, and placing each key element in its correct position. Learners will analyse models of formal letters, practise writing sections, and then compose full letters responding to real or imagined situations. By the end of the week, they will have developed the ability to communicate clearly and respectfully in a formal written context.

Task

Read and analyse examples of formal letters (e.g., complaint, application, request). Then plan and draft your own formal letter in response to a chosen scenario. Letters must follow the correct structure and include all standard components in the appropriate positions.

تفصيل العناصر:

اسم المرسل وعنوانه: اسم الشخص أو الجهة التي ترسل الرسالة، بالإضافة إلى عنوانه.

اسم المرسل إليه وعنوانه: اسم الشخص أو الجهة التي ستتلقى الرسالة، بالإضافة إلى عنوانه.

تاريخ الرسالة: تاريخ اليوم الذي تم فيه كتابة الرسالة.

موضوع الرسالة: بيان موجز عن الغرض الرئيسي من الرسالة.

نص الرسالة:

المقدمة: تمهيد لموضوع الرسالة، وقد تتضمن تحية رسمية.

العرض: شرح تفصيلي لموضوع الرسالة.

الخاتمة: تلخيص لمحتوى الرسالة وتقديم توصيات أو طلبات.

"التحية الختامية: عبارة مهذبة في نهاية الرسالة، مثل "مع خالص التحية" أو "وتفضلوا بقبول فائق الاحترام.

التوقيع: توقيع المرسل أسفل التحية الختامية.

Pedagogical Exemplar – Model and Construct (Pair Work)

Teachers present a model formal letter, highlighting each structural element. In pairs, learners annotate the model and match functions to sections (e.g., salutation = opening respect). Then, learners co-construct a new letter using a guided prompt, applying the same structure. The teacher scaffolds vocabulary for formal tone and reviews sentence construction for clarity and formality.

Key Assessment – Class Assignment

Write a formal letter to your school principal requesting the introduction of a new library resource (or any relevant real-life school/community need). Ensure your letter includes:

- The sender's address
- The receiver's address

- The date
- Salutation
- The body (clearly stated purpose, supporting points, closing statement)
- Complimentary close

PLC Session 11

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is class assignment. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assignment (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e–3j).



Note

- This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a–1b, 1e–1g, 2c, 2e, 2f, 3c–3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section Review

In this section, learners developed structured writing skills through expository essays and formal letter composition. They learned how to brainstorm, plan, and organise ideas to communicate real-life experiences and opinions effectively. Through guided writing and peer feedback, they refined their ability to edit and proofread for clarity and accuracy.

Learners also explored the format and tone of formal letters, identifying and applying each key element in the correct position. Integrated tasks and model texts helped them connect writing skills to social and academic contexts. By the end of the section, students could express informed views and construct well-structured texts with confidence and purpose.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 8

Total Marks: 25 (5 marks per sentence)

Each sentence will be marked out of **5 points**, broken down as follows:

Component per Sentence	Marks	Description of Expectations
1. Sentence Construction	1 mark	The sentence is correctly formed (nominal or verbal), grammatically accurate, and complete.
2. Sentence Type Identification	1 mark	Correct identification of sentence type (nominal or verbal).
3. Word-by-word Analysis	2 marks	Accurate identification of the grammatical function of each word (subject, predicate, verb, object, etc.). Partial credit if some words are misidentified.
4. Clarity of Explanation	1 mark	Clear, concise, and logical explanation of grammatical functions. Terminology is appropriate and explanations make sense.

Sentence-by-Sentence Grading Guide (5 marks per sentence)

Score	Description
5	Sentence is well-constructed, type is correct, all word functions are identified accurately, and explanation is clear and correct.
4	Minor errors in word function or explanation, but overall accurate sentence and analysis.
3	Sentence is acceptable; multiple small errors in function identification or unclear explanation.
2	Weak sentence structure or unclear type; many grammatical function errors; poor explanation.
1	Sentence is flawed or incomplete; wrong type or poor/no analysis.

Total Score Range

22–25: Excellent understanding; clear, correct, and well-explained grammar analysis

18–21: Good overall performance; some minor errors in grammar identification or explanation

13–17: Basic effort; shows understanding but with inconsistencies in grammar or explanation

8–12: Limited understanding; frequent mistakes in identification and structure

1–7: Minimal attempt; sentences or analyses largely incorrect or missing

WEEK 9

Total Marks: 30

Each part of the task is broken down into measurable criteria as follows:

Criteria	4 Excellent (Full Marks)	3 Very Good	2 Satisfactory	1 Needs Improvement
1. Paragraph Content and Structure	Clear, coherent paragraph with logical flow and correct grammar	Mostly clear with minor issues in grammar or flow	Basic paragraph; some errors or unclear ideas	Poorly structured or confusing paragraph
2. Use of 6+ Distinct Nouns	6 or more correctly used, clearly distinct nouns with variety in case, number, and gender	5 or 6 nouns used, some repetition in form	4 nouns or minimal variety in gender/case/number	Fewer than 4 nouns or limited/no variation
3. Accurate Labeling of Case	All noun cases correctly identified (nominative, accusative, genitive, etc.)	Most cases correct (1–2 errors)	Some correct; several errors (3–4)	Cases mostly incorrect or not labeled
4. Accurate Labeling of Number & Gender	All noun numbers and genders correctly identified	Mostly correct (1–2 mistakes)	Some mistakes (3–4), but attempt is clear	Mostly incorrect or labels missing
5. Correct Function Identification (e.g., subject, object, possessive, etc.)	All noun functions accurately identified within sentence structure	1–2 errors in function identification	Some correct, some unclear or incorrect	Many functions misidentified or not attempted
Total	25–30	18–24	10–17	1–9

WEEK 10

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
1. Content & Relevance	Essay is rich in information, fully relevant to the topic, includes different types and effects of pollution, with depth and examples.	Covers most aspects of the topic, minor details may be missing.	Addresses topic generally; lacks depth or clarity; few examples.	Topic is vaguely or poorly addressed; lacks relevance or accuracy.

2. Structure & Organisation	Clear and logical structure (introduction, body, conclusion); paragraphs well-developed and ideas transition smoothly.	Logical structure with minor lapses in paragraphing or transitions.	Structure is basic or inconsistent; some parts are underdeveloped.	Poorly organised or lacks basic essay structure.
3. Language & Vocabulary	Vocabulary is varied, precise, and appropriate to topic; tone is formal and academic.	Appropriate vocabulary; some repetition or minor misuse.	Limited vocabulary; overuse of simple words; lacks precision.	Weak word choice; incorrect or repetitive vocabulary.
4. Grammar & Sentence Structure	Excellent grammar; varied sentence structures; very few or no errors.	Few grammatical errors that don't affect understanding.	Noticeable grammatical mistakes; some unclear phrasing.	Many grammatical errors; hinders readability.
5. Mechanics (Spelling & Punctuation)	Spelling and punctuation are correct throughout.	Minor errors in spelling or punctuation.	Frequent errors, but the text remains readable.	Many errors that interfere with meaning.
Total	25–30	18–24	10–17	1–9

Score Interpretation

Score Range	Performance Description
27–30	Excellent – Thoughtful, well-organised, error-free, and highly relevant essay.
22–26	Very Good – Clear and organised essay with some minor weaknesses.
16–21	Satisfactory – Understandable but with limited detail and noticeable issues.
10–15	Limited – Weak structure, underdeveloped content, many language problems.
1–9	Very Poor/Incomplete – Off-topic, disorganised, and difficult to understand.

WEEK 11

Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Need improvement
Structure and Layout	All components (addresses, date, salutation, body, close) are included and in correct positions	Minor issues in placement or formatting	Some structural elements missing or misplaced	Most elements missing or incorrectly placed
Content and Purpose	Clear and well-developed message with appropriate tone and logical flow	Message is mostly clear and relevant with minor lapses	Message lacks clarity or development	Purpose unclear or off-topic

Language and Grammar	Formal, grammatically accurate, and well-structured sentences	Mostly formal and accurate with minor errors	Informal tone or several grammatical mistakes	Inappropriate tone and consistent grammar issues
Vocabulary Use	Uses appropriate and varied formal vocabulary	Mostly appropriate vocabulary with minor repetition	Limited formal vocabulary, some awkward usage	Informal or inappropriate word choices throughout
Total	16-20	11-15	6-10	1-5

SECTION 5

Week 12

Strand: **SPEAKING**

Sub-Strand: **EVERYDAY ORAL COMMUNICATION**

Learning Outcome: Give a word-to-word translation of simple sentences in a text from Arabic to English or vice versa.

Content Standard: *Demonstrate knowledge and application of basic translation/interpretation rules and methods involving Arabic and English texts from different fields and varying degrees of difficulty.*

Week 13

Strand: **SPEAKING**

Sub-Strand: **EVERYDAY ORAL COMMUNICATION**

Learning Outcome: Give the denotative meanings of words, phrases and sentences in a text from Arabic to English or vice versa.

Content Standard: *Demonstrate knowledge and application of basic translation/interpretation rules and methods involving simple Arabic and English texts from different fields and varying degrees of difficulty*

INTRODUCTION AND SECTION SUMMARY

In this section, students will explore the practical skill of oral word-for-word translation from Arabic to English with a thematic focus on medical and hospital settings. Students will develop their ability to accurately translate everyday phrases and key vocabulary related to healthcare, patient interaction, and common medical conditions. This is particularly important for bilingual learners who may act as interpreters in basic healthcare scenarios or need to understand hospital-related texts and conversations.

This unit emphasises clarity, accuracy, and real-world applicability. Students will gain confidence translating between the two languages by identifying standard sentence structures, basic medical terms, and context-specific vocabulary. They will learn how to preserve meaning while translating Arabic statements into grammatically sound and semantically correct English, with special attention given to common challenges like terminology mismatches or culturally specific expressions.

Weeks and Indicators Covered in the Section:

Week 12

- Give a word-to-word translation of simple Arabic sentences into English.
- Write the denotative meanings of Arabic words, phrases and sentences in an English text.

Week 13

- Give a word-to-word translation of simple English sentences into Arabic.
- Write the denotative meanings of English words, phrases and sentences in an Arabic text.

Recap Weeks

Year 1	Week 14 • Write the denotative meanings of Arabic words in an English text. • Write the denotative meanings of English words in an Arabic text.
Year 2	Week 14 • Write the denotative meanings of selected English words and phrases in an Arabic text. • Write the denotative meanings of selected Arabic words and phrases in an English text.

SUMMARY OF PEDAGOGICAL EXEMPLARS

To develop fluency in oral translation within medical contexts, this section provides practical, scaffolded learning experiences that focus on real-life vocabulary, sentence structure, and communication skills. Key instructional strategies include:

- **Scenario-Based Role Plays:** Pairs or small groups act out hospital scenes (e.g., at the reception desk, during a medical check-up) where one student reads or hears Arabic, and another gives an English translation.
- **Audio Translation Practice:** Students listen to pre-recorded Arabic sentences (e.g., doctor-patient exchanges) and provide real-time English translations.
- **Teacher Modeling and Think-Aloud:** The teacher demonstrates how to approach ambiguous or complex phrases, showing strategies for guessing meaning using context.
- **Translation Journals:** Students keep a notebook of translated sentences, organised by medical theme (e.g., symptoms, diagnosis, instructions), which they later practice reading aloud.

ASSESSMENT SUMMARY

Assessment in this section emphasises oral accuracy, vocabulary recognition, and the ability to interpret common medical expressions clearly and correctly. The evaluation tools are both formative and summative, and they reflect students' ability to translate in real-world, health-related scenarios.

Medical Sentence Translation Drills: Students orally translate short Arabic sentences into English, focusing on symptom descriptions and medical procedures.

Dialogue Reconstruction: After listening to an Arabic doctor-patient dialogue, students recreate the conversation in English, using proper structure and vocabulary.

By the end of the section, students will have built a practical bilingual toolkit of words, expressions, and strategies for basic communication in medical and hospital settings. They will be able to serve as informal interpreters in simple healthcare scenarios and apply their speaking skills with greater confidence and cultural sensitivity.

Indicators	DOK Level	Assessment Strategy and/or Mode
Give a word-to-word translation of simple Arabic sentences into English	3	Strategy: Peer Assessment & Self-Assessment Mode: Homework Assignments
Give a word-to-word translation of simple English sentences into Arabic.	2	
Write the denotative meanings of Arabic words, phrases and sentences in an English text.	3	
Write the denotative meanings of English words, phrases and sentences in an Arabic text	3	

WEEK 12

Learning Indicators

1. Give a word-to-word translation of simple Arabic sentences into English
2. Write the denotative meanings of Arabic words, phrases and sentences in an English text

Focal Area: **Everyday Oral Communication through Translation Practice**

This module develops students' bilingual competence by engaging them in the **oral** translation of simple Arabic sentences into English. Through guided translation tasks and vocabulary development, students build confidence in identifying the correct English equivalents for Arabic words, recognising sentence structure, and maintaining meaning across both languages. Particular attention is given to medical and hospital-related vocabulary, helping students gain functional language skills for real-life scenarios such as clinic visits, emergency conversations, and basic healthcare instructions. Activities involve pair work, sentence deconstruction, and oral translation drills to strengthen both listening and speaking skills.

Learning tasks

Topic: التواصل في المستشفى (Communication in the Hospital)

- Recognise and understand common Arabic sentences related to health and hospital contexts.
- Translate short Arabic sentences into grammatically correct and semantically accurate English using a word-for-word method.
- Apply learned vocabulary in simulated healthcare communication.

Step 1: Vocabulary Warm-Up

Individually or in pairs, match the following Arabic words to their English meanings:

Possible Meanings	Arabic Word
a) nurse, b) doctor, c) patient	طبيب
b) illness, b) medicine, c) patient	مريض
c) medicine, b) pain, c) hospital	دواء
d) surgery room, b) emergency room	غرفة الطوارئ
e) body temperature, b) blood pressure	ضغط الدم

Step 2: Sentence-Level Translation

Translate the following Arabic sentences into English word-for-word. Work in pairs and take turns reading aloud and translating:

Meaning	Arabic Word
Where do you feel the pain?	أين تشعر بالألم؟
Please wait until your turn comes.	يرجى الانتظار حتى يحين دورك
Do you suffer from an allergy to any medicine?	هل تعاني من حساسية تجاه أي دواء؟
The patient needs complete rest.	يحتاج المريض إلى راحة تامة
Your blood pressure is high.	ضغط دمك مرتفع

Then write the denotative meaning for each. Example: The denotative meaning in English is Please be patient and follow the order, your turn is coming.

Step 3: Dialogue Practice

In pairs, act out a short doctor-patient conversation. One student reads the Arabic script, and the other provides the English translation. Switch roles after 3 lines.

Sample exchange:

الطالب أ: منذ متى وأنت تشعر بالصداع؟

Use this sample dialogue or create your own, using vocabulary from Step 1.

Reflection Questions (Optional – Pair Work):

ما الكلمة التي كانت الأصعب في الترجمة؟ لماذا؟

هل واجهت صعوبة في ترتيب الكلمات أثناء الترجمة؟ كيف تغلبت على ذلك؟

ما الفرق بين الترجمة الحرفية والترجمة التفسيرية؟ أيهما استخدمنا اليوم؟

Pedagogical Exemplars

To support students' acquisition of basic translation skills, the following strategies will be modeled:

Steps

Model Sentence Translation (Teacher-led):

The teacher demonstrates how to translate a sentence like:

“المريض يشعر بالدوخة.” “The patient feels dizzy.”

Emphasise maintaining meaning while using correct English word order.

Break down one sentence together:

“أين يقع المستشفى؟” → “Where is the hospital located?”

→ Identify subject, verb, and question word to show structure.

Peer Translation Challenge

Each student writes a short Arabic sentence and challenges their partner to translate it correctly.

Key Assessment – Self Assessment

Assessment Level 3	Task	Expected Output
A	تم جرت عيل اتلا لم جل ام جرت ةيزيل جن إل اة غل إل اة ل اة ف ر ح ”ل يل ق د ع ب ي ت أ ت س ة ض ر م م ل ا“	Students should demonstrate basic comprehension and direct translation ability.
B	امت مل ع ت ي ت ل ا ت ا د ر ف م ل ا م د خ ت س ا ن م ق ر ي ص ق ة ي ب ط ة ت د ا ح م ي ف و ا ا ي ه ف ش ا م ج ر ت م ث ، ل م ج 4 ة ي ز ي ل ج ن إل ا ل ا ا ي ب ا ت ك	A complete, logically sequenced short conversation translated into fluent, accurate English.

Task Question

Translate a complete, logically sequenced short conversation into fluent, accurate English, orally or in writing.

Total Marks: 20

PLC Session 12

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- a. The key assessment for the week is self-assessment. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 13

Learning Indicators

1. Give a word-to-word translation of simple English sentences into Arabic
2. Write the denotative meanings of English words, phrases and sentences in an Arabic text

Focal Area: **Everyday Oral Communication through English-to-Arabic Translation**

This module enhances students' bilingual communication by introducing oral translation of simple English sentences into Arabic, particularly in practical, everyday contexts such as health, school, and public services. Learners will focus on building Arabic vocabulary, understanding English sentence structure, and practising how to express the equivalent meaning accurately in Arabic.

The emphasis is on oral practice, with pair and group work activities simulating real-life conversation. This will not only build students' linguistic confidence but also prepare them to use Arabic meaningfully and fluently in daily interactions. This module also introduces key vocabulary related to medical and hospital settings, allowing students to interpret basic health-related information effectively.

Learning tasks

Topic: Visiting a Clinic (زيارة العيادة)

Translate short and clear English sentences into Arabic orally.

Use correct Arabic structures and vocabulary in response to everyday English phrases.

Develop fluency and accuracy through repetition, modelling, and role-play.

Step 1: Vocabulary Activation

Match each English word with its Arabic equivalent:

English Word	Arabic Options
Nurse	فصو قضررم قيلديص
Fever	ضيرم عاود ىمح
Prescription	قيلبط قفصو طغض قفرغ
Appointment	قلا ح بيبط دعوم
Clinic	قداي ع قيلديص ىفش تسم

Write the literal (denotative) meanings of each English word in Arabic in full sentence form. For example:

“Nurse” → الممرضة هي من تعتني بالمرضى في العيادة.

Review the answers together and pronounce each Arabic word correctly.

Step 2: Guided Oral Translation

Students work in pairs. One reads an English sentence aloud; the other gives the Arabic equivalent. Use flashcards or slides to support this.

Sample Sentences:

English Sentence	Arabic Translation
The doctor is very kind.	ادّج في ظل بي بطلا
I have a headache and a fever.	ىمحو عاصص نم يناعأ
Please wait in the waiting room.	راطتنال اقفرغ يف رظتننا، كلضف نم
You will get your medicine from the pharmacy.	ةيلديصلا نم كئواو دىلع لصحتس
Do you have a health insurance card?	؟يحص نيمأت عقاطب كي دل له

Encourage repetition and correction by partners and teacher as needed.

Step 3: Role-Play Dialogue (15–20 minutes)

In groups of 3 (Doctor, Patient, Receptionist), perform a role-play. Students will use given English prompts and translate them into Arabic orally as part of the interaction.

Example Scenario

Receptionist: “Do you have an appointment?”

Student replies: “هل لديك موعد؟”

Patient: “No, I don’t have an appointment, but I feel tired and I have stomach pain.”

Student says: “لا، ليس لدي موعد، لكنني أشعر بالتعب ولدي ألم في المعدة.”

Reflection Questions (Optional – Pair Work)

ما الجملة التي كانت الأصعب في ترجمتها؟ ولماذا؟

ما الكلمة الجديدة التي تعلمتها اليوم؟

كيف يمكن أن تساعدك هذه المهارات في الحياة اليومية؟

Pedagogical Exemplars

This module uses interactive, student-centred strategies to build oral translation skills through:

Model Translation Practice (Teacher-led)

Teacher says: “I have a sore throat.”

Students respond: “أعاني من التهاب في الحلق.”

Teacher pauses to explain grammar, pronunciation, or vocabulary where needed.

Think-Aloud Translation

Teacher models thinking process aloud

“What does ‘sore throat’ mean in Arabic? The word ‘sore’ means pain, ‘throat’ is الحلق... So together: التهاب في الحلق.”

Peer Practice & Error Correction

In pairs, students write short English phrases and exchange them, then write precise denotative Arabic meanings (not contextual or interpretive), and compare their choices, then discuss how to improve accuracy and pronunciation.

Key Assessment – Homework

Assessment Level 2	Task	Expected Output
A	Translate the following sentences orally from English to Arabic: “Take your medicine twice a day.”	Students deliver clear and accurate oral translations using correct vocabulary and pronunciation.
B	In pairs, create and perform a short doctor-patient conversation (4–5 lines in English) and write the denotative meaning (translation) into Arabic.	Fluently and confidently translate a real-life dialogue scenario into Arabic, demonstrating accurate word use and logical sentence construction.

Translate a complete, logically sequenced short conversation into fluent, accurate Arabic.

Total Marks: 20

PLC Session 13

45 minutes	Planning & Reviewing the Learning Plan
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2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
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Note

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- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week’s key assessment with your app

- a. The key assessment for the week is homework. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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Section Review

In this section, learners developed foundational translation skills through structured oral and written practice. They focused on translating medical phrases and dialogues between Arabic and English, with an emphasis on both word-for-word and denotative meaning accuracy. Through vocabulary drills, role-play, and peer translation challenges, learners enhanced their bilingual communication in real-life contexts. Teacher modelling and dialogue-based assessment helped reinforce accuracy, clarity, and cultural appropriateness. By the end of the section, students demonstrated improved confidence in interpreting basic healthcare scenarios in both languages.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 12

Criteria	4 Excellent (Full Marks)	3 Very Good	2 Satisfactory	1 Needs Improvement
1. Completeness of Conversation	Entire conversation is translated with all turns preserved; includes greetings, replies, transitions.	Mostly complete; one minor omission or skipped detail.	Some missing parts or noticeably shortened turns.	Major parts missing; very brief or incomplete conversation.
2. Logical Sequence & Coherence	Dialogue flows naturally and logically; speakers' turns connect clearly and appropriately.	Sequence is mostly logical with few awkward transitions.	Some confusion in turn-taking or logical flow.	Disjointed or confusing sequence of exchanges.
3. Translation Accuracy	Meaning is fully preserved; all phrases accurately translated with appropriate expressions.	Minor inaccuracies; meaning is mostly retained.	Noticeable translation errors; some parts unclear or imprecise.	Frequent mistranslations; conversation meaning is compromised.
4. Fluency and Natural English Usage	Conversation reads naturally; uses idiomatic and context-appropriate English.	Language is generally fluent; a few awkward or non-native phrases.	Some unnatural or literal-sounding phrases; limited vocabulary.	Stilted or hard-to-understand English; lacks fluency.

Total Score Bands

Score Range	Performance Description
18–20	Excellent – Fully accurate, fluent, and coherent translation.
14–17	Good – Mostly accurate and natural with minor flaws.
10–13	Satisfactory – Understandable but with noticeable errors in flow or word choice.
6–9	Limited – Incomplete or error-prone; hard to follow in parts.
1–5	Poor – Inaccurate, incomplete, or lacking coherence and clarity.

WEEK 13

Criteria	4 Excellent (Full Marks)	3 Very Good	2 Satisfactory	1 Needs Improvement
1. Completeness of Conversation	Entire conversation is translated with all turns preserved; includes greetings, replies, transitions.	Mostly complete; one minor omission or skipped detail.	Some missing parts or noticeably shortened turns.	Major parts missing; very brief or incomplete conversation.
2. Logical Sequence & Coherence	Dialogue flows naturally and logically; speakers' turns connect clearly and appropriately.	Sequence is mostly logical with few awkward transitions.	Some confusion in turn-taking or logical flow.	Disjointed or confusing sequence of exchanges.
3. Translation Accuracy	Meaning is fully preserved; all phrases accurately translated with appropriate expressions.	Minor inaccuracies; meaning is mostly retained.	Noticeable translation errors; some parts unclear or imprecise.	Frequent mistranslations; conversation meaning is compromised.
4. Fluency and Natural written Arabic Usage	Conversation reads naturally; uses idiomatic, context-appropriate, and fluent Arabic translation. Translations accurately convey denotative meanings with varied vocabulary.	. Language is generally fluent with mostly natural phrasing; minor awkward or non-native expressions appear. Translations mostly convey denotative meaning correctly.	Some unnatural or literal-sounding phrases; limited vocabulary. occasional inaccuracies in conveying denotative meanings.	Stilted or hard-to-understand Arabic; lacks fluency, frequent literal translations that obscure meaning.
Total	17–20	11–16	6–10	1–5

SECTION 6

Week 14

Strand: **SPEAKING**

Sub-Strand: **EVERYDAY ORAL COMMUNICATION**

Learning Outcome: Give the connotative meanings of words, phrases and sentences in a text from Arabic to English or vice versa.

Content Standard: *Demonstrate knowledge and application of basic translation/interpretation rules and methods involving Arabic and English texts from different fields and varying degrees of difficulty.*

Week 15

Strand: **SPEAKING**

Sub-Strand: **EVERYDAY ORAL COMMUNICATION**

Learning Outcome: Give the connotative meanings of words, phrases and sentences in a text from Arabic to English or vice versa.

Content Standard: *Demonstrate knowledge and application of basic translation/interpretation rules and methods involving Arabic and English texts from different fields and varying degrees of difficulty.*

INTRODUCTION AND SECTION SUMMARY

In this section, students will deepen their translation and interpretation skills by focusing on the **connotative meanings** of words, phrases, and sentences—moving beyond literal, word-for-word translation. Using themes drawn from **civic education**, such as justice, freedom, responsibility, and public participation, learners will explore how figurative, symbolic, and cultural language is translated between Arabic and English. Students will learn how certain phrases carry deeper meanings shaped by cultural, social, and historical contexts. They will practice identifying the **intended tone, implied meanings, and emotional or societal weight** of expressions in both languages. This skill is essential for effective bilingual communication, especially in public speaking, journalism, advocacy, and education.

Weeks and Indicators Covered in the Section are:

Week 14

- Tell the connotative meanings of English phrases and sentences in an Arabic text. (Translate Arabic phrases and sentences, conveying their connotative meanings into English).

- Write the connotative meanings of English words, phrases and sentences in an Arabic text

Week 15

- Tell the connotative meanings of Arabic phrases and sentences in an English text. (Translate English phrases and sentences, conveying their connotative meanings into Arabic.)
- Write the connotative meanings of Arabic words, phrases and sentences in an English text.

Recap Weeks

Year 1	Week 15 • Give the connotative meanings of words in a text from Arabic to English. • Give the connotative meanings of words in a text from English to Arabic.
Year 2	Week 15: Tell the connotative meanings of selected Arabic words or phrases in English. Week 16: Tell the connotative meanings of selected English words or phrases in Arabic.

Summary of Pedagogical Exemplars

To cultivate students' connotative understanding and expressive translation ability, the following instructional approaches will be employed:

• Contextual Vocabulary Sets

Present students with words/phrases like:

- العدالة (justice),
- الحرية (freedom),
- المواطنة (citizenship),
- صوت الشعب (voice of the people),

along with their **literal** and **connotative** meanings and common usage contexts.

• Phrase Deconstruction Workshops

Students break down selected civic expressions (e.g., الحرية مسؤولية) to identify tone, emotion, cultural significance, and connotative meaning.

• Comparative Phrase Tables

Students create bilingual tables showing literal meanings and expanded connotative interpretations (e.g., صوت الشعب من صوت الله → *The will of the people is sacred*).

• Civic-Themed Role Plays

Small groups enact public discussions or debates using idiomatic and connotative language in Arabic and translate them into English, preserving intended meaning and tone.

• Listening and Interpretation Exercises

Students listen to short audio clips (e.g., public speeches or civic dialogues) and interpret the connotative language in a new language context.

- **Teacher-Led Think-Aloud**

The teacher models how to “read between the lines” to determine what a phrase **means vs. what it says**, and how to translate it with integrity and cultural accuracy.

Assessment Summary

Assessment focuses on students’ ability to understand and articulate deeper meanings and convey them naturally in both Arabic and English. This includes both oral and written performance tasks that require interpretation beyond the literal level.

- **Connotation Translation Drills**

Students orally translate civic expressions from Arabic to English and explain their implied meanings.

- **Meaning Comparison Tasks**

Students are given literal and connotative versions of translations and must choose or defend the more accurate one.

- **Phrase-to-Context Matching**

Learners match Arabic expressions to civic scenarios or values they represent (e.g., العدالة للجميع → fairness in law courts, education, and public policy).

- **Oral Presentations**

Students explain the deeper meaning of a civic proverb or statement in both languages and reflect on its relevance in society.

- **Interpretation Journals**

Students maintain a personal record of new phrases with notes on literal vs. connotative translation and cultural insight.

Indicators	DOK Level	Assessment Strategy and/or Mode
Tell the connotative meanings of English phrases and sentences in an Arabic text. (Translate Arabic phrases and sentences, conveying their connotative meanings into English).	2	Strategy: Peer Assessment & Self-Assessment Mode: Class Assignments/Homework
Tell the connotative meanings of Arabic phrases and sentences in an English text. (Translate English phrases and sentences, conveying their connotative meanings into Arabic.)	2	
Write the connotative meanings of English words, phrases and sentences in an Arabic text	4	
Write the connotative meanings of Arabic words, phrases and sentences in an English text.	4	

WEEK 14

Learning Indicators

1. Tell the connotative meanings of English phrases and sentences in an Arabic text. (Translate Arabic phrases and sentences, conveying their connotative meanings into English)
2. Write the connotative meanings of English words, phrases and sentences in an Arabic text

Focal Area: Understanding Public Discourse through Arabic-to-English Translation

This module develops students' bilingual comprehension and translation skills by focusing on Arabic-to-English translation of phrases and sentences related to Ghanaian local politics. Emphasis is placed on understanding not only the literal meanings of Arabic expressions, but also their connotative, contextual, and cultural nuances as they apply to real-life political dialogue and media discourse. Students will be exposed to authentic political expressions such as public announcements, slogans, speeches, campaign statements, and civic discussions. The goal is to enable learners to decode intended meanings, especially those that carry tone, implication, or rhetorical function, rather than translating word-for-word. Through close analysis, oral practice, and collaborative work, learners will develop confidence in interpreting and expressing political ideas clearly in English, while appreciating how meaning can shift depending on cultural and social context.

Learning tasks

Topic: Local Elections and Civic Engagement (الانتخابات المحلية والمشاركة المدنية)

- Translate Arabic political phrases and slogans into clear, natural English.
- Identify implied or figurative meanings in Arabic expressions and restate them appropriately in English.
- Compare different translations and justify choices based on context.

Step 1: Vocabulary & Context Activation

Match Arabic political terms to their contextual English equivalents:

English Options	Arabic Term
Election campaign, Protest, Press release	حملة انتخابية
Voters, Politicians, Observers	ناخبون
City council, Village chief, Committee	مجلس بلدي
Ballot boxes, Debates, Poll watchers	صناديق الاقتراع
Independent candidate, Political party, Neutral observer	مرشح مستقل

Step 2: Guided Translation Practice

Translate these Arabic sentences, considering tone, implication, and audience.

English Translation	Arabic Sentence
Your vote makes a difference.	صوتك يصنع الفرق.
We will no longer tolerate corruption!	إن نسمح بالفساد بعد اليوم
Citizens must take part in decision-making.	على المواطن أن يشارك في اتخاذ القرار.
The candidate promises to create job opportunities for the youth.	المرشح يعد بتوفير فرص عمل للشباب.
This election will shape the future of our community.	هذه الانتخابات ستحدد مستقبل منطقتنا

Encourage students to suggest alternative translations in English and discuss tone and intent.

Step 3: Collaborative Rewriting & Discussion

- Students work in pairs to:
- Select an Arabic political message (slogan, excerpt from a speech, etc.).
- Translate it into English in writing, emphasising tone and intent.

Explain their translation choices to the class.

Sample Activity:

Arabic slogan: “من أجل تنمية عادلة وشاملة.”

Possible English versions:

“For fair and inclusive development.”

“We stand for justice and inclusive growth.”

Discuss: Which translation best captures the spirit of the slogan, and why?

Reflection Questions (Optional – Pair Work):

- ما الجملة التي كان من الصعب نقل معناها الحقيقي؟ ولماذا؟
- كيف تختلف الترجمة الحرفية عن الترجمة السياقية؟
- ما أهمية فهم الثقافة المحلية عند الترجمة؟

Pedagogical Exemplars

- Model Translation Discussion (Teacher-led):

Arabic phrase: “الشفافية أساس الحكم الرشيد.”

Teacher elicits possible English versions and highlights word choices like “transparency,” “good governance,” and “foundation vs. pillar.”

- Think-Aloud Strategy:

Teacher models how to infer intended meaning:

“What does ‘الشفافية’ imply in political speech? Honesty, openness... So, ‘Transparency is the foundation of good governance.’”

- Peer Evaluation

Students compare each other's translations, giving feedback on clarity, tone, and naturalness in English.

Key Assessment – Peer Assessment

Assessment Level	Task	Expected Output
Level 4	In pairs, select a short Arabic political message or paragraph (from campaign material, a speech, etc.) and write an English translation. Justify your word choices and explain how you preserved the tone and implied meaning.	Students present a thoughtful, fluent translation and a short oral or written rationale that demonstrates critical thinking about meaning, tone, and audience.

Task

Present an English translation of a given text. Justify your word choices and explain how you preserved the tone and implied meaning.

PLC Session 14

45 minutes

Planning & Reviewing the Learning Plan

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2. Use your subject specific app to explore the content before planning. Ask the app to
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- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
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- a. The key assessment for the week is peer assessment. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

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 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 15

Learning Indicators

1. Tell the connotative meanings of Arabic phrases and sentences in an English text. (Translate English phrases and sentences, conveying their connotative meanings into Arabic.)
2. Write the connotative meanings of Arabic words, phrases and sentences in an English text

Focal Area: Understanding Public Discourse through English-to-Arabic Translation

This module builds students' bilingual sensitivity and expressive power by focusing on English-to-Arabic translation of phrases and sentences from real-world civic and political discourse in Ghana. The emphasis is on conveying **connotative meanings**—the emotional, cultural, or implied significance of phrases—rather than merely translating words. Students will work with authentic English political language such as news commentary, campaign slogans, protest chants, and civic messages, and practise rendering them into fluent, culturally aware Arabic. Through structured vocabulary building, guided translations, peer discussions, and teacher modelling, students will explore how **tone, formality, implication, and rhetoric** affect the meaning. They will be encouraged to justify translation choices and explore how Arabic expresses similar concepts differently, based on cultural context.

Learning Tasks

Topic: Public Awareness and Civic Messaging (الوعي العام والرسائل المدنية)

- Translate English civic and political expressions into accurate, contextually appropriate Arabic.
- Identify figurative or emotional language in English, and express it in Arabic using culturally equivalent forms.
- Reflect on how translation alters tone, especially when moving from a direct English message to a nuanced Arabic equivalent.

Step 1: Vocabulary & Concept Activation

Match English civic expressions to their best Arabic equivalents (non-literal when needed)

English Expression	Arabic Term (Suggested Equivalent)
Public awareness	الوعي العام
Stand up for your rights	دافع عن حقوقك
Transparency is non-negotiable	الشفافية أمر لا يمكن التنازل عنه
Power to the people	السلطة للشعب
Your voice matters	صوتك له قيمة
Demand justice	طالب بالعدالة

Step 2: Guided Translation Practice

Translate these English sentences into Arabic, preserving tone, implication, and formality.

English Sentence	Suggested Arabic Translation (Flexible)
"We the people have spoken."	نحن الشعب قد قلنا كلمتنا.
"It's time to hold leaders accountable."	حان الوقت لمحاسبة القادة.
"Change doesn't come by waiting."	التغيير لا يأتي بالانتظار.
"Together, we can build a better tomorrow."	معًا يمكننا بناء غد أفضل.
"Enough is enough!"	كفى!

Encourage students to provide alternatives and compare how tone shifts with different wordings.

Step 3: Collaborative Rewriting & Discussion

In pairs or small groups, students will:

- Choose an English political or civic message (from flyers, speeches, announcements).
- Translate it into Arabic with attention to *rhetoric*, *formality*, and *emotion*.
- Present their translations and explain their lexical/syntactic decisions.

Sample Activity

English phrase: "*Justice delayed is justice denied.*"

Possible Arabic renderings:

- "العدالة المؤجلة ظلم قائم"
- "التأخير في تنفيذ العدالة إنكار لها"

Discussion Prompt

Which version carries the stronger impact in Arabic? Why?

Reflection Questions (Optional – Pair Work)

- ما العبارات التي كان من الصعب نقل معناها إلى العربية؟ ولماذا؟
- كيف أثّرت خلفيتك الثقافية على اختيارك للكلمات؟
- كيف تختلف الترجمة الحرفية عن الترجمة المعبرة في هذا السياق؟
- ما العلاقة بين السياق السياسي المحلي وصحة الترجمة؟

Pedagogical Exemplars

• Model Translation Thinking (Teacher-led)

Example English phrase: "Let your conscience guide you."

Teacher leads a class discussion: What does "conscience" imply? What Arabic equivalents capture this moral/religious nuance? (e.g., دع ضميرك يكون دليلك أو دع تقواك ترشدك)

- **Think-Aloud Demonstration**

Teacher verbalises their reasoning

“This English slogan is urgent and emotional. I need Arabic with a similar rhetorical force. I’ll use a short, imperative phrase.”

- **Peer Review & Commentary**

Students exchange translations and comment on:

- Clarity of tone
- Cultural accuracy
- Fluency of Arabic expression

Key Assessment – Class Assignment

Assessment Level	Task	Expected Output
Level 4	In pairs, select a short English civic or political paragraph and write the translation in Arabic. Justify word choices and explain how you conveyed tone and implication.	A fluent, coherent Arabic translation, accompanied by a brief written/oral explanation showing critical reflection.

Task

Present an Arabic translation of a given text. Justify your word choices and explain how you preserved the tone and implied meaning. (Total Marks: 30)

PLC Session 15

45 minutes	Planning & Reviewing the Learning Plan
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1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- a. The key assessment for the week is class assignment. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assignment (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section Review

This section strengthens learners' skills in translating English civic and political discourse into Arabic with attention to connotative meaning. Through exposure to real-world materials like campaign slogans and public announcements, students practise conveying tone, implication, and cultural nuance. Tasks emphasise vocabulary building, guided sentence-level translation, and collaborative interpretation. Pedagogical exemplars support learners in recognising rhetorical force and emotional weight in English and rendering it fluently in Arabic. Assessment activities require learners to justify their lexical and syntactic choices, fostering metalinguistic awareness. This approach equips students to handle complex public messages with clarity and cultural sensitivity.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 14

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
Accuracy of Translation	Translation is fully accurate, conveying all explicit and implicit meanings	Mostly accurate with only minor omissions or changes in nuance	Understandable but with some mistranslations or unclear parts	Frequent errors, misinterpretations, or loss of main meaning

Fluency and Grammar (English)	Translation is grammatically flawless, natural, and highly readable	Minor grammatical issues; generally smooth and coherent	Some awkward phrasing or grammatical issues; readable with effort	Poor grammar; unnatural or hard to follow
Justification of Word Choices	Excellent justification with clear, insightful explanation of key lexical and syntactic choices	Good justification with reasonable explanations for most choices	Basic attempt to justify choices; lacks depth or clarity	Little or no explanation provided for translation choices
Tone and Style Preservation	Tone and register of the original are well-preserved and adjusted appropriately to English context	Largely maintains tone; minor mismatches	Some attempt at tone preservation; partially successful	Tone is inappropriate or not considered
Implied/Contextual Meaning Handling	Implied meanings and cultural/ contextual references are clearly captured and adapted	Most implied meanings are correctly interpreted	Some implied meanings missed or inadequately handled	Misunderstands or ignores implied/ contextual meanings
Organisation of Response (Justification Part)	Well-organised; justification flows logically and clearly	Organised with minor lapses in coherence or structure	Some structure but ideas may be poorly linked	Lacks logical flow or clear structure
Total	25–30	18–24	10–17	1–9

WEEK 15

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
Accuracy of Translation	Translation is fully accurate, conveying all explicit and implicit meanings	Mostly accurate with only minor omissions or changes in nuance	Understandable but with some mistranslations or unclear parts	Frequent errors, misinterpretations, or loss of main meaning
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Total	25–30	18–24	10–17	1–9

SECTION 7

Week 16

Strand: **SPEAKING**

Sub-Strand: **ORACY AND AESTHETICS**

Learning Outcome: Narrate, in your own words, a simple known African story, applying characterisation and plot.

Content Standard: *Demonstrate knowledge and creativity in recounting known African stories in Arabic, applying common artistic and literary devices.*

Week 17

Strand: **SPEAKING**

Sub-Strand: **ORACY AND AESTHETICS**

Learning Outcome: Create a short story of your own, using simple literary devices of your choice.

Content Standard: *Demonstrate knowledge and creativity in storytelling, using simple narrative structure.*

Week 18

Strand: **SPEAKING**

Sub-Strand: **ORACY AND AESTHETICS**

Learning Outcome: Compose a simplified line of poetry of your own, using a modelled structure and theme.

Content Standard: *Demonstrate knowledge and creativity in composing simple lines of poetry, using sampled structure.*

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the expressive and creative aspects of spoken Arabic through storytelling and poetry. It encourages students to engage with African oral traditions by narrating known stories in their own words, experimenting with simple literary techniques such as characterisation, dialogue, repetition, and imagery. Learners are guided to create original stories with clear narrative structure and basic stylistic features, fostering both creativity and language fluency. The section also includes the composition of simple lines of

poetry, inspired by familiar themes and modelled examples. This provides an opportunity for learners to develop an appreciation for rhythm, metaphor, and cultural expression within Arabic. By connecting language learning with artistic expression, learners deepen their communication skills while engaging with authentic African narratives and cultural identity. Through interactive storytelling, oral performance, and creative language use, this section strengthens oracy, builds confidence in public speaking, and cultivates an aesthetic sense of the Arabic language rooted in African experience.

Weeks and indicators covered in the section are:

Week 16

- Give summaries of the short stories from the following book, using your own words:
الخط الاستواء
- Give a summary of any of the short stories from the following book, using your own words.
رحلة البحث عن الإنسان

Week 17

- Adapt the plot of a story from the following book, create your character and few simple events, using scenes from your environment.
الخط الاستواء
- Adapt any of the stories from the following book, create your character and few simple events, using common literary elements.
رحلة البحث عن الإنسان

Week 18

- Recite a simple modern poem of 20 lines from memory, at a reasonable speed.
- Recite a simple poem of 10 lines of your own creation, at normal and reasonable Speed

Recap weeks

Year 1	Week 23 • Give a summary of a famous Ghanaian story using words from a literature book. • Narrate a summarised story from a prescribed literature textbook adopting familiar names within your locality Week 24 • Write an imaginative story of about 100 words, from a real incident you have witnessed using one of the famous quotes as the theme, employing simple literary devices like Simile. • Write a five-line poem about an account of a real event, using rhyming words
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Year 2	Week 22 • Give summaries of the short stories from the following book, using words from the book: الخط الاستواء • Give a summary of any of the short stories from the following book, using the author's words: رحلة البحث عن الإنسان • Adopt the plot of a story from the book (الخط الاستواء), create your character and few simple events, using scenes from your environment • Adapt any of stories from the following book, create your character and few simple events, using common literary elements.
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SUMMARY OF PEDAGOGICAL EXEMPLARS

To develop learners' expressive speaking and creative storytelling skills, the teacher engages students with drama, oral literature, and poetic recitation through the following strategies:

1. Story Summary and Oral Retelling

Text Familiarisation

Students are first guided through selected African short stories from the chosen literary book. Teachers highlight narrative elements such as plot, character, conflict, and resolution.

Oral Summarisation Activities

Students then retell stories in their own words, focusing on clarity, accuracy, and emotional tone. This process encourages interpretation beyond memorisation.

Character Development Workshops

Learners explore character motives and voice, and practice altering original stories by inserting their own invented characters or adjusting the sequence of events.

Contextualisation and Adaptation

Using familiar settings (home, market, school), students recreate short scenes or mini-stories based on model texts. This helps bridge literary structure and everyday communication.

2. Creative Expression through Poetry

Poetry Recitation

Students listen to and rehearse modern Arabic poems of moderate length, focusing on voice modulation, fluency, rhythm, and emotion. Recitation is scaffolded through line-by-line repetition and group reading.

Original Poem Creation

Students compose short poems (8–10 lines) using simple literary devices such as repetition, rhyme, and metaphor. Modelled structures are provided, and learners are guided through drafting and rehearsing before recitation.

ASSESSMENT SUMMARY

To evaluate learners' oral skills and literary interpretation, the teacher uses both formative and summative assessments tailored to speaking performance.

Formative Assessments

- Story Summary Tasks

Students orally summarise short stories or scenes in small groups or individually, with feedback from peers and the teacher.

- Story Adaptation Exercises

Learners present short, adapted stories with new characters and settings, showing originality and understanding of plot structure.

- Poetry Recitation Drills

Regular practice sessions are used to improve fluency, pronunciation, and expressiveness.

Summative Assessments

Task Type	Expected Output
Oral Story Summary	Clear, logical oral summary of a short story, covering key plot points, main characters, and setting.
Adapted Story Presentation	A brief, creative spoken story featuring a personalised version of the original plot, with new elements.
Poetry Recitation (Modelled Poem)	Memorised and expressive recitation of a 20-line poem.
Original Poem Recitation	Composed and recited 10-line poem, showing use of poetic structure and clear delivery.

This section strengthens students' oral fluency, imaginative thinking, and appreciation of African literature and aesthetics. Through literary summaries, creative storytelling, and poetic performance, learners build confidence in public speaking, enhance their Arabic expressive ability, and learn to connect narrative structure with lived experience.

Indicator	DOK Level	Assessment Strategy and/or Mode
Give summaries of the short stories from the following book, using your own words: الخط الاستواء	2	Strategy: Text Annotation & Summarising Practice Mode: Class Assignment, Group Work
Give a summary of any of the short stories from the following book, using your own words: رحلة البحث عن الإنسان	2	Strategy: Guided Summary Outlines Mode: Homework, Pair Work Presentation
Adapt the plot of a story from the book, create your own character and simple events, using scenes from your environment.	2	Strategy: Story Rewriting Task with Visual Storyboards Mode: Draft + Peer Review + Final Submission
Adapt any of the stories from the book, create your own character and events, using common literary elements. (رحلة البحث عن الإنسان)	2	Strategy: Character and Plot Mapping Mode: Group Projects, Individual Writing
Recite a simple poem of 10 lines of your own creation, at normal and reasonable speed. Recite a simple modern poem of 20 lines from memory, at a reasonable speed.	2	Strategy: Poetry Composition Rubric Mode: Individual Recitation & Peer Feedback

WEEK 16

Learning Indicators

1. Give summaries of the short stories from the following book, using your own words:

الخط الاستواء

2. Give a summary of any of the short stories from the following book, using your own words:

رحلة البحث عن الإنسان

Focal Area: Interpreting Literature through Speaking and Summarisation

This module develops learners' ability to comprehend, interpret, and summarise dramatic literature in Arabic through structured oracy. Students will read selected short scenes or subplots from African literary dramas and retell them in their own words, orally or in writing. The emphasis is on identifying key characters, main events, conflicts, and resolutions while maintaining the emotional tone and thematic message of the original drama. Learners will engage in guided activities to break down complex literary dialogue, simplify plotlines, and retell stories using clear Arabic expressions. Through discussion, dramatisation, peer feedback, and character voice exercises, learners will become familiar with summarising literature concisely and confidently. The focus is not only on literal retelling, but also on interpreting underlying messages and communicating them in a culturally and linguistically appropriate way.

Learning Tasks

Topic: Understanding Plot and Character in African Drama

(فهم الحبكة والشخصيات في الدراما الإفريقية)

- Identify main characters, settings, and plotlines from selected scenes of a literary drama.
- Retell or summarise short stories within the drama using personal language and expressive style.
- Highlight changes in characters, conflicts, and resolutions.
- Use linking devices to maintain flow (e.g., أولاً، ثم، بعد ذلك، في النهاية).
- Discuss key themes and emotions behind actions.

Step 1: Vocabulary & Plot Activation

Match key Arabic drama terms to their English meanings:

English Meaning	Arabic Term
Main character	الشخصية الرئيسية
Dialogue	الحوار
Conflict	العقدة
Plot	الحبكة
Resolution / Ending	النهاية
Scene	مشهد
Character development	تغيير الشخصية

Step 2: Guided Summary Practice

Read the following short scene and then summarise it in your own Arabic words. Focus on plot, key actions, and character motivations.

Sample Scene (in simplified Arabic): Pick from one of the recommended books.

Step 3: Collaborative Rewriting & Discussion

In pairs or small groups, students will:

- Select a short dramatic episode (1 scene or a subplot).
- Identify main characters, their motivations, and what happens.
- Retell the episode in their own Arabic, using simplified narrative.
- Share summaries with the class and explain any figurative expressions or emotional turns in the scene.

Reflection Questions (Oral or Written)

- ما الذي يجعل ملخص القصة جيداً ومفهوماً؟
- هل من السهل إعادة صياغة النصوص الدرامية؟ لماذا أو لماذا لا؟
- كيف تساعدك الشخصيات في فهم الموضوع العام للمسرحية؟
- ما الفرق بين السرد الحرفي والسرد التفسيري عند تلخيص قصة؟

Pedagogical Exemplars

• Model Summary by Teacher

Teacher summarises a dramatic scene using basic structure:

- من؟
- ماذا حدث؟
- كيف انتهى الموقف؟

- Teacher then highlights expressive phrases.

• Think-Aloud Modelling

Teacher explains: First, I identify the most important action in the scene. Why did this character do that? What has changed? Then, I rephrase the events using linking words and clear language, keeping the emotions in mind.

- **Peer Feedback**

Students exchange summaries and comment on:

- وضوح الأحداث
- تسلسل منطقي
- التعبير عن مشاعر الشخصيات
- دقة اللغة

Key Assessment – Homework

Assessment Level 2	Task	Expected Output
A.	Summarise a short scene or plot from the drama orally, using your words.	A brief, clear summary including main characters, plot, and key emotions, using accurate Arabic.
B.	Choose a complete episode or subplot, retell it with commentary.	A well-organised oral or written summary with interpretation of character motives and emotional tone, expressed in fluent Arabic with reflective insight.

Task Question

Summarise a short scene or plot from the drama orally, using your words.

PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- The key assessment for the week is homework. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?

- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 17

Learning Indicators

1. Adapt the plot of a story from the following book, create your character and few simple events, using scenes from your environment
2. Adapt any of the stories from the following book, create your character and few simple events, using common literary elements

رحلة البحث عن الإنسان

Focal Area: Creative Adaptation of African Short Stories

This module fosters learners' creative storytelling and expressive thinking by guiding them to reimagine short stories from *Book 1* and *Book 2*. Students will maintain the overall structure of a selected story—its conflict, setting, and theme—but introduce a new protagonist, local setting, and original events that reflect their daily environment. The process encourages learners to internalise plot structure, develop characters, and explore cultural context while applying literary techniques such as sequencing, tone, and dialogue.

Learners will draw inspiration from familiar spaces (e.g., home, school, market) and use them to anchor their narrative adaptations. They will work collaboratively and independently to write and orally present their stories, with a focus on clarity, logical development, emotional depth, and narrative cohesion.

Learning Tasks

Topic: Adapting and Localising African Fiction

(تكييف القصص الإفريقية القصيرة وجعلها محلية)

Step 1: Plot Elements and Character Brainstorm

Activity

- Students revisit a story from *Book 1* and *Book 2*, identifying the original setting, main character, and conflict.
- Then, they brainstorm a new character and setting that reflect their lives or surroundings (e.g., a schoolgirl from Tamale, a shopkeeper in Kumasi)
- Teacher provides a story-planning chart:

Original Element	Adapted Element
A poor hunter in the forest	A student navigating school life
Story takes place in a village	Set in a town market
Magical drum causes conflict	Mysterious phone call causes confusion

Step 2: Guided Adaptation and Writing Practice

Activity

- Students outline 3–5 main events that preserve the original theme (e.g., honesty, courage, betrayal) but introduce original characters and plot twists.
- Focus on using clear time connectors: أولاً، ثم، بعد ذلك، وأخيراً.
- Teacher models an adaptation:

Original: A girl finds a talking bird in the forest.

Adaptation: A boy finds a note under his school desk with a secret message.

Step 3: Oral Presentation and Storytelling

Activity

- Students present their adapted stories orally, using expressive voice, gestures, and emotional tone.
- Peers listen and give structured feedback on originality, clarity, and story structure.
- Optional: Write the story in a few paragraphs before presenting.

Vocabulary Activation: Literary Elements Refresher

English Term	Arabic Term
Adaptation (Creative rewriting)	التكييف الإبداعي
Protagonist	البطل
Setting	المكان
Conflict	الصراع
Resolution	الحل
Theme	الموضوع
Event	الحدث

Reflection Questions (Pair Work or Journaling)

- كيف غيرت الشخصية أو المكان في القصة الأصلية؟
- ما السبب وراء اختيارك لهذه التغييرات؟
- هل حافظت على فكرة القصة الأصلية؟ كيف؟
- ما التحديات التي واجهتها أثناء التكيف؟

Pedagogical Exemplars

Model Adaptation by Teacher

Teacher adapts a story in real time

“In the original story, a wise old man helps a lost traveler. In my version, a retired teacher helps a confused student at the library.”

- **Think-Aloud Modelling**

Teacher explains

“I want to keep the story about kindness, but change the setting to something my students know. So, I’ll use the school canteen/library instead of the forest.”

- **Peer Feedback Session**

Students give feedback on

- Creativity of new character
- Logical flow of events
- How well the story theme was preserved
- Clarity of oral presentation

Key Assessment – Oral Presentation

Assessment Level	Task	Expected Output
Level 2	Adapt one story from Book 1 or 2 into a new version with a different main character and setting.	Oral or written version with a simple plot, clear structure, and meaningful changes.

Task Question

Adapt a short story from either *Book 1* or *Book 2*, changing the main character and setting while keeping the central message. Present it orally or in writing.

PLC Session 17

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- The key assessment for the week is oral presentation. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?

- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 18

Learning Indicators

1. Recite a simple modern poem of 20 lines from memory, at a reasonable speed
2. Recite a simple poem of 10 lines of your own creation, at normal and reasonable speed

Focal Area: Poetry Appreciation and Creative Expression

This module enhances learners' oral fluency, memory skills, and poetic expression by engaging them in both the memorisation and composition of simple poems. Students will first internalise the rhythm, tone, and imagery of modern poetry by memorising and performing a short poem. They will then use these models to create and recite their own original poems, focusing on personal experiences or local environments.

The process fosters creativity, self-expression, and performance confidence. It also strengthens vocabulary development and stylistic awareness in both listening and speaking.

Learning Tasks

Topic: Reciting and Creating Simple Poems (إلقاء الشعر وإنشاؤه)

Step 1: Poetry Listening and Memorisation

Activity

- Listen to the poem multiple times with attention to tone, speed, and rhythm
- Practise in pairs, then memorise it for class recitation.

Focus Language

- Use of poetic devices: التشبيه (simile), التكرار (repetition), السجع (rhyme).
- Phrasing and performance tips: سرعة معتدلة، نبرة واضحة، تعبير مناسب.

Step 2: Guided Poem Creation

Activity

- Brainstorms the proposed themes: "My Village," "A Rainy Day," "My Mother's Voice," etc.
- Draft simple couplets or rhyming lines.
- Focus on clarity, emotion, and imagery.
 - These are suggestions for line starters

• في الصباح...

• أسمع صوتاً...

• تمطر السماء...

• قلبي يقول...

Optional Tool: Provide a simple template or rhyme bank.

Step 3: Poem Recitation and Peer Review

Activity

- Recite your own 10-line poems aloud.
- Give structured feedback using criteria: Clarity, Emotion, Rhythm.

Reflection Prompts (Journal or Pair Work)

- ما الفكرة التي حاولت التعبير عنها في قصيدتك؟
- ما أصعب جزء في كتابة الشعر؟
- كيف شعرت وأنت تلقي القصيدة أمام زملائك؟

Vocabulary Activation: Key Poetry Terms

English Term	Arabic Term
Poem	قصيدة
Line (of poetry)	بيت
Rhyme	قافية
Image/Imagery	صورة / التصوير
Expression	التعبير
Recitation	الإلقاء
Voice tone	نبرة الصوت

Pedagogical Exemplars

Teacher Recitation Demo

Teacher introduces a short modern Arabic poem (20 lines or less), with accessible language and relatable imagery (e.g., school, family, nature)

Then recites the model poem with emotion, expression and rhythm, highlighting pauses and pronunciation.

Think-Aloud Modelling

Teacher discusses how to build a short poem: theme, emotion, rhythm.

“I want my poem to be about my morning walk. I’ll use images like birds, dew, and sunlight. I’ll repeat the line ‘في طريقي’ to create rhythm.”

Teacher encourages expressive delivery: facial expression, gesture, tone.

Peer Review Criteria

- Clarity of words
- Flow of lines
- Emotional expression
- Creativity of content

Key Assessment – Practice Paper 2

Assessment Level	Task	Expected Output
Level 2	Compose and recite an original 10-line poem using basic poetic devices and rhythm.	Original poem with emotional tone, clear language, and appropriate delivery.

Task Question

Write and recite a 10-line poem of your own. Focus on rhythm, emotion, and voice clarity.

Hint



Conduct **Practice Paper 2**. It should cover the contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.

PLC Session 18

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
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 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)

- a. The key assessment for the week is Practice Paper 2. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

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30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to

- transfer your chats into your learning planner template.
- read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section Review

This section integrates creative oracy, storytelling, and poetry to develop learners' expressive skills in Arabic. Through summarising and adapting African short stories, students build comprehension, narrative structure, and characterisation skills. The tasks guide them to reinterpret literary works using familiar settings and personal experiences, reinforcing both linguistic and cultural understanding. In poetry, learners engage with modern forms, practising memorisation and composing simple verses that reflect emotion, rhythm, and imagery. The pedagogical exemplars support gradual skill-building through modelling and peer feedback. This section effectively promotes oral fluency, creativity, and appreciation of African literary heritage in Arabic.

By the end of the section, learners will be able to summarise, adapt, and perform short stories and poems using expressive, culturally rooted Arabic.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 16

(Total Marks: 30)

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
Content Accuracy	Key events, characters, and sequence are clearly presented and accurate.	Mostly accurate with slight omissions.	Some events unclear or missing.	Major errors or misunderstanding of story.
Use of Own Words	Reworded clearly and originally.	Minor reliance on original wording.	Mostly copied or overly close to original.	Copied directly, lacks personal expression.
Language and Fluency	Fluent, expressive Arabic.	Mostly fluent with minor errors.	Understandable but awkward in places.	Halting or grammatically weak.
Interpretation of Tone and Emotion	Captures emotional shifts and character development.	Attempts to reflect mood/emotion.	Limited awareness of tone or character shifts.	Tone missed or misrepresented.
Organisation and Structure	Logical, clear progression.	Mostly logical with slight disorder.	Somewhat disorganised.	Poor structure, hard to follow.
Total	25–30	18–24	10–17	1–9

WEEK 17**(Total Marks: 30)**

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
Originality of Adaptation	New character and events are imaginative and meaningful	Creative, with some original changes	Few changes from original	Minimal or no adaptation
Retention of Core Theme	Clearly maintains theme or message of original story	Mostly maintains core idea	Theme present but unclear	Theme lost or confused
Narrative Structure	Well-organised, logical sequence of events	Mostly logical, minor lapses	Events loosely connected	Poor or confusing structure
Language & Fluency	Fluent and expressive Arabic	Minor fluency issues	Understandable but awkward	Difficult to understand
Emotional & Cultural Engagement	Strong emotional tone, setting feels real	Some emotion, setting appropriate	Weak engagement	Lacks tone or cultural relevance
Total	25–30	18–24	10–17	1–9

WEEK 18**(Total Marks: 30)**

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
Voice Clarity & Speed	Very clear, steady, expressive	Mostly clear and paced	Some unclear words	Difficult to hear or follow
Emotional Expression	Strong tone and expression	Some emotional tone	Basic expression only	Lacks expression
Creativity of Poem	Original, rich images and idea	Some creativity shown	Simple or repetitive	Very basic or copied
Structure & Rhythm	Poem flows smoothly, well-structured	Mostly structured	Some rhythm lapses	Disjointed or confusing
Total	25–30	18–24	10–17	1–9

SECTION 8

Week 19

Strand: **READING**

Sub-Strand: **CRITICAL READING**

Learning Outcome: Explain the narration, the characters' actions, interactions, and motivations that reflect the story's theme.

Content Standard: *Demonstrate understanding and application of strategies of literary appreciation in order to enhance understanding of creative texts.*

Week 20

Strand: **READING**

Sub-Strand: **CRITICAL READING**

Learning Outcome: Explain the employment of artistic and literary devices in weaving the storyline of a fictional narrative.

Content Standard: *Demonstrate understanding and application of strategies of literary appreciation in order to enhance understanding of creative texts.*

Week 21

Strand: **WRITING**

Sub-Strand: **CREATIVE WRITING**

Learning Outcomes:

1. Write a story from personal experiences using simple literary devices
2. Write a story from personal experiences using famous quotes.

Content Standard: *Demonstrate knowledge and creativity in adapting famous quotations to compose stories using simple narrative structure*

Week 22**Strand: WRITING****Sub-Strand: CREATIVE WRITING**

Learning Outcome: Compose, in your own words and imagination, a simple story, applying characterisation and plot.

Content Standard: *Demonstrate knowledge and creativity in writing narrative fiction using real events and simple literary devices.*

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the dynamic relationship between reading and writing in Arabic through the lens of fiction and personal narrative. On the reading side, students explore how stories are constructed—focusing on narration, character development, motivation, and interactions that reveal the underlying theme of the story. Learners are also guided to analyse the use of artistic and literary devices such as metaphor, dialogue, foreshadowing, and symbolism, and how these enrich the storytelling process. In the writing component, learners transition from analysis to creation. They are encouraged to draw on their own personal experiences, transforming real-life events into fictional narratives using simple literary techniques. They learn to apply characterisation, plot structure, and stylistic features in composing their own imaginative stories. Additionally, students practise weaving famous quotations into their writing as a tool for inspiration, thematic focus, or emotional depth. The section fosters both critical thinking and creative expression. By reading fiction with a literary lens and writing original stories with personal relevance, learners enhance their comprehension, vocabulary, and expressive abilities. The process encourages them to appreciate narrative structure and develop confidence in using Arabic as a means of both interpretation and invention.

Weeks and indicators covered in the section are:

Week 19

- Identify as many broad themes as possible (a thematic concept), as well as the specific theme (a thematic statements) of a literary text.
- Examine the role and evolution of a character as they reflect the theme of the story.

Week 20

- Trace the sequence of the major events in a narrative by identifying the actual beginning, the middle, and the end.
- Analyse the story and present your own viewpoints and judgments of the author's ideas.

Week 21

- Prepare a preliminary story plan by formulating the issue to address (an idea), the purpose, the plot, brainstorming, and the first draft.
- Build upon the first draft to conduct a holistic editing, then proofreading to review the style and the literary devices.

Week 22

- Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and simple language.
- Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and stylistic devices

Recap weeks

Year 1	Week 18 • Give the general definition of Arabic literature and the factors that influenced its development. Week 19 • Identify the various types of Arabic literature and their literary functions. • Identify the social and cultural elements in a given text (prose). Week 20 • Identify the social and cultural elements in selected lines of poetry.
Year 2	Week 20 • Identify as many broad themes as possible (a thematic concept), as well as the specific theme (a thematic statements) of a literary text. • Examine the role and evolution of a character as they reflect the theme of the story. • Trace the sequence of the major events in a narrative by identifying the actual beginning, the middle, and the end. • Analyze the story and present your own viewpoints and judgments of the author's ideas. Week 21 • Prepare a preliminary story plan by formulating the issue to address (an idea), the purpose, the plot, brainstorming, and the first draft. • Build upon the first draft to conduct a holistic editing, then proofreading to review the style and the literary devices. • Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and simple language. • Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and stylistic devices

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section focuses on thematic interpretation, narrative structure, character analysis, and creative fiction writing. Students will move from analysing texts to producing their own structured, meaningful stories.

1. Thematic Interpretation & Character Evolution

To guide learners in uncovering deeper meanings in literature:

- Theme Mapping Exercises

Learners identify broad concepts (e.g., courage, betrayal, hope) in selected stories and formulate clear thematic statements using textual evidence.

- **Character Evolution Charts**

Students track a central character's decisions, traits, and turning points and explain how those reflect the theme.

- **Model Text Discussion**

Teacher models a think-aloud using a familiar story to show how character growth aligns with theme (e.g., the journey from selfishness to empathy).

2. **Plot Structure and Reader Interpretation**

To strengthen narrative understanding and reader critique:

- **Event Sequencing Strips**

Students arrange scrambled plot points from a story into a logical sequence: Beginning – Middle – End.

- **Story Arcs**

Learners draw or label story arcs showing exposition, conflict, climax, and resolution.

- **Judgment and Opinion Writing**

Students write short paragraphs offering their personal interpretation of the author's intent, tone, and message.

- **Viewpoint Circles**

In groups, students compare their views on the story's theme and moral, defending their opinions with evidence.

3. **Story Planning and Creative Writing**

To guide learners in producing original stories with clear structure and literary value:

- **Story Planning Worksheets**

Learners define

- The issue/idea to address
- The purpose (e.g., to teach, inspire)
- Main plot and sub-events
- Characters (traits, role in plot)
- Setting and tone

- **Drafting and Editing Cycle**

Teacher models first draft writing, then introduces editing checklist:

- Does the story flow logically?
- Are characters consistent?
- Are literary devices used (e.g., dialogue, metaphor)?

- **Quote-Based Story Starters**

Students choose a quote (e.g., “Where there is no vision, the people perish”/ **بِلا رُؤْيَا يَهْلِكُ** (الشَّعْبُ)) and build a story around its message.

- Peer Review Sessions

Structured peer review using rubrics: plot clarity, character consistency, use of theme, and creativity.

ASSESSMENT SUMMARY

Assessment throughout this section focuses on critical reading, analytical writing, creative composition, and self-reflection. The mode of assessment will combine class exercises, homework drafts, oral discussions, and peer assessments.

Indicator	DOK Level	Assessment Strategy and/or Mode
Identify as many broad themes as possible (a thematic concept), as well as the specific theme (a thematic statements) of a literary text.	4	Strategy: Class Discussion Mode: Group Projects & Class Journals
Examine the role and evolution of a character as they reflect the theme of the story.	4	Strategy: Peer Assessment & Self-Assessment Mode: Class Assignment, Oral Presentation
Trace the sequence of the major events in a narrative by identifying the actual beginning, the middle and the end.	4	Strategy: Peer Assessment & Self-Assessment Mode: Class Assignment.
Analyse the story and present your own viewpoints and judgments of the author's ideas.	4	Strategy: Peer Assessment & Self-Assessment Mode: Oral Presentation
Prepare a preliminary story plan by formulating the issue to address (an idea), the purpose, the plot, brainstorming, and the first draft.	4	Strategy: Draft–Edit–Revise Cycle Mode: Class Exercise
Build upon the first draft to conduct a holistic editing, then proofreading to review the style and the literary devices.	4	Strategy: Draft–Edit–Revise Cycle Mode: Peer Review
Write a story using one of the famous quotes as the theme, with a complete plot, characterization and simple language. Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and stylistic devices	4	Strategy: Draft–Edit–Revise Cycle Mode: Individual Written Work,

WEEK 19

Learning Indicators

1. Identify as many broad themes (thematic concepts) as possible, as well as the specific theme (thematic statements) of a literary text
2. Examine the role and evolution of a character as they reflect the theme of the story

Focal Area: **Literary Themes and Character Development**

This module deepens learners' critical reading and interpretive skills by guiding them to explore themes and character development in literary texts. Students will learn to distinguish between general thematic concepts (e.g., freedom, sacrifice, love) and specific thematic statements that the text communicates. They will also examine how a character's actions, personality traits, and transformation over time contribute to the unfolding of the theme. Through structured analysis and discussion, learners develop the ability to trace and articulate the deeper meanings in narrative fiction, enhancing their literary appreciation and analytical thinking. This week emphasises close reading, inference-making, and textual evidence to support interpretation.

Learning Tasks

Topic: Identifying Themes and Analysing Character Development

تحليل الموضوعات وتطور الشخصيات في النصوص الأدبية

Step 1: Introduction to Themes

Activity

- List possible broad themes: e.g., الصداقة، الشجاعة، الحرية.
- Then, in pairs, formulate more precise thematic statements (e.g., "True friendship survives through hardship").

Focus Language

- Vocabulary for expressing themes: الحرية، العدالة، الهوية، الخيانة
- Sentence structures:

• تدور القصة حول...

• الرسالة الرئيسية في النص هي أن...

• يُظهر الكاتب أن...

Step 2: Character Study in Relation to Theme

Activity

- Discuss how the characters' personality, actions, decisions, and relationships evolve.
- Complete a guided worksheet that connects character evolution to the theme.

Examples

- ما الصفة الأساسية لهذه الشخصية؟
- كيف تغيّرت الشخصية في نهاية القصة؟
- كيف يساعد هذا التغيير في توضيح موضوع القصة؟

Step 3: Group Interpretation and Presentation**Activity**

- In small groups, select a short story or excerpt.
- Each group identifies a thematic concept, a thematic statement, and analyses a key character.
- Present your findings orally to the class using supporting quotations from the text.

Reflection Prompts (written or pair discussion)

- ما الدرس الذي يمكن أن نستقيده من تصرفات الشخصية؟
- كيف يساعدنا هذا الموضوع على فهم حياتنا اليومية؟
- هل شعرت بتعاطف مع الشخصية؟ لماذا؟

Vocabulary Activation: Literary Analysis Terms

English Term	Arabic Term
Theme (concept)	موضوع عام
Thematic statement	رسالة موضوعية
Character	شخصية
Character development	تطور الشخصية
Evidence from the text	دليل من النص
Motivation	دافع الشخصية

Pedagogical Exemplars**Teacher Modelling**

- Teacher introduces the concept of the theme (الموضوع العام) vs. thematic statement (الرسالة الموضوعية).
- Use short Arabic texts or stories the class has previously read (or a new brief passage).
- Teacher reads a short passage and models identification of theme and analysis of a character's actions.

Think-aloud

The teacher selects a character from a familiar literary text:

- “When the character chooses to leave his home, it shows the theme of sacrifice. I notice his fear, but also his courage.”
- “This quote reveals the inner conflict she feels, which is key to understanding the message.”

Peer Review Criteria for Presentations

- Clarity in explaining the theme
- Evidence-based character analysis
- Team collaboration
- Use of Arabic literary vocabulary

Key Assessment: Class Discussion

Assessment Level 4	Task	Expected Output
A	Identify general and specific themes of a short text.	Clear differentiation between concept and statement with examples from the text.
B	Analyse how a character's evolution contributes to the story's theme.	Thoughtful character analysis with supporting quotations and thematic insight.

Task Question

Identify one general theme and a specific thematic statement. Then, analyse one major character and explain how their actions, traits, or transformation support the theme of the story.

PLC Session 19

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
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 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- The key assessment for the week is class discussions. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the discussions (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through a similar problem individually for 3–4 minutes
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Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 20

Learning Indicator: Trace the sequence of the major events in a narrative by identifying the actual beginning, the middle, and the end

Focal Area: Narrative Structure and Plot Development

This module develops learners' understanding of the structural flow of narrative texts. By focusing on how a story begins, builds tension, and ends, students practice identifying and retelling the sequence of major events. This enhances their comprehension of plot progression, cause-effect relationships, and how narratives are built to engage the reader. Emphasis is placed on structured retelling and the use of key sequencing vocabulary.

Learning Tasks

Topic: Understanding Story Structure

تحليل بنية القصة وتحديد مراحلها الثلاث

Step 1: Mapping the Narrative Structure

Activity

- Read or re-read a short narrative text.
- Fill out a graphic organiser noting

- الحدث الأول الأساسي
- (نقطة التحول) العقدة
- الحل أو نهاية القصة

Practise retelling orally using time connectors.

Focus Language

- **Vocabulary:** بداية، وسط، نهاية، أحداث، تسلسل، عقدة، حل
- **Structures:**

- تبدأ القصة بـ...
- ...ثم تحدث...
- وتنتهي القصة بـ...

Step 2: Group Retelling Practice

Activity

- In groups or pairs, orally retell the story in the correct sequence.
- Emphasis on using clear connectors and accurate recall of the narrative arc.

Reflection Prompts

- ما الذي يجعل تسلسل الأحداث فعالاً في هذه القصة؟

• كيف غيّرت معرفة التسلسل فهمك للقصة؟

• لو كنت الكاتب، هل كنت غيّرت ترتيب الأحداث؟ ولماذا؟

Vocabulary Activation: Story Structure Terms

English Term	Arabic Term
Beginning	بداية القصة
Middle	وسط القصة
Ending	نهاية القصة
Sequence of events	تسلسل الأحداث
Turning point	نقطة التحول
Resolution	الحل

Pedagogical Exemplars

- Teacher introduces the classic three-part narrative arc: البداية – الوسط – النهاية through uses “think-aloud” to demonstrate narrative arc.
- Think-aloud example:
 - “This is where the problem builds—that’s the middle or turning point.”
 - “Here, the character solves the conflict—that’s the ending.”

Peer Review Criteria for Oral Work

- Logical flow of beginning–middle–end
- Correct use of narrative vocabulary
- Fluent and confident delivery
- Active listening and respectful feedback

Key Assessment: Oral Presentation

Assessment Level	Task	Expected Output
Level 4	Retell a story sequence (beginning–middle–end)	Clearly organised retelling with logical sequence and accurate vocabulary

Task Question

Retell the story by dividing it into its beginning, middle, and end, using narrative terms and time connectors.

PLC Session 20

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is oral presentation. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 21

Learning Indicator: Analyse the story and present your own viewpoints and judgments of the author's ideas

Focal Area: Critical Thinking and Reader's Judgment

This module fosters students' ability to read between the lines and respond personally to an author's message. Learners engage in reflective analysis, expressing agreements or disagreements with the author's viewpoint and supporting their judgments with evidence from the text. Focus is placed on clear opinion writing and articulation of values, themes, and emotional responses.

Learning Tasks

Topic: Expressing Opinions and Evaluating Authorial Message

تحليل رسالة الكاتب والتعبير عن الرأي

Step 1: Identifying the Author's Message

Activity

- Re-read selected parts of a story and answer:

- ما الفكرة أو الرسالة التي يريد الكاتب إيصالها؟
- ما رأيك في هذه الرسالة؟ هل توافق أم لا؟ ولماذا؟
- ما الدليل من النص الذي يدعم رأيك؟

Focus Language

- **Vocabulary:** فكرة، رسالة، رأي، نقد، مغزى، دليل
- **Structures**

- أعتقد أن الكاتب يريد أن يقول...
- أوافق / لا أوافق لأن...
- الدليل على رأيي هو...

Step 2: Personal Response Paragraph

Activity

- Write a paragraph responding to the author's message.
- Must include:
 - Statement of the message
 - Agreement/disagreement
 - Justification with evidence
 - Personal reflection

Step 3: Peer Sharing and Reflection

Activity

- In pairs, Read each other's paragraphs.
- Give feedback on clarity, depth of reasoning, and relevance of textual evidence.
- Volunteer students present to the class.

Reflection Prompts

- كيف أثرت رسالة الكاتب على رأيك أو شعورك؟
- هل كانت النهاية داعمة للفكرة الرئيسية؟
- ما القيم التي يمكن تعلمها من هذه القصة؟

Vocabulary Activation: Critical and Reflective Terms

English Term	Arabic Term
Author's message	رسالة الكاتب
Main idea	الفكرة الرئيسية
Personal opinion	الرأي الشخصي
Textual evidence	دليل من النص
Justification	تبرير / تسويغ
Value/message	مغزى / قيمة

Pedagogical Exemplars

- Teacher reads a passage aloud and pauses to reflect aloud
 - “What is this story really saying?” “The writer seems to believe that justice is more important than revenge. Do I agree?”
 - “This ending shows the character learned something—what did I learn as a reader?”

Peer Review Criteria for Paragraphs

- Clear message identified
- Well-supported opinion
- Use of evidence
- Persuasive and personal expression
- Clarity in paragraph structure

Key Assessment: Class Assignment

Assessment Level	Task	Expected Output
Level 4	Analyse author's message and give personal opinion	Insightful paragraph with clear position, textual evidence, and personal insight

Task Question

What idea or message is the author trying to communicate through the story? Do you agree or disagree with that message? Support your answer with evidence and explain your thoughts.

PLC Session 21

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is class assignment. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assignment (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e–3j).



Note

- This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a–1b, 1e–1g, 2c, 2e, 2f, 3c–3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 22

Learning Indicators

1. Prepare a preliminary story plan by formulating the issue to address (an idea), the purpose, the plot, brainstorming, and the first draft
2. Build upon the first draft to conduct a holistic editing, then proofreading to review the style and the literary devices
3. Write a story using one of the famous quotes as the theme, with a complete plot, characterization, and simple language
4. Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and stylistic devices

Focal Area: Creative Story Development and Thematic Writing

This module walks learners through the full creative writing process: from generating an idea and outlining a plot, to writing a coherent first draft, and then editing and rewriting the text. Special focus is given to developing a story with clear structure, purposeful characters, and thematic coherence. Students are introduced to writing around a central quote, turning it into the moral or guiding message of their narrative. This week emphasises creativity, clarity, coherence, and the effective use of literary techniques.

Learning Tasks

Topic: Planning, Writing, and Revising a Thematic Short Story

كتابة قصة قصيرة انطلاقاً من فكرة واقتباس شهير، مع التركيز على التخطيط والتحرير

Step 1: Generating an Idea and Building a Story Plan

Activity

- Choose one of the given quotes as the guiding theme.
- Brainstorm individually or in pairs:
 - What message do I want to express?
 - Who are the characters, and what happens to them?
 - What conflict or problem does the story address?
 - How does it end?
- Complete a story plan

Focus Language

- Vocabulary: فكرة، هدف، اقتباس، رسالة، بطل القصة، عقدة، حبكة، نهاية
- Structures

• تدور القصة حول فكرة...

• ...أريد أن أظهر من خلال هذه القصة أن...

- الشخصية الرئيسية تواجه...

Step 2: Drafting and Editing the Story

Activity

- Use your story plan to write a **first draft**.
- Edit your story, then proofread for grammar, spelling, and sentence variety.

Focus Language

- Vocabulary: مراجعة، تحرير، تنقيح، صياغة، تحسين، أدوات بلاغية
- Structures:

• يمكن تحسين هذه الفقرة بإضافة...

• من الأفضل أن نوضح هنا أن...

• استخدمت المجاز/التشبيه/التكرار لإبراز...

Step 3: Final Story Writing and Sharing

Activity

- Write your final story, incorporating feedback and revisions.
- Optional: Create a **title** and short **author's note** explaining how the quote inspired their story.
- Share stories orally or display as a class booklet or poster.
- Class discussion:

Which stories conveyed the quote's meaning most powerfully?

What techniques did writers use to develop mood or character?

Reflection Prompts

• لماذا اخترت هذا الاقتباس؟

• كيف حاولت التعبير عن فكرته في قصتك؟

• ما التغييرات التي قمت بها بعد تحرير القصة؟

• ما الذي تعلمته عن الكتابة الأدبية هذا الأسبوع؟

Vocabulary Activation: Creative Writing and Editing Terms

English Term	Arabic Term
Story plan	خطة القصة
Theme / Message	الفكرة / الرسالة
Draft	مسودة
Edit	تحرير
Proofread	تنقيح لغوي
Characterisation	رسم الشخصيات
Dialogue	حوار
Literary device	أداة بلاغية / فنية
Conflict	صراع
Resolution	حل

Pedagogical Exemplars

Teacher Modelling

The teacher introduces elements of a story plan: الفكرة، الهدف، الشخصيات، الحبكة، البداية (الحبكة لا تُمنح بل تُنتزع) – نيلسون مانديلا And presents a few famous quotes (e.g., والنهائية)

- Model story planning using a sample quote
- Think-aloud during editing:

The teacher guides students through holistic editing:

- Does the story follow a logical sequence?
- Are the characters believable and consistent?
- Is the quote/theme clearly reflected in the story?

Peer feedback in pairs using a revision checklist.

“This part of the story doesn’t clearly reflect the quote. I’ll revise it to make the connection stronger.”

- “Let me add more description here to build tension.”
- The teacher gives mini-lessons on revising for clarity, voice, and use of literary devices (like simile, metaphor, personification).

Peer Review Criteria

- Is the story well-structured and complete?
- Is the quote/theme clearly reflected?
- Are the characters developed?
- Is the language clear and engaging?

Key Assessment: Peer Review

Assessment Level 4	Task	Expected Output
A	Create a clear and logical story plan with theme, plot, and characters. 10 Marks	Story outline with all key parts and connection to chosen quote.
B	Write and revise a complete short story based on a quote. 20 Marks	Final story demonstrates thematic unity, narrative coherence, and stylistic clarity.

Task Question

Choose one of the famous quotes provided and use it as the guiding idea of your short story. Plan your story, write a complete first draft, revise it, and then write a final version with clear structure, developed characters, and a meaningful message.

PLC Session 22

45 minutes

Planning & Reviewing the Learning Plan

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2. Use your subject specific app to explore the content before planning. Ask the app to
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- a. The key assessment for the week is peer review. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

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 - a. transfer your chats into your learning planner template.
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section Review

This section empowers learners to deepen their literary analysis and creative expression in Arabic through structured engagement with themes, character development, plot structure, and storytelling. By exploring broad and specific themes in texts, learners build critical thinking and interpretive skills. They trace narrative structure, analyse authorial intent, and evaluate characters' roles in conveying meaning. Learners are also guided through the full creative writing process—planning, drafting, revising, and editing their own short stories inspired by famous quotes. By the end of this section, learners can critically analyse literary texts and express personal interpretations. They can also plan and write original short stories in Arabic with clear themes and developed characters.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 19

(Total Marks: 30)

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
Identification of Themes	Clear distinction + strong examples	Good distinction, relevant examples	Basic idea, vague examples	Confused or inaccurate
Character Analysis	Deep analysis with textual support	Good insight, some text reference	Limited insight, few/no quotes	Superficial or inaccurate
Use of Arabic Terms	Accurate, consistent usage	Mostly accurate	Basic attempt	Rare or incorrect use
Group Work / Presentation	Well-coordinated, confident	Clear, mostly organised	Some coordination issues	Disjointed, unclear
Insight & Reflection	Thoughtful and personal connections	Relevant, some personal insight	Basic understanding	Lacks reflection
Total	25–30	18–24	10–17	1–9

WEEK 20

(Total Marks: 30)

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
Story Sequencing	All parts clear and logically ordered	Mostly clear with few gaps	Some confusion in order	Disorganised or missing parts
Use of Vocabulary	Correct and consistent use	Mostly correct	Some attempt, few terms used	Little or incorrect vocabulary
Oral Expression	Fluent and confident	Clear with minor hesitation	Understandable but hesitant	Incoherent or poorly expressed
Participation	Active group work, gives feedback	Participates well	Minimal input	Does not participate
Presentation Clarity	Very clear structure	Mostly clear	Somewhat unclear	Hard to follow
Total	25–30	18–24	10–17	1–9

WEEK 21

(Total Marks: 30)

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
Author's Message	Clearly identified and accurate	Mostly clear	Vague or general	Not clear or incorrect
Personal Judgment	Insightful and reasoned	Clear, with some justification	Stated but weakly supported	Unclear or unsupported
Use of Evidence	Strong and relevant textual support	Some evidence used	Basic or unrelated example	No evidence or unclear reference
Clarity of Writing	Fluent, logical paragraph	Mostly clear with minor issues	Understandable, some disorganisation	Poorly structured or unclear
Reflection & Engagement	Deep personal insight	Relevant connection	Minimal connection	Lacks engagement or depth
Total	25–30	18–24	10–17	1–9

WEEK 22

(Total Marks: 30)

Criteria	4 Excellent	3 Very Good	2 Satisfactory	1 Needs Improvement
Story Planning	Thoughtful, detailed, clearly aligned with quote	Mostly clear, idea connected to quote	Basic plan, theme somewhat present	Incomplete or unclear planning
Narrative Coherence	Logical and smooth sequence of events	Mostly coherent with few gaps	Some confusion in flow	Disjointed or unclear plot
Thematic Clarity	Quote well-integrated and reflected in plot	Clear attempt at theme integration	Theme present but underdeveloped	Quote has little connection to story
Characterisation	Characters are vivid and purposeful	Characters are clear but not deep	Simple or underdeveloped characters	Characters lack clarity or consistency
Language and Style	Stylistically effective and engaging	Clear and mostly accurate	Simple and sometimes awkward	Many errors; unclear or weak stylistic use
Total	25–30	18–24	10–17	1–9