



MINISTRY OF EDUCATION

Ghanaian Language

for Senior High Schools

TEACHER MANUAL

YEAR THREE



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Ghanaian Language for Senior High Schools

Teacher Manual

Year Three



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

GHANAIAN LANGUAGE 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 Ghanaian Language 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: REGISTERS FOR COMMUNICATION

STRAND: ORAL CONVERSATION

Sub-Strand: Conversation/communication in Context

Learning Outcome: Use the appropriate registers to discuss contemporary local and global issues.

Content Standard: Demonstrate the ability to communicate effectively in specific situations.

INTRODUCTION AND SECTION SUMMARY

This section focuses on the use of appropriate registers to talk about contemporary local and global issues and effective communication in specific situations. This section will build on content previously studied in Year 1, Section 2. Learners will use appropriate registers to communicate about contemporary local and global issues while they demonstrate appropriate turn taking skills in the course of their conversation. In this section, learners will learn about the concept of turn taking and how to implement it. They will also learn about the reasons to take turns in a conversation and practise turn taking in class and, by extension, in their everyday life. This section will help learners to use the appropriate registers to discuss local and global issues to achieve effective and meaningful communication. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects and disciplines such as English and other languages and communication. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks and the indicators covered by the section are:

- **Week 1:** Use appropriate registers in everyday communication
- **Week 2:**
 - a. Demonstrate appropriate turn taking skills in communication
 - b. Discuss contemporary local and global issues using the appropriate registers in the language

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed in this section comprise of many approaches to teaching Ghanaian language concepts.

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote students' learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed ability/gender groupings and whole class activities including class presentation. These approaches can promote the development of critical thinking skills, problem-solving abilities and effective communication skills. They can also provide

opportunities for collaboration, teamwork and leadership. Learners will also learn to collect data and analyse it. For the gifted and talented learners, additional tasks are assigned to perform leadership roles as peer-teachers in order to guide classmates to have a deeper understanding of the concepts being taught. Teachers are advised to be aware of learners with pronunciation and communication problems and skilfully resolve misconceptions.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of skill building, conceptual understanding and strategic reasoning. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to track learners' comprehension of the Ghanaian language concepts taught. Level 3 strategic reasoning questions are administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of turn taking and the use of appropriate registers in discussing local and global issues. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores and feedback for their accumulative progress.

Teacher's notes on Inclusion

NB: All learners, including those with Special Education Needs and Disabilities (SEND), should be meaningfully included in every learning activity. Teachers should intentionally plan lessons that accommodate diverse learning needs by applying the principles of Universal Design for Learning (UDL).

This can be achieved by

- Providing multiple means of engagement (e.g., using varied activities such as discussions, visuals, hands-on tasks, and digital tools to sustain interest).
- Offering multiple means of representation (e.g., presenting information through text, audio, visuals, demonstrations, and simplified explanations).
- Allowing multiple means of action and expression (e.g., enabling learners to respond through speaking, writing, drawing, or using assistive tools).

In addition, teachers should adapt instruction by considering individual learner needs, such as providing extra time, using assistive devices, modifying tasks, or offering peer support where necessary. These strategies ensure equitable participation and representation for all learners.

All multimedia format should include appropriate volume and closed captions or with sign language interpretation for deaf learners. The background light of the videos must consider the needs of low vision learners. Reading materials should be in accessible formats for blind learners e.g., braille or ebraille, or available in electronic formats that can be rendered by assistive technology from text to speech.

Learners with physical disabilities, who may have mobility issues should use alternative functioning body parts to feel tactile pictures and use appropriate mobility aid devices like wheelchairs, crutches, canes and walkers when pairing up, moving into the small mixed-ability groups or to the front of the class.

A communication board could be used by deaf learners to present their work. Learners with speech difficulties could be lip-read, or sign or write or type in their own words. Learners who are hard of hearing should wear appropriate hearing aid. Learners with visual

impairments could make their presentations using assistive digital device technologies like projecting slide decks with text to speech synthesis, automatic page turners, magnification applications, electronic pointing devices and speech recognition.

Indicators	DOK Level	Assessment Strategy and/or Mode
3.1.1. LI.1 Use appropriate registers in everyday communication.	2	Class Presentation
3.1.1. LI.2 Demonstrate appropriate turn taking skills in communication.	3	Homework
3.1.1. LI.3 Discuss contemporary local and global issues using the appropriate registers in the language.	2	Project based

WEEK 1

Learning Indicator: Use appropriate registers in everyday communication

FOCAL AREA: APPROPRIATE REGISTERS FOR CONVERSATION

Recap

Year 1	Weeks 1 and 2 1. Describe the vowels of a Ghanaian language using the right parameters (e.g., lip posture, tongue height and part of the tongue). 2. Describe the consonants of the Ghanaian language using the right parameters (e.g., voicing, place of articulation and manner of articulation).
Year 2	Weeks 1 and 2 1. Identify the syllable types (open and closed) in the respective Ghanaian languages. 2. Discuss the syllable structure of the Ghanaian languages in word formation.

Explanation of register: The term register refers to the varieties of language used depending on the communicative purpose of the user. This includes the specialist use of language related to various occupations. For instance, when we go to a doctor or hospital, we come across some words which we may not use in our everyday conversation. For example, pulse rate, blood pressure, stethoscope, prescription, drugs, sugar level, dispensary, consulting room, and nurse. Similarly, we can think of the register of law, the register of advertising, the register of education and other professions.

This specialist use of language, especially of vocabulary, is different from the way the same word is used in general conversation or by a layperson. For example, the word ‘mouse’ has a different meaning in general everyday language and in the world of computing. It could be the animal mouse that visits the storeroom which is different from the mouse attached to the computer.

In every situation we encounter, we use speech appropriate to the person we are speaking to and the context of the conversation. The language we use in our informal relationships is different from the language we use when we meet persons of high status.

Types of registers: There are formal and informal registers.

Formal registers: Varieties of language use characterised by a level of formality, precision and adherence to standard language norms. Formal registers are often used in professional, academic or official contexts where clarity, objectivity and respect are essential. Formal registers are important because they promote clear communication and reduce misunderstandings. They convey respect for the audience, context or institution. They are essential in professional settings as a demonstration of expertise, competence and authority. When individuals use formal registers effectively, communication in various contexts becomes clear, professional and respectful.

Characteristics of Formal Registers

Standard language: Formal registers typically employ standard language forms, avoiding colloquialisms, slang and regional dialects.

Precise vocabulary: Formal language often uses precise, technical or specialised vocabulary relevant to the context.

Complex sentence structures: Formal registers may use complex sentence structures, including subordinate clauses and formal transitions.

Objectivity: Formal language tends to be objective, avoiding personal opinions, emotions or biases.

Respectful tone: Formal registers often convey respect, professionalism and courtesy.

Informal registers: Varieties of language use characterised by a relaxed, casual and often colloquial tone which are commonly found in everyday conversations with friends, family, close colleagues, social media and personal relationships. Here the focus is on building rapport, establishing social bonds and conveying personality. It should be noted that, even within these contexts, the lexicon is specialised. For example: words such as *like, gist, friend request, mutual friend...* are found in the domain of social media. Informal registers help establish social connections and build rapport with others. They allow individuals to express their personality, emotions and opinions. Informal registers can create a sense of belonging and shared identity within social groups, creating a sense of community.

Characteristics of Informal Registers

Colloquial language: Informal registers often employ colloquial expressions, slang, and regional dialects.

Relaxed vocabulary: Informal language may use casual, everyday vocabulary, including contractions and abbreviations.

Simple sentence structures: Informal registers often feature simple sentence structures, including fragmented sentences and conversational fillers.

Personal tone: Informal language tends to be personal, expressive, and emotive, conveying the speaker's personality and emotions.

Familiarity: Informal registers often assume a level of familiarity or shared knowledge between the speaker and listener.

Learning Tasks

Identify the registers that you would expect to hear in these situations;

- a. *Example: a doctor's appointment: medicine,*
- b. *A mechanic talking to a customer: brakes, tyre,*
- c. *A waitress talking to a customer: menu, food,*
- d. *A maths teacher talking to a class: addition, quadrilateral,*
- e. *An art student talking to a teacher: colour, brush, paint,*
- f. *A boy talking to his grandmother on the phone while on holiday: hello, good afternoon,*
- g. *Two friends talking at a football match: pass, ball,*

Pedagogical Exemplars

Problem-Based learning (individual and group work)

1. Group work: Groups select and brainstorm topic-specific vocabulary from a list of registers provided by the teacher.

The teacher should regularly move among students in the class to make sure every learner is involved and to offer the needed help to the different categories of learners when necessary.

2. Pair work: Pair work: Learners role-play a conversation based on selected themes such as cultural values (e.g., generosity, love, transparency, fairness, and endurance), Science, Technology, Engineering, and Mathematics (STEM), Gender Equality and Social Inclusion (GESI), energy efficiency, health, and local and international issues. The teacher may provide guiding questions to support and prompt discussion.
3. Whole class activity
 - a. Watch and listen to the role-play and identify the registers in the conversation.
 - b. Add to the registers already provided for each occupation, institution and topic.
 - c. Did the speakers use the correct level of formality throughout the conversation?

Key Assessment: DoK Level 2 – Group Presentations

Prepare and present on a naming ceremony in your community. (12 marks)

- a. Outline the registers you will use for the presentation.
- b. Identify why chosen registers are necessary in facilitating a clear presentation for your audience.
- c. Predict how registers might change if you accept questions from the audience.
- d. Present your work to the class.

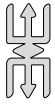
PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

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

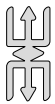
- The key assessment for the week is **presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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 error teachers (and learners) make 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

5. 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
6.	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).
7.	Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8.	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 21 st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 2

Learning Indicators

1. *Demonstrate appropriate turn taking skills in communication*
2. *Discuss contemporary local and global issues using the appropriate registers in the language*

Recap

Year 1	Week 3: Identify key ideas from appropriate discourse. E.g., cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, GESI, etc.
Year 2	Week 2 1. Explain the concept of tone, focusing on the types (e.g., Low, high, mid, rising, fall-en, etc.) and functions. 2. Discuss the functions of tone (e.g., grammatical, lexical, dialectical).

FOCAL AREA 1: TURN-TAKING

Concept of turn-taking: Turn-taking is a practice in communication whereby the speakers are coordinated to alternate in speaking; where one speaker talks while the other listens and vice-versa. It means that speakers do not interrupt each other during conversation. In turn taking, one participant speaks at a time, and gaps and overlaps (although frequent) are minimised. This enables a smooth exchange of ideas between speakers and ensures a seamless interaction for effective conversation.

Turn taking strategies: Turn-taking is guided by social norms that govern the duration, sequence and speaking style during a conversation. Turn-taking norms can vary from culture to culture and context to context. In some cases, speakers may interrupt each other more frequently, while in others, a more polite and respectful approach may be preferred. When interrupting politely, speakers can use expressions such as “Excuse me” or “May I add something?” and follow-up questions for clarification. To support turn-taking, guide learners to recognise and respect others’ turns during conversations. The teacher can model and teach the use of verbal and nonverbal cues to indicate when it is a participant’s turn to speak. Learners should be encouraged to practise patience and self-regulation while waiting for their turn. The teacher may also use visual reminders or timers to help indicate whose turn it is during the interaction.

Reasons for turn taking in conversation: Turn taking enables speakers to manage the flow of the conversation. It ensures that each speaker has an opportunity to contribute. It makes a conversation more inclusive and balanced. Turn taking is also used to build relationship and good social connections between speakers by allowing learners to engage with others in cooperative and respectful ways. Turn taking helps participants in a conversation to demonstrate the part of a conversation where they are most interested. Turn taking helps speakers to gain confidence in daily interactions. Among learners, turn taking encourages active listening by teaching learners to listen carefully and understand others’ messages before responding. It also builds communication skills in learners by helping them to learn when and how to express their ideas and respond appropriately through the back-and-forth nature of conversations. Taking turns helps children grasp social rules, such as patience,

sharing, and reciprocity in interactions thereby developing understanding. Also, it promotes emotional regulation: waiting for their turn, teaches children self-control and patience, which are important life skills.

Demonstrations on turn-taking: Teachers should create a scenario for learners to act out turn taking with their classmates. (Students can debate the topic, taking turns to present their arguments and respond to counterarguments) Examples of some scenarios:

1. Should secondary school learners be allowed to use mobile phones in schools?
2. The effect of climate change on food security and environmental conservation. (Take turns to share ideas and solutions).
3. You have been asked to moderate a discussion session on the topic; 'Ban plastics in our schools now'. Role-play how this could be done. (Some tips: Check how participants interrupt each other politely, they ask follow-up questions and handle disagreements, express their opinions and respond to counterarguments). How would you moderate the discussion?

Pedagogical Exemplars

Group work/Collaborative learning

1. Whole class discussion
 - a. Revise main ideas by drawing/describing a concept map with definitions from a language perspective.
 - b. Model turn taking in conversation with some higher ability learners.
 - c. Listen to a recorded conversation and take turns to discuss the conversation regarding the turn taking (or lack of) that you hear/observe
2. Pair work
 - a. Role-play a conversation on a scenario given to you by your teacher using appropriate turn taking skills.
 - b. Select a text from areas such as cultural values, STEM, GESI, energy efficiency, sanitation, local and global issues, health and read it, identify the main idea(s) in the discourse and discuss taking care to adhere to turn-taking rules.

Key Assessment: DoK Level 3 – Individual Homework

1. You are participating in a group discussion about a cultural festival in Ghana.
 - a. Describe how you would use turn-taking strategies to contribute to the discussion. (7 marks)
 - b. Discuss three reasons for turn taking in a conversation. (3 marks)
2. As a moderator of a debate in your school, discuss five ways to ensure turn taking among the debaters. (5 marks)

FOCAL AREA 2: TOPICAL ISSUES

Contemporary issues: a contemporary issue refers to a significant social, political or economic challenge that is currently affecting a society and often requires public discourse, policy making or community action. These issues shape public opinion and influence government policies, revealing the dynamic relationship between citizens and their government.

Appropriate registers for specific topics: Accepted vocabulary that is used by people or professionals to talk about a field for effective communication. For instance, some vocabulary associated with certain institutions;

Agriculture: agricultural research, crop yields, or livestock management, fisheries, land, farmers, seed, plantation, fertilizer, small-scale farmers, farming tools...

Galamsey: excavator, water, gold, machines, environment, land, tree, water bodies, mercury, chemical...

Education: curriculum, class, teacher, learners, books, furniture, classroom, educational standards, examination, literacy, knowledge...

ICT: computer, data, email, Ai, bundle, Wi-Fi, database, browser, hardware, software...

Learning Tasks

To which occupational registers do the following words belong?

- a) lexicon, clause, phrase, punctuation, pronoun
- b) arrest, crime, trial, sentence, jury
- c) gas, solution, acid, alkali, pH, solvent

Pedagogical Exemplars

Problem-Based learning

1. Individual and group work

Groups

- a) Learners discuss the importance of environmental conservation and ways to promote sustainability of the environment.
- b) Learners note down the key words from the discussion.
- c) Learners use the key words to talk about another key issues in your community.
- d) Learners repeat the process with another issue chosen by the teacher or ask high-ability learners to lead the discussion.

Key Assessment: DoK Level 3 – Group Work

Choose any one of the topics given

Using the appropriate registers to;

- a. analyse the impact of globalisation on the Ghanaian economy.
- b. evaluate the relationship between poverty and health outcomes in developing countries.
- c. draw conclusions on the effects of climate change on agriculture in Ghana and the strategies that can be implemented to mitigate these effects.

Section 1 Review

This section has discussed appropriate registers for conversation, turn taking and registers for topical issues. Learners were introduced to the description and types of registers. Appropriate registers for communication were discussed. They also learnt the strategies for turn taking and reasons why turn taking is important in communication/conversation. Also, learners were introduced to the concept of topical issues where they were encouraged to apply turn taking strategies to discuss some topical issues and by extension, practice turn taking in their daily conversation with their friends to ensure the flow of communication. It is expected that after learners have gone through this section, they will apply turn taking strategies when taking part in a broader discussion of topical issues. have the requisite knowledge to form meaningful words, distinguish between the meaning of words and communicate properly using the appropriate words.

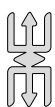
PLC Session 2

45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

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

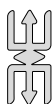
- a. The key assessments for the week are **individual homework & group work**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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 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 error teachers (and learners) make 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

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-lg, 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

6. 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).

7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 1

Rubrics for scoring the presentation

Skills	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
Presentation (Content) and organisation	Presentation content shows a thorough discussion of naming ceremony and processes involved. Substantive research effort is evident in locating relevant information and facts. Content is accurate and sequenced in a clear, logical way. All required elements are included.	Presentation content shows an adequate understanding the processes in naming ceremony. Content is mostly accurate and reasonably organised. May contain some inconsistencies in content or some connections made may not be supported. Required elements are included.	Presentation content shows general understanding of naming ceremony. There is limited evidence of research in locating relevant information and facts and/or supporting statements made. Content contains some inaccuracies, inconsistencies, misinterpretations, and/or somewhat unclear.	Presentation content shows a lack of understanding of naming ceremony (e.g., definition of naming ceremony). There is inadequate evidence of use of registers on naming ceremony. Content is confusing and/or contains frequent inaccuracies. Required elements are missing and disorganised.

Presentation (Design)	Slides are visually well designed, aesthetically pleasing with appropriate use of white space, visuals, and minimal text, on each slide. Colour and animations are used judiciously. Basically, free from errors (grammar, punctuation, spelling, formatting, etc.) on the slides.	Slides are effectively designed with visual appeal including white space, visuals, and minimal text for the most part. Colour and animations are used appropriately. Errors are generally minor (grammar, punctuation, spelling, formatting, etc.) on the slides.	Slides generally include a mix of white space, visuals, and/or text but not consistently and/or some overuse or inappropriate use of colour or animations. There are some errors (grammar, punctuation, spelling, formatting, etc.) on the slides.	Slides generally lack visual appeal and are text-heavy with little or no visuals and/or exhibit an overuse of colour or animations. Media, (e.g., images), if used, are rarely cited on each slide. The presentation appears disjointed rather than unified. There are frequent errors (grammar, punctuation, spelling, formatting, etc.) on the slides
Presentation (Oral delivery)	Highly effective in delivering a well-polished oral presentation within the time limit for the group to present (20 minutes total). All group members presented equally. Preparation was strongly evident.	Effective in delivering the oral presentation demonstrating good communication skills and generally close to the time limit for the group to present (20 minutes total). All group members presented and preparation was evident for the most part.	Somewhat effective in delivering the oral presentation demonstrating average communication skills. Slightly over/under the time limit. Some members presented more than others. More preparation was needed.	Ineffective in delivering the oral presentation demonstrating below average/poor communication skills. Substantially over/under the time limit to present and/or not all members presented. Lack of preparation was evident.

WEEK 2

FOCAL AREA 1

1. a) *To ensure turn taking, do the following:*
 - i. *Establish ground rules*
 - ii. *Use a speaking order*
 - iii. *Raise hands for signals*
 - iv. *Appoint a facilitator to manage the discussion*
 - v. *Listen attentively*
 - vi. *Respect time*
 - vii. *Encourage participants to contribute*

Mentioning the seven turn taking skills above - 7 marks

Mentioning six of the skills in the description - 6 marks

Mentioning five of the skills in the description - 5 marks

Mentioning four of the skills in the description - 4 marks

Mentioning three of the skills in the description - 3 marks

Mentioning two of the skills in the description - 2 marks

Mentioning one of the skills in the description - 1 mark

b) Here are the reasons:

- i. Promotes respect*
- ii. Ensures equal participation*
- iii. Fosters active participation*
- iv. Prevents dominance*
- v. Enhances understanding*
- vi. Builds rapport*

Any three of the above reasons - 3 marks

Any two of the reasons - 2 marks

Any one of the reasons - 1 mark

Refer to the skills mentioned in question 1a and award a mark for each one of the skills identified in the context of a school debate.

FOCAL AREA 2 (16 marks)

	Excellent (7–8 marks)	Very Good (5–6 marks)	Satisfactory (3–4 marks)	Needs improvement (1–2 marks)
Content	Ideas are consistently developed. Messages are consistently clear and ideas relevant.	Ideas are generally developed. Messages are generally clear and ideas normally relevant. Some ambiguities.	Some ideas developed. Message sometimes lacks clarity, and some information is not relevant to task.	Simple sentences. Messages often unclear and little relevant information offered.
Vocabulary and grammar	Appropriate register consistently used. Wide range of topic specific vocabulary used. Grammatical errors are infrequent minor.	Appropriate register generally used. Range of topic specific vocabulary used. Some minor grammatical errors and occasional major.	Register sometimes isn't appropriate. Some attempt at using topic specific vocabulary. Frequent minor grammatical errors and some major.	Register is often inappropriate to task. Few or no examples of topic specific vocabulary. Frequent minor and major grammatical errors.

SECTION 2: PHONOLOGICAL PROCESSES

Strand: Oral Conversation

Sub-Strand: Phonology (phonological processes)

Learning Outcome: Apply the knowledge of phonological processes in discourse

Content Standard: Demonstrate knowledge and understanding of phonological processes in the Ghanaian language

Hint



Assign Group Project to learners in Week 3 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.

INTRODUCTION AND SECTION SUMMARY

This section builds upon the phonological processes we have discussed in the previous years. Learners will discuss phonological processes, learn about the types of syllable processes and discuss syllable structure processes in their language. Knowledge in this will help learners to improve their spelling skills, pronounce words correctly, read effectively and have good understanding of words. By extension, knowledge in this will result in meaningful communication and free flow of conversation. Again, it will facilitate the development of vocabulary and word consciousness in learners. Also, understanding phonological processes helps explain the phonological rules and processes that govern language, as well as the broader mechanisms of language change over time. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English, French and other languages. The section equips learners with extended knowledge and functional understanding of phonological processes in the respective Ghanaian language. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks and the indicators covered by the section are:

- **Week 3:** Explain phonological processes specific to the language of study. (E.g., assimilatory processes)
- **Week 4:** Discuss the phonological processes specific to the language (syllable structure processes)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed in this section comprise many approaches to teaching Ghanaian language concepts. Problem-Based Learning (PBL) involves methods in which

complex real-world problems are used as the medium to promote learner's learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes approaches such as individual learning, pair work, mixed ability/gender groupings and whole class activities including class presentation. These approaches can promote the development of critical thinking skills, problem-solving abilities, and effective communication skills. They can also provide opportunities for collaboration, teamwork and leadership. Learners will learn to collect data and analyse it. For the gifted and talented learners, additional tasks are assigned to them to perform leadership roles as peer-teachers in order to guide classmates to have a deeper understanding of the concepts of the phonological processes being taught. Teachers are reminded to be aware of learners with pronunciation and communication problems and skilfully resolve misconceptions.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of skill building, conceptual understanding and strategic reasoning of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to track learners' comprehension and progression of the Ghanaian language concepts taught. Level 2 skills building questions include short essays or oral presentations to evaluate learners' ability to express concepts and practise them. Level 3 strategic reasoning questions are administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of phonological processes. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores and feedback for their accumulative progress.

Indicators	DOK Level	Assessment Strategy and/or Mode
3.1.2. LI.1 Explain phonological processes specific to the language of study. (E.g., assimilatory processes)	2	Essay
3.1.2. LI.2 Discuss the phonological processes specific to the language (syllable structure processes)	3	Case study

WEEK 3

Learning Indicator: Explain phonological processes specific to the language of study (E.g., assimilatory processes)

Recap

Year 1	Week 2 1. Explain the distribution of vowels of the Ghanaian language (e.g., word initial, medial and final). 2. Explain the distribution of consonants of the Ghanaian language (e.g., word initial, medial and final).
Year 2	Week 2: Discuss the functions of tone (e.g., grammatical, lexical, dialectical)

FOCAL AREA: PHONOLOGICAL PROCESSES (ASSIMILATORY PROCESSES)

Explanation of phonological processes: Phonological processes are predictable patterns of sound substitution that speakers employ to simplify speech. It could also be explained as the set of rules adopted to simplify the pronunciation of a language unit. Phonological processes could be put into assimilatory processes and syllable structure processes. Each of these processes is realised only when we are speaking.

Types of phonological processes (*Please provide language-specific examples for each type of the processes discussed*)

Assimilatory processes are phonological processes where a sound becomes more similar to a neighbouring sound, affecting its articulation and production. This process can lead to changes in how phonemes are realised as allophones based on their surrounding sounds to impart their representation. This process helps explain the phonological rules and processes that govern language, as well as the broader mechanisms of language, change over time. Assimilatory processes can occur in many ways such as the following.

Labialisation: This refers to a process whereby a consonant acquires an additional rounded lips in addition to its original place of articulation. This process results when any rounded vowel such as /u, o, ɔ/ or labial-velar glide /w/ immediately follows a consonant in pronunciation. The symbol used to indicate labialisation is [ʷ]. For example, in the following words, we observe labialisation in their pronunciation: kube [kʷube] for Akan, kotei [kʷotei] for Ga, hohoe [hʷɔhʷɔe] for Ewe, Bolga [bʷɔlga] for Gurune.

Palatalisation: This refers to a process where in addition to their places of articulation, consonants get additional raising of the centre of the tongue towards the roof of the mouth (hard palate). This process is triggered by a consonant being immediately followed by a front vowel such /i, e, ε/. It is represented by the symbol [j]. The following are some examples in Ghanaian languages: pɛ [pʲɛ] for Akan, kpe [kpʲe] for Ewe, tɛ [tʲɛ] for Ga, etc.

Nasalisation: This is where in speech when an oral sound becomes nasalised in the environment of a nasal consonant. Vowels usually undergo nasalisation, but in some cases, some oral consonant can also become nasalised. Therefore, there are two kinds of nasalisation, namely vowel nasalisation and consonant nasalisation. The symbol for nasalisation is [̃]. For

example, ma [mã] for Akan, ma [mã] for Ga, nu [nu] for Ewe. Also, in Akan (Twi), n+dua becomes nnua.

Vowel harmony: This refers to a phonological process whereby vowels which do not share a common feature become similar for a particular feature in speech. There are different types of harmony including Advanced Tongue Root (ATR) harmony, height harmony, rounding harmony, etc. For example, in Akan, there is ATR harmony in ɔ+di becoming [odi].

Learning Tasks

1. Explore the concept of phonological processes that are observed in your language
2. Explain the following phonological processes:
 - a. labialisation
 - b. Elision
 - c. palatalisation
3. Provide two examples of each the phonological processes above.
4. Practise pronouncing the following words, paying attention to the phonological processes involved: [NB: Translators should provide language-specific examples of words in similar contexts]
 - a. Handbag
 - b. Comfortable
 - c. Incorrect

Translators should provide words in the language of study

Pedagogical Exemplars

Problem-Based learning (individual and group work)

1. Mixed ability group
 - a. Groups discuss to explain the concept of 'phonological processes' and provide examples.
 - b. Groups brainstorm for ideas to discuss the types of assimilatory process such as labialisation, palatalisation, vowel harmony, nasalisation, that exist in their language.
 - c. Learners in groups give and analyse examples of words that fall under each of the assimilatory processes discussed.
2. Pair work
 - a. Analyse given words and determine the type of assimilatory process that was used (Teacher should provide language related examples)
 - b. Present your work for class discussion.

Teacher should regularly move among students in the class to make sure every learner is involved and to offer the needed help to the different categories of learners when necessary.

Key Assessment: DoK Level 2 – Research Project

1. Describe three assimilatory processes in your language and provide three examples of each of them.
2. Explain the differences between insertion and deletion and give three examples for each in your language of study.

Sample Research Topic

In your community, you have observed that good communication involves listening and taking turns when speaking. Work in a group to

- Research/investigate how people take turns when discussing issues at home or in school.
- Identify good speaking and listening behaviours.
- Prepare and act out a short role-play showing how people use respectful language and take turns to solve a community problem.

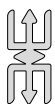
PLC Session 3

45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand.
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

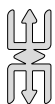
3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).

- a. The key assessment for the week is **research project**. Chat with your app to plan this assessment by reviewing or developing the assessment tasks and rubrics for the research project (NTS 3k-3q)

10 minutes

Content Exploration

4. 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 error teachers (and learners) make 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

5. 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

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

- 8. 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 Indicator: Discuss the phonological processes specific to the language (syllable structure processes)

Recap

Year 1	Week 2 1. Explain the distribution of vowels of the Ghanaian language (e.g., word initial, medial and final). 2. Explain the distribution of consonants of the Ghanaian language (e.g., word initial, medial and final).
Year 2	Week 2 1. Explain the concept of tone focusing on the types (e.g., low, high, mid, rising, fallen, etc.) and functions. 2. Discuss the functions of tone (e.g., grammatical, lexical, dialectical).

FOCAL AREA: PHONOLOGICAL PROCESSES (SYLLABLE STRUCTURE PROCESSES)

Explanation of phonological processes: Phonological processes are predictable patterns of sound substitution that speakers employ to simplify speech. It could also be explained as the set of rules adopted to simplify the pronunciation of a language unit. Phonological processes could be put into the categories syllable structure processes, substitution processes and/or assimilation processes. Each of these is a combination of other processes.

Syllable structure processes in specific languages: The syllable structure processes include epenthesis, deletion, metathesis, among others:

Deletion/Elision: Deletion is a phonological process where certain sounds or segments are omitted from a word in specific contexts to simplify pronunciation. This process can simplify pronunciation and is influenced by various linguistic factors, including ease of articulation and the phonetic environment surrounding the sounds. It frequently occurs in casual speech, where certain sounds may be dropped for efficiency. Deletion can occur in positions in a word, namely initial position, medial position, and final position. It can lead to changes in word forms and affect morphological structures.

Deletion plays a crucial role in understanding language variation and change, as it can reflect social and dialectal influences on speech patterns. Deletion can occur at the different positions in a word.

- At the initial position: It can occur at the initial position when the first consonant or consonant cluster is left off. For example, “toy” becomes “oy”.
- At the medial position: This is where the deletion occurs in the middle of the word. For example, in Akan (Asante Twi), the word “adaworoma” is realised as “adaama” in casual speech
- At the final position: Deletion occurs at the final position of a word especially, borrowed words. For example, “post” becomes “pos”, “risk” as “ris”, etc.

Insertion/ Epenthesis: Insertion refers to a phonological process where a sound is added to a word to facilitate pronunciation or to ensure that the word has a well-formed syllable

structure. The addition of a sound within a word to break up difficult clusters or to facilitate pronunciation. This process can occur at various linguistic levels, affecting how words are formed and pronounced in a given language. Understanding insertion helps in analysing how languages manage phonological structures and adapt to ease of articulation. For example, ‘plate’ becomes ‘pileti’, ‘comfort’ becomes ‘comforto’.

Metathesis: Metathesis is a linguistic phenomenon where the order of sounds or syllables in a word is rearranged, often leading to changes in pronunciation and phonetic shift. This process can occur naturally in the evolution of languages, and it can also influence phonological rules that govern speech patterns. Metathesis often reflects how speakers adapt language for ease of pronunciation or due to cognitive processing, playing a significant role in both individual speech development and language change over time. Examples include common mispronunciations that become accepted in everyday language. For example, “cholera” can be pronounced as “chorela”, “malaria becomes maralia”, “animal becomes aminal” and lasuku becomes lakusu.

Learning Tasks

1. Identify and explain the syllable structure processes the following words have undergone:
 - a. Bucket becoming bokiti
 - b. Task becoming taks
 - c. Post becoming pos

NB: Translators should provide examples of words in the language of study

2. Identify the syllable pattern (V, CV, CVC, etc.) in the following words
 - a. Banana
 - b. Running
 - c. Happiness

NB: Translators should provide examples of words in the language of study

3. Identify the syllable structure patterns in your language.
4. Provide examples of words that illustrate these patterns.

Pedagogical Exemplars

Problem-Based learning (individual and group work)

1. Mixed ability group
 - a. Discuss phonological processes focusing on the types of syllable structure process in the respective Ghanaian Languages (elision, metathesis, epenthesis, etc.).
 - b. Give three examples of each of the process and analyse them.
2. Pair work

Analyse given words and determine the types of syllable structure process that was used and present for discussion [language specific examples should be put here].

Key assessment: DoK Level 3 – Case study

Case Scenario

In your community, you have observed that some spoken words are different from their written form. Collect twenty of such words and investigate the phonological processes involved. (100 marks)

Section 2 Review

This section is to review all the lessons taught in the last two weeks. In this section, learners were given an explanation of some phonological processes in their language. We learnt about assimilatory and syllable structure processes. The various sub-types of the two phonological processes were discussed in detail using appropriate examples. It is expected that after learners have gone through this section, they will demonstrate knowledge and understanding of these phonological processes and apply the knowledge to pronounce words correctly and to read effectively.

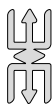
PLC Session 4

45 minutes

Planning & Reviewing the Learning Plan

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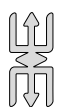
3. Plan the week's key assessment with your app

- a. The key assessment for the week is **case study**. 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

4. 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
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MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 3

1. *The assimilatory processes are labialisation, palatalisation, nasalisation, and vowel harmony.*

3 marks for each description with three examples

2 marks for each description with two examples

1 mark for each description with one example

2. *The key differences are:*

1. Process: Insertion adds, while deletion removes.

2. Effect: Insertion changes the form or meaning, while deletion simplifies or alters pronunciation but does not change the meaning of the words in most cases.

3. Context: Insertion and deletion occur in various linguistic processes, such as morphology, phonology, or syntax.

3 marks for each difference discussed with three examples

2 marks for each difference discussed with two examples

1 mark for each difference discussed with one example

WEEK 4

Scoring key for Case Study: Assimilation in a Ghanaian Language

I. Introduction (10 marks)

1. Background and Context (up to 3 marks)

- a. Clear introduction to the topic of assimilation
- b. Relevance of assimilation in the chosen Ghanaian language

2. Research Question and Objectives (up to 4 marks)

- a. Clear research question
- b. Specific objectives of the case study

3. Significance of the Study (up to 3 marks)

- a. Importance of understanding assimilation in the language
- b. Potential applications or implications

II. Literature Review (15 marks)**1. Theoretical Framework (up to 5 marks)**

- a. Understanding of phonological processes
- b. Application of relevant theories

2. Language-Specific Context (up to 5 marks)

- a. Overview of the chosen Ghanaian language
- b. Existing research on assimilation in the language

3. Critical Analysis (up to 5 marks)

- a. Evaluation of existing literature
- b. Identification of gaps or areas for further research

III. Methodology (15 marks)**1. Data Collection (up to 5 marks)**

- a. Description of data collection methods (e.g., interviews, recordings)
- b. Justification of methods

2. Data Analysis (up to 5 marks)

- a. Description of data analysis techniques
- b. Appropriateness of methods for the research question

3. Limitations (up to 5 marks)

- a. Acknowledgment of potential limitations
- b. Strategies to address limitations

IV. Results and Discussion (25 marks)**1. Presentation of Findings (15 marks)**

- a. Clear presentation of data
- b. Effective use of examples or illustrations

2. Analysis and Interpretation (10 marks)

- a. In-depth analysis of assimilation patterns
- b. Interpretation of findings in the context of existing literature

3. Implications (5 marks)

- a. Discussion of implications for language teaching, learning, or policy

V. Conclusion and Recommendations (25 marks)**1. Summary of Findings (5 marks)**

- a. Clear summary of key findings

2. Conclusion (5 marks)

- a. Effective conclusion that ties together the study

3. Recommendations (10 marks)

- a. Practical recommendations for future research, language teaching, or policy

VI. Organisation, Style, and References (10 marks)

1. Organisation and Coherence (5 marks)

- a. Logical flow and organisation

2. Writing Style (3 marks)

- a. Clarity, concision, and coherence of writing

3. References and Citations (2 marks)

- a. Proper citation and referencing

SECTION 3: TOPIC AND SUPPORTING SENTENCES

Strand: Oral Conversation

Sub-strand: Reading

Learning Outcome: Use the knowledge of identifying topic and supporting sentences to bring out key ideas from texts.

Content Standard: Demonstrate knowledge and understanding of topic sentences and supporting sentences in texts/passages in the Ghanaian languages.

Hint



Conduct the *Mid-Semester Examination* in week 6. It should cover contents taught from Week 1 to 5. Refer to the *Table of Specification and Structure of the Paper* to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

INTRODUCTION AND SECTION SUMMARY

This section is a build-up of the earlier sections on identification of key ideas in years one and two. In this section, learners will revise the concept of main ideas in a text or a discourse. We will progress to discuss topic and supporting sentences and move on to identify them in texts/passages. Knowledge in topic and supporting sentences will help learners to improve their writing and communication skills. It will help them to contribute meaningfully to on-going discourses. Furthermore, it will help learners to decipher between more important ideas and less important ideas-this will help them to summarise passages and enhance their comprehension of discourse. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects such as English, French and other languages. The section equips learners with extended knowledge and functional understanding of language writing and speaking skills. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks and the indicators covered by the section are:

- **Week 5:** Identify topic and supporting sentences in a text.
- **Week 6:** Apply the knowledge of topic and supporting sentences to bring out main ideas from texts.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed in this section comprise of many approaches to teaching Ghanaian language concepts. Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote learner's learning of

concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings and whole class activities including class presentation. These approaches promote the development of critical thinking skills, problem-solving abilities, and effective communication skills. They can also provide opportunities for collaboration, teamwork and leadership. Learners will learn to read passages, listen to discourses and analyse them. For the gifted and talented learners, additional tasks are assigned to them to perform leadership roles as peer-teachers in order to guide classmates to have a deeper understanding of the identification and application of topic and supporting sentences. Teachers are guided to be aware of learners with pronunciation and communication problems and skilfully resolve misconceptions.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of skill building, conceptual understanding and strategic reasoning of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to track learners' comprehension and progression of the Ghanaian language concepts taught. Level 2 skills building questions consist of short essays or oral presentations to evaluate learners' ability to express concepts and practise them. Level 3 strategic reasoning questions are administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of phonological processes. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores and feedback for their accumulative progress.

Indicators	DOK Level	Assessment Strategy and/or Mode
Identify topic and supporting sentences in a text.	2	Questioning
Apply the knowledge of topic and supporting sentences to bring out main ideas from text	3	Mid-Semester Examination

WEEK 5

Learning Indicator: *Identify topic and supporting sentences in a text*

Recap

Year 1	Week 3 1. Apply knowledge of skimming and scanning to read authentic texts and answer comprehension questions. 2. Discuss scanning using the strategies (e.g., movement of eyes or finger, locating words or phrases, etc.).
Year 2	Week 3 1. Identify the main ideas from a conversation. 2. Discuss the main ideas from a conversation.

FOCAL AREA: TOPIC AND SUPPORTING SENTENCES

Explanation of topic sentence: A topic sentence is a sentence that introduces a paragraph by presenting the one topic which is the main idea of the paragraph. The topic sentence should be concise while still making the main idea of the paragraph clear and also stating the point the writer wishes to make about that subject. It should appear in or near the first sentence of the paragraph. Furthermore, it needs to relate back to the thesis of the essay to ensure it is relevant. An example of a **topic sentence for the topic “graduating from a senior high school”** could be “Graduating from a senior high school is important for many different reasons”.

Explanation of supporting sentences:

The supporting sentences of a paragraph develop the main idea presented in the topic sentence. Supporting sentences could be major or minor. The supporting sentences in the paragraph will develop or explain the topic sentence. A supporting sentence is a sentence with information that supports a main idea or claim by presenting facts or evidence. Supporting sentences give a reader detail to understand a main idea, or evidence to show why a claim is true or correct. You will find supporting sentences in the middle of a paragraph – after the topic sentence, and before a concluding sentence or transition. There should usually be two (2) to – four (4) supporting sentences in a paragraph and they should be arranged in a logical order and not begin a new topic or introduce a new idea.

When guiding learners to write supporting sentences, emphasise the importance of a clear connection between each supporting sentence and the topic sentence. The use of transition words and phrases can help make these connections explicit. Encourage the inclusion of only relevant information, taking into account the reader’s level of understanding. Supporting ideas should build on one another, with each sentence contributing to the overall development of the paragraph.

Example of supporting sentences for this main idea: *Modern vehicles are powered by combustion engines.*

The following supporting sentences can be used to explain this idea to readers:

1. A combustion engine is an engine that burns fuel to create power.

2. The combustion engine replaced horses because they are more powerful and easier to maintain.
3. Combustion engines allow us to travel quickly and safely in the comfort of our own cars and trucks.

Each of these sentences supports the main idea by giving the reader information or context to help understand the writer's focus. A writer can use any of the three supporting sentences. Choosing the best supporting sentence depends on what the writer is trying to achieve in the paragraph.

Identification of topic and supporting sentences in texts. To identify the topic and supporting sentences in texts, consider the features of each of them in the passage.

Learning Tasks

1. Explain the difference between topic sentence and supporting sentence.
2. (a) Read all the supporting details in the paragraph below and think about the ideas they discuss.
(b) Write a topic sentence for the paragraph below.

Thinking about the 1990s brings back fond memories for me about TV shows. *During the 1990s, I really enjoyed watching Akan drama on GTV every Sunday night. I really liked how Adadzewa acted out her roles – I am sure anybody who watched it at the time like her too. Adadzewa's roles were very fascinating and added a lot of suspense to the drama. I remember all the acts and scenes Adadzewa and the other cast starred in. It pains me that Akan drama is not popular anymore, but it was one of the most popular TV shows for most Ghanaians at the time.*

3. Explain your reason for what you have written as the topic sentence.

Pedagogical Exemplars

Talking for learning approaches

1. Whole class discussion

Discuss topic and supporting sentences.

2. Mixed ability group
 - a. Read a text selected from any of these themes, cultural values, technology, medicine, transportation, etc.
 - b. Identify the topic sentence in the text.
 - c. Identify the supporting sentences in the text.
 - d. Make a presentation to the class for discussion.

Teacher should regularly circulate in the class to make sure every learner is involved and to offer the needed help to the different categories of learners when necessary. Provide additional support for learners with SEND especially for those who may have speech difficulties.

Key Assessment: DoK Level 3 – Questioning

1. Read the text below and identify the topic sentence and the supporting sentences in it. (4 marks)

Ghana's biodiversity is facing threats from deforestation, pollution and climate change. As a nation, we must take action to protect our forests, wildlife and water resources. By adopting sustainable practices, such as planting trees, reducing waste and conserving water, we can help preserve Ghana's natural beauty for future generations. Every small effort counts and collective action can make a significant difference in safeguarding our environment.

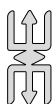
2. What do you think the topic of the essay containing the paragraph above was? (1 mark)
3. Explain three ways by which supporting sentences contribute to the development of the topic sentence. (3 marks)
4. Construct a paragraph on the theme 'education is the key to unlock the doors of success' and identify the topic sentence and supporting sentences in the paragraph. Circle the topic sentence and underline all the supporting sentences. (7 marks)

PLC Session 5

45 minutes
Planning & Reviewing the Learning Plan

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Note

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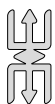
3. Plan the week's key assessment with your app

- a. The key assessment for the week is **questioning**. 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

4. 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)
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30 minutes

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WEEK 6

Learning Indicator: *Apply the knowledge of topic and supporting sentences to bring out main ideas from text*

Recap

Year 1	Week 3 1. Apply knowledge of skimming and scanning to read authentic texts and answer comprehension questions. 2. Discuss scanning using the strategies (e.g., movement of eyes or finger, locating words or phrases, etc.).
Year 2	Week 3 1. Identify the main ideas from conversation. 2. Discuss the main ideas from a conversation.

FOCAL AREA: TOPIC AND SUPPORTING SENTENCES

Explanation of main ideas in a text: The main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing or idea (the topic)? The main idea can be located in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea.

Identification of topic and supporting sentences in texts. To identify the topic and supporting sentences in texts, consider the features of each of them in the passage.

Learning Tasks

1. Revise the notes on topic sentence and supporting sentences by reading and discussing them.
2. Explain three factors to consider when identifying topic sentence in texts.
3. Explain three factors to consider when identifying supporting sentences in texts.

Pedagogical exemplars

1. Talking for learning approaches: Whole class discussion:
 - a. Revise the explanation of topic and supporting sentences.
 - b. Discuss the meaning of main ideas in a text.
2. Mixed ability group:
 - a. Read and analyse the passage below based on your knowledge of topic and supporting sentences. Identify the main idea, the topic sentence and the supporting sentences.

Historically, several factors have influenced the music of ethnic groups in Ghana. The music has been influenced by language, the environment, a variety of cultures, politics, and population movement, all of which are intermingled. Each ethnic society evolved in a different area of the nation. This means that people from the various ethnic groups eat different foods, face different weather conditions and come in contact with people of different ethnicity. Each group moved at different rates and to different places than others, and thus each was influenced by different people and circumstances. Furthermore, each society did not necessarily operate under the same government, which also significantly influenced their musical styles. These and other factors seemingly have influenced the musical traditions in Ghana.

Source: 'Indigenous Musical Culture in Ghana: A Contemporary Perspective'
Dr Akosua Elebi, 2015 (THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES Vol. 3, Issue 7)

- b. Make a presentation for discussion.

Key Assessment: DoK Level 3 – Class Exercise

1. Read the text below and identify the main ideas. (2 marks)

A well-organised paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That's why it's often best to put the topic sentence at the very beginning of the paragraph. In some cases, however, it's more effective to place another sentence before the topic sentence—for example, a sentence linking the current paragraph to the previous one, or one providing background information.

Although most paragraphs should have a topic sentence, there are a few situations when a paragraph might not need a topic sentence. For example, you might be able to omit a topic sentence in a paragraph that narrates a series of events, if a paragraph continues developing an idea that you introduced (with a topic sentence) in the previous paragraph, or if all the sentences and details in a paragraph clearly refer—perhaps indirectly—to a main point. The vast majority of your paragraphs, however, should have a topic sentence.

2. Explain how you determine the main ideas. (4 marks)
3. Explain how supporting sentences help to develop the main idea of a text. (4 marks)

Structure for Mid-Semester Examination

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

Structure of the Mid-Semester Examination

Section A: Multiple-Choice Questions = 20 questions

Section B: Passage – 1 Question

Section C: Essay Question – 1 Question

Table of specification for item construction for section A and B

Week	Focal area	Types of questions	DoK Levels				Total
			1	2	3	4	
1	Appropriate registers for conversation	MCQs	2	1	-		3
		ESSAY	-	-	1		1
2	Turn taking Topical issues	MCQs	1	2	2		5
		ESSAY	-	-	-		
3	Phonological processes (Assimilatory processes)	MCQs	-	2	1		3
		ESSAY	-	-	-		
4	Phonological processes (Syllable structure processes)	MCQs	3	1	1		5
		ESSAY					
5	Topic and supporting sentences	MCQs		2	2		4
		Passage			1		1
		Total	6	8	8		22

Section 3 Review

This section discussed topic sentence and supporting sentences. In this section, we learned what topic sentence and supporting sentences are, their features and how to identify them in passages and by extension, how to write them. We applied the knowledge to paragraphs and identified the topic sentence and the supporting sentences. It is expected that after learners have gone through this section, they will demonstrate knowledge and understanding of topic and supporting sentences to bring out main ideas from texts. They will also improve their writing, speaking, reading and reasoning skills.

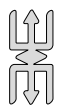
PLC Session 6

45 minutes
Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand.
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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

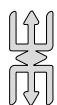
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. 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

4. 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 error teachers (and learners) make 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

5. 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

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 5

Answers

1. *The topic sentence is*
 - a) *'Ghana's biodiversity is facing threats from deforestation, pollution and climate change'*
- 1 mark

The supporting sentences are

- a. *As a nation, we must take action to protect our forests, wildlife and water resources.*
- b. *By adopting sustainable practices, such as planting trees, reducing waste and conserving water, we can help preserve Ghana's natural beauty for future generations.*
- c. *Every small effort counts and collective action can make a significant difference in safeguarding our environment.*

1 mark for each supporting sentence identified

2. *The topic of the passage is*

'Environmental conservation in Ghana' - 1 mark (Any other topic given that is close to the passage - 1/2 mark)

3. *Supporting sentences help in developing the topic sentence in the following ways:*
 - a. *Providing evidence*

- b. *Explaining and elaborating*
- c. *Building coherence*
- d. *Strengthening argument*
- e. *Enhancing clarity*
- f. *Building credibility*

1 mark each.

Any three of the above - 3 marks

Any two of the above - 2 marks

Any one of the above - 1 mark

4. Here is a sample paragraph with topic and supporting sentence highlighted yellow and supporting sentences highlighted green.

Education is the key to unlocking individual and national potential. (Topic sentence)

In Ghana, education empowers people with knowledge, skills, and critical thinking, enabling them to contribute to the country's development. By investing in education, Ghanaians can break cycles of poverty, improve their socio-economic status and build a brighter future for themselves and their communities. Education is a vital tool for personal growth and national progress. (Supporting sentences)

Indicating the topic sentence - 1 mark

Indicating the supporting sentences - 3 marks

Up to three additional marks can be awarded for style, grammar and vocabulary.

3 marks – Varied vocabulary, appropriate register, a few minor grammatical errors.

2 marks – Some variety of vocabulary, generally appropriate register, some minor and a few major grammatical errors.

1 mark – Repetitive, register not always appropriate, frequent minor/major errors.

WEEK 6

1. Main ideas are
 - a) A well-organised paragraph typically supports a single controlling idea.
 - b) Topic sentence is essential for every paragraph.

a. Identifying the main ideas - 1 mark for each = 2 marks
2. In determining the main idea of a text the following are used: reading the title, identifying the topic sentence, looking for repeated ideas, identifying key words and phrases and summarising the text. 4 marks
 - a. Giving all four skills - 4 marks
 - b. Giving three skills - 3 marks
 - c. Giving two skills - 2 marks
 - d. Giving one skill - 1 mark

- 3.** *Supporting sentences do the following: provide evidence, explain and elaborate, build a stronger argument and enhance coherence. 4 marks each*
- a.** *4 marks if all four points feature in the explanation.*
 - b.** *3 marks if three points feature in the explanation.*
 - c.** *2 marks if two points feature in the explanation.*
 - d.** *1 mark if one point features in the explanation.*

SECTION 4: WORD FORMATION PROCESSES

Strand: Language and Usage

Sub-Strand: Rules of Writing a Ghanaian Language

Learning Outcome: Apply the knowledge of word formation to form new words.

Content Standard: Demonstrate understanding of word formation processes in the Ghanaian language.

INTRODUCTION AND SECTION SUMMARY

In this section, learners will be introduced to the word formation processes in their respective Ghanaian Language of study. First, they will learn about the concept of word formation and the importance of word formation in the study of Ghanaian language. They will then be introduced to some word formation processes before focusing on the word formation processes applicable to the language of study. This knowledge will help learners identify unfamiliar words easily and determine the Ghanaian language to which the word belongs.

The weeks and the indicators covered by the section are:

- **Week 7:** Discuss the various processes of word formation (borrowing, reduplication, coinage, etc.)
- **Week 8:** Use the various processes of word formation to form new words

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers are expected to use problem-based learning, group work and whole class activities to teach this sub strand. Another pedagogy teachers are supposed to use is building on what others say. Here learners should be asked to offer constructive critique on their classmates' answers or ideas. The teacher should lead learners to discuss the concept word formation processes. The learners are to discuss the word formation types and give examples in their Ghanaian language of study. The teacher can guide students to spot patterns in their language of study. The learner can use these ideas to form meaningful words in the Ghanaian Language of study and to proof-read their own work.

ASSESSMENT SUMMARY

This section covers weeks 7 and 8. Each has its own key assessment level and sample questions. For week 7 the key assessment focuses on DoK level 2 which requires learners to demonstrate understanding of a concept by using the knowledge gained to answer questions. Week 8 assessment focuses on DoK level 4 where learners should demonstrate advanced cognitive skills, creativity and problem-solving abilities to solve a problem.

Indicators	DOK Level	Assessment Strategy and/or Mode
Discuss the various processes of word formation (borrowing, reduplication, coinage, etc.)	3	<i>Class Exercise</i>
Use the various processes of word formation to form new words	4	<i>Portfolio</i>

WEEK 7

Learning Indicator: Discuss the various processes of word formation (borrowing, reduplication, coinage, etc.)

Recap

Year 2	Week 5: Explore the use of affixes in Ghanaian languages
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FOCAL AREA: WORD FORMATION PROCESSES

What are word formation processes: Word formation processes refer to the ways in which new words are created in a language. These processes involve modifying existing words or combining them to form new meaningful words with different meanings and functions.

Types of word formation processes

- a. **Derivation:** Affixes are added to existing words to create new words. Prefixes are affixes that are added before the base. Suffixes are added after the base. An infix is inserted within the base and a circumfix is inserted around the base.

Here are some examples:

Unhappy (un + happy)

Happiness (happy +ness)

NB: Languages should provide examples in the language of study.

- b. **Compounding:** Two or more words are combined to form a new word.

Examples

bookshelf (book+shelf), toothbrush (tooth + brush), greenhouse (green + house), etc.

NB: Languages should provide examples in the language of study.

- c. **Blending:** combining parts of two words to form a new word.

Examples

brunch (breakfast + lunch), smog (smoke + fog).

NB: Languages should provide examples in the language of study.

- d. **Clipping:** the situation where a word is shortened to form a new word.

Examples

phone (telephone), ad (advertisement), etc.

NB: Languages should provide examples in the language of study.

- e. **Conversion:** Changing the class of a word without changing its form.

Examples

run (verb), run (noun), light (adjective) light (verb), etc.

NB: Languages should provide examples in the language of study.

- f. **Acronym:** Forming a new word from the initial letters of a phrase.

Examples

NASA (National Aeronautics and Space Administration), SCUBA (Self-Contained Underwater Breathing Apparatus), etc.

NB: Languages should provide examples in the language of study.

- g. **Back formation:** Removing part of a word to form a new word.

Examples

edit (from editor), burgle (from burglar), etc. NB: Languages should provide examples in the language of study.

NB: Ghanaian language teachers should teach the types of word formation processes that are relevant to the language of study.

Importance of word formation processes

Word formation processes are essential for languages to adapt and evolve. They allow speakers to create new words to describe new concepts, technologies and ideas making language more expressive and dynamic.

By understanding word formation processes you can better appreciate the structure and creativity of language.

Learning Tasks

1. Define word formation process as a concept
2. Select the word formation processes applicable to the language of study and indicate why.
3. Discuss the importance of word formation processes in the study of Ghanaian languages.

Pedagogical Exemplars

1. Problem-Based Learning: Whole class activity
 - Discuss the processes of word formation (borrowing, reduplication, coinage, etc.).
 - Provide examples.
 - Present your work.

Key Assessment: DoK Level 3 – Class Exercise

1. Describe the word formation processes below (8 marks)
 - a. borrowing
 - b. reduplication

- c. coinage
 - d. compounding
 - e. blending
 - f. back-forming
 - g. clipping
 - h. affixation
2. With five examples, discuss a word formation process that is relevant to your language. (5 marks)
 3. Discuss three reasons why word formation processes are significant in your language. (3 marks)
 4. Using your answers to questions two and three, compare word formation processes in your language of study with another language (Ghanaian language or otherwise) (8 marks)

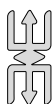
PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

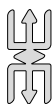
3. Plan the week's key assessment with your app

- 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 presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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 error teachers (and learners) make 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

5. 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

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

- 8. 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 8

Learning Indicator: Use the various processes of word formation to form new words

Recap

Year 2	Week 5: Explore the use of affixes in Ghanaian languages
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FOCAL AREA: FORMATION OF NEW WORDS

Revise the content in week 7

Learning Tasks

1. Use your idea of word formation processes to form new words – be creative!
2. Use the words to form meaningful sentences.
3. Make a presentation for class discussion.

Pedagogical Exemplars

1. Building on what others say: Whole class activity:
 - Brainstorm the various processes of word formation.
 - Pair work: Use the knowledge acquired from the word formation processes to form new words.

Share new words with the class for discussion

- Teacher provides list of words and asks students to identify which are from their language of study based on their knowledge of word-formation processes

Key Assessment: DoK Level 4 - Portfolio

Create a linguistic portfolio that assesses how word formation processes have played a part in forming new words in your language.

Section 4 Review

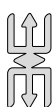
This section covers word formation processes. Learners were taught the word formation processes in general and then focused on the word formation processes relevant to the Ghanaian language of study. This enabled learners to determine which words in a discourse are not from the vocabulary inventory of their Ghanaian language of study. Learners are expected to understand the concept and give examples of words in the Ghanaian language of study that fall under each of the word formation processes.

PLC Session 8

45 minutes Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
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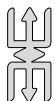
Note

- 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.

3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **portfolio**. 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

4. 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)
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 - d. highlight the most common error teachers (and learners) make 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?
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30 minutes

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 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
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5 minutes

Reflection

6. 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).
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8. 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.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 7

1. Describing each word formation process (e.g., borrowing, reduplication, coinage, compounding, blending, back-forming, clipping, affixation) - 1 mark each
2. Giving five examples - 5 marks,
 - Giving four examples - 4 marks

- Giving three examples - 3 marks
 - Giving two examples - 2 marks
 - Giving one example - 1 mark
3. Possible reasons: Understanding language structure, language documentation, language teaching and learning and lexical expansion
- Discussing three reasons - 3 marks
 - Discussing two reasons - 2 marks
 - Discussing one reason - 1 mark
4. 7-8 marks: A very detailed answer giving three or more examples in each language and suggesting similarities and differences in how and why words are formed and how these processes are significant to each language.
- 5-6 marks: A detailed answer giving two or more examples in each language and suggesting similarities or differences in how and why words are formed. Some mention of how these processes are significant to each language.
- 3-4 marks: Answer gives several examples but some may not be appropriate. Suggests similarities or differences in how words are formed. Little or no mention in how processes are significant.
- 1-2 marks: Answer lacks clarity and shows little understanding of how word formation processes are applied to other languages. Some appropriate examples given in Ghanaian language of study.

WEEK 8

Sample Marking Scheme for Portfolio Assessment

I. Content (40)

1. Relevance and Depth (15):
 - a. How well do the portfolio entries address the topic?
 - b. Is the content insightful and thoughtfully presented?
2. Organisation and Structure (10):
 - a. Is the portfolio well-organised and easy to navigate?
 - b. Are the entries logically sequenced?
3. Knowledge and Understanding (10):
 - a. Does the portfolio demonstrate a clear understanding of the subject matter?
4. Critical Thinking and Analysis (5):
 - Does the portfolio show evidence of critical thinking and analysis?

II. Presentation and Creativity (30)

1. Visual Appeal and Design (15):

- a. *Is the portfolio visually appealing and well-designed?*
- 2. *Clarity and Coherence (10):*
 - a. *Is the writing clear, concise, and free of errors?*
- 3. *Creativity and Originality (5):*
 - a. *Does the portfolio showcase creativity and originality in presentation?*

Reflection and Self-Assessment (30)

- 1. *Reflection on Learning (15):*
 - a. *Does the portfolio include thoughtful reflections on learning experiences?*

Additional Criteria (15)

- a. *Timeliness and Submission (Consider punctuality and adherence to submission guidelines)*

SECTION 5: THE SENTENCE

Strand: Language and Usage

Sub-Strand: Lexis and Structure

Learning Outcome: Analyse the components and types of sentences.

Content Standard: Demonstrate knowledge and understanding of the components and types of sentences.

INTRODUCTION AND SECTION SUMMARY

In this section, learners will be introduced to the sentence structure of the respective Ghanaian language. They will analyse the sentence and divide it into its components and determine the type of sentence they have constructed. This knowledge will help learners select appropriate sentences in their everyday discourse and in writing long essays.

The weeks and the indicators covered by the section are:

- **Week 9:** Discuss the various components of sentence (e.g., phrases and clauses)
- **Week 10:** Discuss the types of sentences
- **Week 11:** Analyse the types of sentences according to function.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers are expected to use problem-based learning, group work and whole class activities to teach this sub strand. In groups to begin with learners are to construct sentences, then analyse the sentences and determine the components of each of the sentences. The groups will make a presentation for discussion. Individual learners will also construct sentences and break them into components. The individual will also make a presentation for discussion. The teacher should encourage learners to accept each other's explanations and ask questions for clarification.

ASSESSMENT SUMMARY

The section covers weeks 9, 10 and 11. Each has its own key assessment. For week 9 the key assessment focuses on DoK level 2, week 10 assessment focuses on DoK level 4 and in week 11, the focus will be on DoK level 3. These DoK levels require learners to demonstrate advanced cognitive skills, creativity and problem-solving abilities. They are also expected to exhibit extended thinking, complex problem-solving and abstract reasoning skills.

Indicators	DOK Level	Assessment Strategy and/or Mode
Discuss the various components of sentence (e.g., phrases and clauses)	2	Class exercise

Discuss the types of sentences	4	<i>Class exercise/</i>
Analyse the types of sentences according to function.	3	<i>Homework</i>

WEEK 9

Learning Indicator: Discuss the various components of sentence (e.g., phrases and clauses)

Recap

Year 1	Week 10: Construct sentences considering the rules of writing nouns and pronouns
Year 2	Week 6: Construct sentences with the types of conjunctions in a Ghanaian language

FOCAL AREA: THE SENTENCE AND ITS COMPONENTS

Sentence: A sentence is a unit of language that expresses a complete thought or idea. It typically consists of a group of words that are grammatically related and carries a meaningful message.

Key characteristics of a sentence

- Complete thought:** A sentence expresses a complete thought or an idea.
- Grammatical structure:** A sentence follows a specific grammatical structure, such as subject-verb-object (SVO).
- Punctuation:** A sentence is usually marked by a punctuation mark such as a full-stop (.), question mark (?), or an exclamation mark (!).

Types of sentences

- Declarative sentence:** A sentence that states a fact or assertion. This type of sentence ends with a full-stop. An example is 'The sky is blue.'
- Interrogative sentence:** A sentence type that asks a question. This type of sentence always ends with a question mark. An example is 'who is in the room?'
- Imperative sentence:** A sentence type that gives a command or instruction. An example is 'Close the door.'
- Exclamatory sentence:** A sentence type that expresses strong emotion or emphasis. An example is 'What a beautiful day!' This type of sentence ends with an exclamation mark.

Components of a sentence: A sentence typically consists of several components that work together to convey a meaningful message. Here are some of the components of a sentence:

- Subject:** The subject of the sentence is the noun or pronoun or the noun phrase that the sentence is all about. It is the person, place, thing or idea that performs the action described in the sentence. **For example: The tall man bought a green covered book.**
- Verb:** The verb is the action or state of being that is described in the sentence. It is the word that tells us what the subject is doing or what is happening to the subject. What did the subject do in (a)? The subject bought ...

- c. **Object:** The object is the noun or pronoun that receives the action of the verb. There are two types of objects, these are the direct object and the indirect object. What did the subject in (a) buy?... a book.

The direct object receives the direct action of the verb (e.g., She threw the money.). The indirect object receives the indirect (linked with a preposition) action of the verb (e.g., He gave the pencil to her.)

- d. **Modifier:** Modifiers are words that provide additional information about the subject, verb or object. They can describe, quantify or specify the meaning of other words in the sentence. Which type of book did the subject buy? A green covered...
- e. **Complement:** A complement is a word or phrase that completes the meaning of a sentence. It can be a noun, adjective or phrase that provides more information about the subject or object. For a example, Kofi is handsome, is a subject complement.

Example: Break down the following sentence into components.

'The big blue car drove up the street.'

Subject: The big blue car

Verb: drove

Object: None (in this case the sentence has no direct object)

Modifier: big, blue (giving more meaning to the subject)

Complement: up the street (it provides more information about the verb)

If you understand the components of a sentence, you will be able to analyse and construct good, effective and meaningful sentences to convey your message clearly.

Phrase: A phrase is a group of words that function as a unit in a sentence but does not have a subject-verb combination that would make it a complete sentence. Phrases can act as nouns, adjectives or adverbs adding detail and complexity to a sentence.

Types of phrases

- Noun phrase:** Acts like a noun in a sentence. Examples are: 'man', 'a bucket' 'The big dog,' 'A cup of tea'
- Verb phrase:** Acts like a verb. Examples are: 'comes', 'is running,' 'will have eaten'
- Adjective phrase:** Modifies a noun. Examples are 'big', 'black' 'full of life,' 'very happy'
- Adverb phrase:** Modifies a verb, adjective or another adverb. Examples are 'very quickly,' 'in the morning', 'Asesewa market', 'three o'clock,'
- Prepositional phrase:** Begins with a preposition and modifies a noun or verb. Examples are 'under the table,' 'with great enthusiasm'

Clauses

A clause is a group of words that contains a subject and a predicate (verb). It's a fundamental unit of a sentence structure that expresses a complete or incomplete thought.

Types of Clauses

1. **Independent Clause:** A clause that has a subject and a verb, expressing a complete thought. It can stand alone as a sentence.

Examples

“I went to the store.”

“She ate breakfast.”

2. **Dependent Clause:** A clause that has a subject and a verb but doesn’t express a complete thought. It can’t stand alone as a sentence.

Examples

“Because I forgot my lunch” (needs an independent clause to complete the thought)

“Although it was raining” (needs an independent clause to complete the thought)

Examples of Clauses in Sentences

1. **Simple Sentence:** One independent clause.

Example: “I like ice cream.”

2. **Compound Sentence:** Two or more independent clauses joined by a conjunction.

Example: “I like ice cream, and my sister likes cake.”

3. **Complex Sentence** One independent clause and one or more dependent clauses.

Example: “I went to the store because I needed milk.”

4. **Compound-Complex Sentence:** Multiple independent clauses and one or more dependent clauses.

Example: “I went to the store because I needed milk, and my sister came with me.”

Importance of Clauses

Clauses help to:

1. Express complex thoughts: They allow for more nuanced and detailed expressions.
2. Create varied sentence structures: They enable writers and speakers to convey different tones and styles.
3. Convey relationships: They show relationships between ideas and events.

By understanding clauses, you can improve your writing and speaking skills and communicate more effectively.

Learning Tasks

1. Describe the characteristics of a sentence.
2. Give an example of a simple sentence, compound sentence, complex sentence and complex-compound sentence.
3. Make a presentation of your ideas for discussion.

Pedagogical Exemplars

1. Problem-Based learning: Whole class activity

Discuss the concept of a sentence.

- Pair work:

Pairs work together to define and discuss the sentence and its parts with examples.

Whole class works together to discuss the phrase and the clause and their types.

Key Assessment: DoK Level 2 - Class Exercise

1. Explain *exactly* what a sentence is. 4 marks
2. Explain 5 differences between a phrase and a clause. Clarify each difference with an example. 10 marks
3. Break the following sentences down into their various components. [examples in your Ghanaian languages]. 3 marks
 - a. Tsɔɔlb le ye omɔ.
 - b. Tikyani no dii emo.
 - c. Kyerɛkyerɛnyi no dzii mo.
 - d. Amaki ye ma ku.

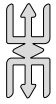
PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

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

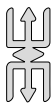
- The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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

- 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 the problem individually for 3–4 minutes
- the group then works through it together the problem, step by step
- highlight the most common error teachers (and learners) make 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

5. 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?

iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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 10

Learning Indicator: *Discuss the types of sentences*

Recap

Year 1	Week 10: Construct sentences considering the rules of writing nouns and pronouns
Year 2	Week 6: Construct sentences with the types of conjunctions in a Ghanaian language

FOCAL AREA: TYPES OF SENTENCES

1. The concept of sentences
2. Simple sentence
3. Compound sentence
4. Complex sentence

Sentence: A sentence is a unit of language that expresses a complete thought or idea. It typically consists of a group of words that are grammatically related and carries a meaningful message.

Types of sentences

- a. Simple sentence:** A sentence that has one independent clause with a subject and a verb. It expresses a complete thought. Examples are 'The boy runs.' 'He eats lunch.'
- b. Compound sentence:** A sentence type that contains two or more independent clauses joined by a conjunction) such as and, but, or., nor, for, so, yet). asks a question. Examples are 'I love reading books, and my father loves watching movies.' 'She went to the store, but she forgot to buy bread.'
- c. Complex sentence:** A sentence type that has one main or independent clause and one or more dependent clauses. Examples are 'I went to the store because I needed sugar.' (the dependent clause is because I needed sugar). 'Although it was raining, we still went to the park.' (the dependent clause is although it was raining).

Learning Tasks

1. Identify the type of sentence for each of the following
 - a) The sun rises over the savannah in Ghana.
 - b) I love reading books, and my favourite author is Ama Ata Aidoo.
 - c) Because Ghana is a beautiful country, many tourists visit every year.
2. Construct sentences according to the specified type:
 - a) Simple sentence about a Ghanaian food.
 - b) Compound sentence about two Ghanaian festivals.
 - c) Complex sentence about the benefits of education in Ghana.
3. Analyse the following sentences and identify their structures
 - a) Ghana is a country in West Africa, and it has a rich cultural heritage.

- b) Although it is raining, the farmers are still working in the fields.
- c) The High Court is located in Accra.
- 4. Transform the following simple sentences into compound or complex sentences
 - a) Ghana is a beautiful country.
 - b) The students are studying hard for their exams.

Pedagogical Exemplars

Whole class activity

- Class discusses types of sentences (simple, compound and complex)
- Individuals write examples of the types of sentences (simple, compound and complex)

Learners identify the types of sentences used in a given text.

Key Assessment: DoK Level 4 - Class Exercise

Read the passage below and identify the different sentence types (simple, compound, complex) used by the author.

Many students use the internet daily. They use it for their studies and to talk to their friends. However, is it healthy? Some education experts believe that young people are too reliant on the internet. They think that students who choose to research using books or journals are more successful due to the cognitive processes reading involves. Do you agree? (3 marks)

1. Analyse how the types of sentences contribute to the overall meaning of the passage. (6 marks)
2. Apply your knowledge to form three examples of each of the following sentence types. (9 marks)
 - a. Simple sentence
 - b. Compound sentence
 - c. Complex sentence

PLC Session 10

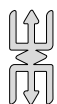
45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

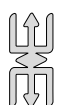
3. Plan the week's key assessment with your app

- 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 presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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 error teachers (and learners) make 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

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-lg, 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**

- 6. 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).
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WEEK 11

Learning Indicator: Analyse the types of sentences according to function

Recap

Year 1	Week 10: Construct sentences considering the rules of writing nouns and pronouns
Year 2	Week 6: Construct sentences with the types of conjunctions in a Ghanaian language

FOCAL AREA: TYPES OF SENTENCES

1. Declarative (statement)
2. Interrogative (question)
3. Imperative (command)

Sentence: A sentence is a unit of language that expresses a complete thought or idea. It typically consists of a group of words that are grammatically related and carries a meaningful message.

Key characteristics of a sentence

- i. Complete thought: a sentence expresses a complete thought or an idea.
- ii. Grammatical structure: a sentence follows a specific grammatical structure, such as subject-verb-object (SVO).
- iii. Punctuation: a sentence is usually marked by a punctuation mark such as a full-stop (.), question mark (?), or an exclamation mark (!).

Types of sentences

- a. Declarative sentence: A sentence that states a fact or assertion. This type of sentence ends with a period. An example is 'The sky is blue.'
- b. Interrogative sentence: A sentence type that asks a question. This type of sentence always ends with a question mark. An example is 'who is in the room?'
- c. Imperative sentence: A sentence type that gives a command or instruction. It may end with an exclamation mark. For example, 'Go!', 'Close the door.'

Learning Tasks

1. Identify the sentence type (declarative, interrogative and imperative) for each of the following:
 - a. What is the capital of Ghana?
 - b. Close the door, please.
 - c. The sun shines over Greater Accra in Ghana.
2. Construct sentences according to the specified type:
 - a. Declarative sentence about the culture of Ghana.
 - b. Interrogative sentence about a Ghanaian historical figure.

- c. Imperative sentence about helping others.
3. Transform the given sentences into the type of sentence specified in the brackets:
- Ghana is a beautiful country. (interrogative)
 - What is the name of Ghana's president? (declarative)
 - I need some help. (imperative)
4. Classify the types of sentences below, then give one of your own examples for each type.
- What time is it?
 - Go to bed!
 - The house is quite small.

Pedagogical Exemplars

Pair work activity:

- Pairs work together to discuss the functions of sentences and their features.
- Pairs provide examples of the functions of the sentences.
- Learners provide their own examples of each type of sentence.

Key Assessment: Level 3 - Homework

- Define the difference between the following types of sentences: declarative, imperative, and interrogative, and construct an example for each. (6 marks)
- Categorise the following sentences under their functions and explain how the sentence structure, punctuation and wording contribute to its function. [Other languages should add on]
 - Ekɔm de me.
 - M'enyiwa agye.
 - Ereda a?
 - Amele baaye nii.
 - Tsena ase!
 - Mɛɛbe obaaba?
 - Maba wɔɔ
 - Kaata stoovu le he.
 - W'ani yɛ wo ya?

Section 5 Review

This section discusses sentences and their types. The types were categorised under function and structure. The understanding of this section will help learners construct good sentences when writing essays or having verbal discussions. This will make learners more fluent in the

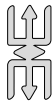
Ghanaian language of study. This does not pertain to Ghanaian language only but to English language and other language subjects like French and Arabic.

PLC Session 11

45 minutes Planning & Reviewing the Learning Plan

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Note

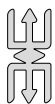
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
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3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes Content Exploration

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30 minutes

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5 minutes

Reflection

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MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 9

Marking scheme

1. Explaining a sentence (*A sentence is a group of **words** that expresses a **complete thought**. It typically consists of a **subject** and an **object***).

- a. 4 marks if four key words are used
- b. 3 marks if three key words are used
- c. 2 marks if two key words are used
- d. 1 mark if one key word is used.

2. Phrases vs. Clauses: Key Differences

Award 1 mark for each difference outlined and 1 mark for the accompanying example.

1. **Structure**

Phrase: A group of words without a subject-verb combination (e.g., in the park).

Clause: A group of words with a subject-verb combination (e.g., I played soccer).

2. **Completeness**

Phrase: Doesn't express a complete thought (e.g., under the bridge).

Clause: Can express a complete thought (e.g., She laughed).

3. **Function**

Phrase: Functions as a single part of speech (e.g., very happy as an adjective phrase).

Clause: Can stand alone as a sentence or function as part of a larger sentence (e.g., I will see you tomorrow).

4. **Independence**

Phrase: Dependent; cannot stand alone as a complete sentence (e.g., very serious).

Clause: Can be independent (e.g., I went home) or dependent (e.g., because I was tired).

5. **Meaning**

Phrase: Provides additional information but lacks a complete thought (e.g., in the morning).

Clause: Conveys a more complete idea with a subject and predicate (e.g., I will see you in the morning).

- a. 3. Award 1 mark for each sentence correctly broken down into its components.

WEEK 10 (18 marks)

1.
 - a. Identifying the three sentence types from the passage - 3 marks
 - b. Identifying two sentence types from the passage- 2 marks
 - c. Identifying one sentence type from the passage- 1 mark
2. An example of an explanation of the contribution of a sentence type could be as follows:
3. "Simple sentences are used to introduce the text to give a punchy introduction that immediately grabs the reader's attention. Clear facts are stated"

4. a. *Explaining the contribution of the three sentence types to the overall meaning of the passage 5-6 marks*
- b. *Explaining the contribution of two sentence types to the overall meaning of the passage – 3-4 marks*

Explaining the contribution of one sentence type to the overall meaning of the passage – 1-2 marks3.

- a. *Simple sentence*
 - i. *3 marks if three examples are given correctly*
 - ii. *2 marks if two examples are given correctly*
 - iii. *1 mark if one example is given correctly.*
- b. *Compound sentence*
 - i. *3 marks if three examples are given correctly*
 - ii. *2 marks if two examples are given correctly*
 - iii. *1 mark if one example is given correctly*
- c. *Complex*
 - i. *3 marks if three examples are given correctly*
 - ii. *2 marks if two examples are given correctly*
 - iii. *1 mark if one example is given correctly*

NB: *End of semester exams will be written using content from weeks 1-10.*

WEEK 11 (16 marks)

1. *Award 1 mark for each difference/definition stated and 1 mark for the accompanying example. (6 marks)*
2. *Award 1 mark for each sentence correctly categorised with a brief explanation e.g. It's interrogative sentence because there is a question mark (10 marks)*

SECTION 6: READING AND TRANSLATION

Strand: Language and Usage

Sub-Strand: Text Composition

Learning Outcome: Use the knowledge of skimming and scanning to summarise a passage

Content Standard: Demonstrate knowledge and understanding of summary writing

Strand: Language and Usage

Sub-Strand: Interpretation and Translation

Learning Outcome: Apply the knowledge of the types and rules of translation to translate texts.

Content Standard: Demonstrate knowledge and understanding in the translation of a discourse.

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 to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

INTRODUCTION AND SECTION SUMMARY

This section focuses the discussion on the use of skimming and scanning techniques to summarise long passages. Learners will be taken through the strategies for effectively skimming and scanning in order to identify main ideas and general information in passages. They will then use the idea of skimming and scanning to summarise passages. Learners will also be taken through skills in translation. They will be made to translate words, phrases, clauses, sentences and passages from English language into the various Ghanaian languages. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects and disciplines such as English and other subjects. The section equips learners with extended knowledge and functional understanding of skimming and scanning for effective summary writing. It also equips learners with the requisite skills for doing an effective translation. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks and the indicators covered by the section are:

- **Week 12:** Use skimming and scanning to identify main ideas from a given text to be summarised

- **Week 13:** Discuss the types of translation (E.g., word for word, meaning based, unduly free, etc.)
- **Week 14:** Discuss the rules of translation (e.g., knowledge of the source and target languages, cultural competence, grammatical and linguistic competence etc.)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed in this section comprise of many approaches to teaching Ghanaian language concepts.

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote students learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings and whole class activities including class presentation. These approaches can promote the development of critical thinking skills, problem-solving abilities, and effective communication skills. They can also provide opportunities for collaboration, teamwork and leadership. Learners will also learn to collect data and analyse it.

Building on what others say involves learners critiquing points raised by their classmates and adding more to the points in order to build consensus. For the gifted and talented learners, additional tasks are assigned to them such as performing leadership roles as peer-teachers to guide classmates to have a deeper understanding of the concepts being taught. Teachers are guided to be aware of learners with pronunciation and communication problems and skilfully resolve misconceptions.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of skill building, conceptual understanding and strategic reasoning of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to track learners' comprehension of the Ghanaian language concepts taught. Level 2 skills building questions include short essays or oral presentations to evaluate learners' ability to express concepts. Level 3 strategic reasoning questions are administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of turn taking and the use of appropriate registers in discussing local and global issues. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores and feedback for their accumulative progress.

Provide a summary of the assessment used against the indicator.

Indicators	DOK Level	Assessment Strategy and/or Mode
Use skimming and scanning to identify main ideas from a given text to be summarised	2	Practice Paper
Discuss the types of translation (E.g., word for word, meaning based, unduly free, etc.)	4	Class exercise
Discuss the rules of translation	3	Group work/project

WEEK 12

Learning Indicator: Use skimming and scanning to identify main ideas from a given text to be summarised

Recap weeks

Year 1	Week 4: Use the knowledge of skimming and scanning to read and solve real life problems.
Year 2	Week 4: Discuss the features of intensive reading (skimming, scanning, etc.)

FOCAL AREA: SKIMMING AND SCANNING

Skimming: Involves quickly glancing through a text to get a general idea of its content, main ideas and structure. Skimming helps readers to identify main topics, understand the purpose of the author and save time.

Scanning: Involves rapidly searching a text for specific information such as keywords, phrases or answers to question. Scanning helps readers to find specific information, answer questions, research efficiently.

Importance of skimming and scanning

Skimming and scanning are essential skills for improved comprehension and efficient reading. By mastering the skills of skimming and scanning readers can become more efficient, effective and coherent in their reading abilities.

Learning Tasks

Read the news article below

1. Skim through the article to identify the main points.
2. Scan the article to find (i) who the project was funded by (ii) other countries benefitting from the project (iii) how many farmers have benefitted
3. Summarise the article in your own words.

More than 3,000 smallholder farmers and stakeholders within the agricultural value chain have benefitted from the Revenue Diversification Pathways in Africa through Bio-based and Circular Agricultural Innovations (DIVAGRI) Project.

The four-year project, funded by the European Union, aims at increasing productivity of the farmers through exploring more income streams and creating economic opportunities for subsistence and smallholder farmers in Sub-Saharan Africa.

Beneficiaries received training in Solar Desalination Greenhouse, Multifunctional constructed wetlands, Ethnobotanical and intercropping, Biogas, Integrated biorefinery (mushroom production, essential oil extraction, black soldier fly technology etc), SLECI irrigation system and Biochar

Apart from Ghana, the project is also being implemented among farmers in South Africa, Namibia, Botswana and Mozambique.

Source: <https://ghanaiantimes.com.gh/3000-smallholder-farmers-receive-training-in-agriculture-innovations/>

Pedagogical Exemplars

Problem-Based Learning: Whole class activity

- Revise the concept of skimming and scanning.
- Produce a model summary of a given text.

Pair work:

- Discuss summary writing.
- Use the knowledge of skimming and scanning to identify key ideas from a text to be summarised.
- Make a presentation for discussion.

Key Assessment - Practice Paper 1

Formative Assessment DoK Level 2 - **Homework**

1. Explain two differences between skimming and scanning. (4 marks)
2. Discuss three strategies for identifying main ideas in a text.
3. Apply the knowledge of main ideas to summarise the following passage into one paragraph of not more than eight sentences:

What do you do when you are free? What motivates you to do that? Have you read about what people do at their free time? The time when a person is free from obligated duties is known as leisure time. During this period, the person does what he pleases with his available time. He spends his time how he pleases and with whom he pleases.

Some people choose to rest during their leisure time. This helps them to conserve some energy. The body and the brain get the opportunity to revitalise because we are not obligated to do any form of work in our leisure time.

Everybody needs leisure time after hours of obligated activities. Leisure time is important because they safeguard us against over-work. Our leisure time gives us some amount of mental relaxation because it acts as an escape from the stresses of work.

PRACTICE PAPER 1**ITEM SPECIFICATION TABLE FOR PAPER ONE**

Teachers are to set a total of 50 questions for this section

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
		L1 30%	L2 40%	L3 30%
PHONETICS AND PHONOLOGY	- Describe the vowels of the Ghanaian Language using the right parameters (e.g., lip posture, tongue height and part of the tongue). - Describe the consonants of the Ghanaian Language using the right parameters (e.g., voicing, place of articulation and manner of articulation). - Explain the distribution of vowels of the Ghanaian Language (e.g., word initial, medial and final). - Identify the syllable types (open and closed) in the respective Ghanaian Languages. - Discuss the syllable structure of a Ghanaian Language in word formation. - Explain the concept of tone focusing on the types (e.g., low, high, mid, rising, falling, etc.) and functions. - Explain phonological processes specific to the language of study (e.g. assimilatory processes). - Discuss the phonological processes specific to the language (syllable structure processes).	1 1 1	1 1 1	1 1
LEXIS AND STRUCTURE RULES OF WRITING A GHANAIN LANGUAGE	- Categorise nouns according to their types (e.g., proper, common, abstract, concrete, etc.) - Categorise adverbs into types (e.g., manner, place, time, degree). - Explore the use of affixes in a Ghanaian Language. - Construct sentences with the types of conjunctions in a Ghanaian Language. - Describe and classify the various types of clauses. - Discuss the various components of sentence (e.g. phrases and clauses). - Analyse the types of sentences according to function.	1 1	1 1 1	1 1
	- Construct sentences considering the rules of writing nouns and pronouns. - Construct sentences considering the rules of writing adjectives. - Discuss the word formation processes in a Ghanaian Language (compounding, clipping, borrowing, affixation). - Discuss punctuation (e.g. full stop, comma, colon, semi-colon, etc.) and diacritics. - Discuss the various processes of word formation (borrowing, reduplication, coinage, etc.). - Use the various processes of word formation to form new words.	1	1 1 1	1 1

CULTURAL PRACTICES TRADITION-AL GOVERN-ANCE	1. Explore deity names focusing on their origin and reason. 2. Discuss the processes of initiation into adulthood (puberty rites: before, during and after). 3. Compare the processes of initiation into adulthood rites in the respective cultures to that of other cultures 4. Discuss the processes involved in performing marriage rites and its significance in the culture. 5. Discuss modern trends affecting traditional marriage rites. 6. Compare the clan systems of the respective cultures to those of other cultures in Ghana. 7. Discuss the traditional festivals in the respective cultures and their significance. 8. Compare and contrast the festivals in the respective cultures to those of other cultures in Ghana. 9. Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana.	1 1 1	1 1	1 1
	1. Explore the traditional governance structure (father, family head, clan head). 2. Explore the traditional governance structure (chief, sub-chiefs, kingmakers, etc.). 3. . Explore the traditional governance structure. 4. Examine the contemporary judiciary system 5. Compare and contrast the traditional dispute resolution processes to the contemporary dispute resolution system.	1	1 1	1 1
ORAL LITERA-TURE	1. Explore the structure of libation in the respective Ghanaian Languages (invocation, message, conclusion) 2. Discuss dirges (functions and significance). 3. Analyse the structure and types of riddles. 4. Explore the structure of puzzles. 5. Discuss work songs, war songs, play songs and lullabies. 6. Explore and appreciate contemporary highlife songs.	1 1	1 1 1	1
WRITTEN LITERATURE	1. Discuss the elements of prose (e.g., characters, theme, plot, setting, point of view, etc.). 2. Appreciate prose texts (title, theme, diction, literary devices, etc.) 3. Explore the elements of drama. 4. Appreciate drama text 5. Identify and discuss the elements of poetry (e.g. diction, themes, stanzas, lines, literary devices, rhymes, etc.). 6. Appreciate poetry texts.	1 1 1	1 1 1	1 1 1
	TOTAL	15	20	15

ITEM SPECIFICATION TABLE FOR PAPER TWO-SHS GHANAIAN LANGUAGE**Structure of the paper****SECTION A - Reading (10 marks)**

A comprehension passage of 300-350 words in prose will be provided and ten questions set on it. Candidates will be required to answer all questions. (30 minutes)

SECTION B - Phonology (10 marks)

Two questions will be set for candidates to answer one for 10 marks. (15 minutes)

SECTION C - Interpretation/Translation (30 marks)

A passage of about 250 words will be provided in English to be translated by candidates into their language of study. (30 minutes)

SECTION D - Composition (30 marks)

Four topics for composition will be set and candidates will be required to write an essay of not less than 300 words on one of them for 30 marks. The following types of writing will be tested.

Narrative, Descriptive, Argumentative, Speech Writing, Letter Writing, Expository

(50 minutes)

SECTION E - Written Literature (20 marks)

In this section, three questions will be set on the three (3) genres of literature (prose, drama and poetry) for the candidates to choose one. (25 minutes)

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
		L1	L2	L3
READING PHONOLOGY	1. Apply the knowledge of topic and supporting sentences to bring out main ideas from texts			1
	1. Describe the consonants of the Ghanaian Language using the right parameters (e.g., voicing, place of articulation and manner of articulation). 2. Discuss the phonological processes specific to the language (syllable structure processes).		1	1
TEXT COMPOSITION INTERPRETATION AND TRANSLATION	1. Compose a narrative essay 2. Compose an expository essay 3. Compose argumentative essays 4. Compose formal letters.			1 1 1 1
	1. Apply translation types to translate texts from a source to a target language (word-for-word, meaning based, unduly free, etc.).			1
WRITTEN LITERATURE	1. Discuss the elements of prose (e.g., characters, theme, plot, setting, point of view, etc.). 2. Appreciate drama text 3. Identify and discuss the elements of poetry (e.g. diction, themes, stanzas, lines, literary devices, rhymes, etc.).			1 1 1
	TOTAL		1	10

ITEM SPECIFICATION TABLE FOR PAPER THREE-SHS GHANAIAI LANGUAGE**Structure of the paper****PAPER 3 (Oral Expression)**

This paper will consist of three (3) sections and will involve an interaction between the candidate and the examiner. An interaction between each candidate and an Examiner will last up to 20 minutes for 50 marks. There are six aspects grouped into Option A and Option B. Options would be alternated year after year to avoid repetition of questions. The examiner will brief the candidate about the rubrics of the test.

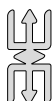
SUB STRAND	LEARNING INDICATORS	LEVELS OF ASSESSMENT		
		L1	L2	L3
CONVERSATION / COMMUNICATION IN CONTEXT PHONOLOGY READING	1. Discuss ideas and relevant opinions from selected discourse. E.g., Cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialization in Ghana, mining, GESI, STEM, etc.			1
	1. Describe the consonants of the Ghanaian Language using the right parameters (e.g., voicing, place of articulation and manner of articulation).		1	
	1. Apply skimming and scanning to extract information or ideas from texts 2. Apply the knowledge of topic and supporting sentences to bring out main ideas from texts.	1		1
CULTURAL PRACTICES	1. Explore deity names focusing on their origin and reason. 2. Discuss the processes involved in performing marriage rites and its significance in the culture. 3. Discuss the traditional festivals in the respective cultures and their significance.	1	1 1	
ORAL LITERATURE	1. Explore the structure of libation in the respective Ghanaian Languages (invocation, message, conclusion) 2. Discuss the traditional festivals in the respective cultures and their significance. 3. Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana.	1	1	1
	TOTAL	3	4	3

PLC Session 12**55 minutes****Planning & Reviewing the Learning Plan**

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand.

- b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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

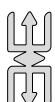
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP) (**Practice Paper 1**).
 - a. Chat with your app to review the test specification table for Practice Paper 1.
 - b. Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for the tasks/items.
 - c. Review and refine the Paper (NTS 3k-3q).

10 minutes

Content Exploration

4. 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 error teachers (and learners) make 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.

20 minutes**Enactment**

5. 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**

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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 Indicator: Discuss the types of translation (E.g., word for word, meaning based, unduly free, etc.)

Recap

Year 1	Week 6: Discuss Oral Interpretation focusing on effective listening, encoding and de-coding, etc.
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FOCAL AREA: TRANSLATION

1. Concept of translation
2. Importance of translation
3. Types of translation

Translation: Translation refers to the process of converting text or speech from one language to another while maintaining the original meaning, context, and content.

Importance of translation: Translation plays a vital role in bridging language gaps, promoting global understanding, and facilitating international communication and collaboration. Here are some importance of studying translation:

1. **Facilitates Global Communication:** Enables people speaking different languages to understand each other.
2. **Cultural Exchange:** Allows sharing of ideas, literature, and knowledge across cultures.
3. **Business and Trade:** Essential for international business, trade, and commerce.
4. **Education and Research:** Enables access to knowledge and educational resources worldwide.
5. **Diplomacy and International Relations:** Crucial for effective communication between governments and nations.
6. **Access to Information:** Provides access to information, services, and opportunities for people worldwide.
7. **Promotes Understanding and Empathy:** Fosters global understanding, tolerance, and cooperation.

Types of translation

1. Word-for-Word Translation

A literal translation approach where each word is translated directly without considering the context, idioms, or nuances of the target language. This method can lead to inaccurate or unnatural translations.

1. Meaning-Based Translation

An approach that prioritises conveying the overall meaning and context of the original text rather than translating word-for-word. This method considers the cultural, linguistic, and situational nuances to produce a more natural and accurate translation.

2. Unduly Free Translation

Also known as overly free or loose translation, this approach deviates significantly from the original text's structure, content, or meaning. While some flexibility is necessary in translation, an unduly free approach can lead to misinterpretations or loss of essential information. It may be used in certain contexts like creative writing but can be problematic in technical or formal translations.

Learning Tasks

1. In groups of three practice communication in different contexts by acting out the scenarios below (e.g., at a market, hospital, or school) using translations of common phrases and expressions
 - a. At the market (one person is the vendor, one person is a tourist, one person is translating for the tourist from English into the Ghanaian language of study)
 - b. At the hospital in England (one person is the doctor, one person is an elderly patient, one person is translating for the elderly patient and doctor from English into the Ghanaian language of study)
 - c. In your Ghanaian languages class (one person is the teacher, one person is a new student from England, one person is translating what the teacher says for the new student)

Pedagogical Exemplars

Discuss translation and its types (e.g., Word-for-word, meaning based, unduly free, etc.)

1. Problem-Based learning: Whole class activity:

- Revise the concept of translation
- Revise the features of translation (understand and speak both languages, knowledge of the use of correct registers in both languages, etc.).
- Discuss the types of translation (e.g., word-for-word, literal translation, free translation, meaning-based translation, faithful translation, semantic translation, idiomatic translation, communicative translation, etc).

2. Group work/collaborative learning: Mixed ability:

- Read a text of about 300 or more words and translate it from the source to a target language.
- Make a presentation for discussion.

Key Assessment: DoK Level 4 - Class Exercise

1. Explain translation and provide three ways in which it is significant in the development of your language. (4 marks)
2. As a student of translation, you have been given a speech that would be delivered by the headteacher at the school's speech and prize giving day to be translated. Describe the type of translation you would use and why. (4 marks)

3. Analyse to what extent you agree with this statement.

“Loose translation is dangerous and never appropriate”

You should create a balanced argument and conclude with your overall view. (12 marks)

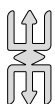
PLC Session 13

45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

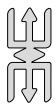
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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 error teachers (and learners) make 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

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-lg, 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

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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 14

Learning Indicator: Discuss the rules of translation (e.g., knowledge of the source and target languages, cultural competence, grammatical and linguistic competence etc.)

Recap

Year 1	Week 3: Discuss Oral Interpretation focusing on effective listening, encoding and decoding, etc.
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FOCAL AREA: TRANSLATION RULES

Revision of the concept translation

Refer to week 13 for the definition of translation, the types and importance.

Rules of translation: By following these rules, translators can produce high-quality translations that effectively communicate the intended message.

1. Have knowledge of both languages: Be an expert in the two languages in order to select the correct registers when translating.
2. Accuracy: Translate the original text's meaning, content, and context accurately.
3. Fidelity: Remain faithful to the original text's tone, style, and intent.
4. Clarity: Ensure the translated text is clear, concise, and easy to understand.
5. Cultural sensitivity: Consider cultural differences and adapt the translation accordingly.
6. Contextual understanding: Understand the context of the original text to provide an accurate translation.
7. Consistency: Maintain consistency in terminology, style, and formatting.
8. Idiomatic expressions: Translate idioms, colloquialisms, and figurative language accurately.
9. Target audience: Consider the target audience's language, culture, and needs.
10. Style and tone: Preserve the original text's style and tone.
11. Proofreading and editing: Review and edit the translated text for errors and improvements.

Learning Tasks

1. Discuss the importance of accuracy in translation
2. How does inaccurate translation lead to misunderstanding?
3. Translate this short text to [Insert the language of study]

Also known as overly free or loose translation, this approach deviates significantly from the original text's structure, content, or meaning. While some flexibility is necessary in translation, an unduly free approach can lead to misinterpretations or loss of essential information. It may be used in certain contexts like creative writing but can be problematic in technical or formal translations.

Pedagogical Exemplars

1. Building on what others say: Whole class activity:

- Discuss the rules of translation. (e.g., knowledge of source and target languages, cultural competence, grammatical and linguistic competence, etc.).
- Individual activity:
- Read a text of about 300 or more words and translate it.
- Present the translated works to class.

Key Assessment: DoK Level 3 - Homework

1. Assess the five rules of translation, put them in order of importance according to your opinion. Justify your decisions.
2. Apply the rules of translation to translate the following text into your language.

Ghana is known for its rich cultural heritage and diverse traditions. One of the most significant aspects of Ghanaian culture is the celebration of festivals, which bring people together and promote unity. For example, the Homowo Festival celebrated by the Ga people in Accra is a time of great joy and feasting. During this festival, traditional dishes like kpokpoi are prepared, and people come together to give thanks for the harvest.

The importance of these festivals cannot be overstated. They not only provide an opportunity for Ghanaians to reconnect with their roots but also showcase the country's cultural diversity to the world. Through music, dance, and traditional attire, Ghanaians proudly display their heritage. By participating in these festivals, young people can learn about their history and cultural values, ensuring the continuation of these traditions for future generations.

Section 6 Review

This section is for review of all the lessons taught in weeks 12, 13 and 14. It has discussed how skimming and scanning helps in summarising passages. It also discussed translation and its related issues, mainly the skills of translation and finally use of the translation skills to translate a given passage into the Ghanaian language of study. It is expected that after learners have gone through this section, they will apply skimming and scanning skills in summarising texts and also using the skills of translation to translate given texts into a particular Ghanaian language.

PLC Session 14

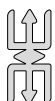
45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand

- b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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

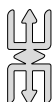
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. 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 presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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 error teachers (and learners) make 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**

5. 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**

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 12

1. Award 1 mark for each difference that is stated and 1 mark for the accompanying explanation. (up to 4 marks)
2. Award 1 mark for each strategy identified (Up to 3 marks)
3. Rubric (12 marks)

**Note: Summaries that are over 8 sentences long automatically score 0 for application*

	Excellent (7-8)	Very Good (5-6)	Satisfactory (3-4)	Needs Improvement (1-2)
Application	The summary is consistently concise and clear. All main ideas included.	The summary is generally concise and clear. Most main ideas included.	The summary includes some paraphrasing from the text and some of the main ideas are missing or unclear.	The summary includes large amounts copied from the text and many of the main ideas are either missing or unclear.

	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs improvement (1)
Spelling, punctuation and grammar.	A few minor errors.	Some minor errors, a few major errors.	Frequent minor errors, some major errors.	Frequent major and minor errors.

WEEK 13

1. (Example response) Translation refers to the **process** of **converting text** or **speech** from one **language** to another while maintaining the **original meaning**, context, and content.

Importance of translation (student can mention any three of the following)

- a) Facilitates global communication
- b) Cultural exchange
- c) Business and trade
- d) Education and research
- e) Diplomacy and international relations
- f) Access to information
- g) Promotes understanding and empathy

2. Award 1 mark for an acceptable definition of translation and 1 mark per importance (up to 4 marks total for task)

Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
Type selected and full justification given (3+ reasons)	Type selected and justification given (2+ reasons)	Type selected and a reason given.	Type selected, no justification

3.

	Excellent (7-8 marks)	Very Good (5-6 marks)	Satisfactory (3-4 marks)	Needs improvement (1-2 marks)
Content	Very detailed and balanced argument using appropriate examples. Clear and persuasive conclusion.	Detailed argument using appropriate examples, attempt at balancing. Clear conclusion.	Good argument occasionally reinforced with examples but mostly one-sided. Conclusion present but not always clear.	Argument contains few or no examples to reinforce ideas. No conclusion or very unclear.

	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
Organisation, spelling, punctuation and grammar.	Clear structure, a few minor errors.	Generally clear structure, some minor errors, a few major errors.	Lacks clarity at times, frequent minor errors, some major errors.	Lacks clarity, frequent minor and major errors.

WEEK 14

1. Award 1 mark for each rule assessed. E.g. *I, I think* having extensive knowledge of both languages is the most important as it allows you to select the correct register when translating.

Other rules mentioned could be accuracy, fidelity, clarity, cultural sensitivity, contextual understanding, etc.

2. Award 1 mark for every sentence correctly translated

Translating 8 sentences correctly - 8 marks

Translating 7 sentences correctly - 7 marks

Translating 6 sentences correctly - 6 marks

Translating 5 sentences correctly - 5 marks

Translating 4 sentences correctly - 4 marks

Translating 3 sentences correctly - 3 marks

Translating 2 sentences correctly - 2 marks

Translating 1 sentence correctly - 1 mark

SECTION 7: FESTIVALS

Strand: Cultural Practices and Governance

Sub-Strand: Cultural Practices

Learning Outcome: *Evaluate the significance of festival in the respective cultures in Ghana*

Content Standard: Demonstrate knowledge and understanding of traditional festivals

INTRODUCTION AND SECTION SUMMARY

This section looks at cultural practices and governance. It discusses traditional festivals and their significance in Ghana. Learners will learn about this concept in Ghanaian cultures and use the knowledge they will gain to compare how the celebration of festivals plays out in the various cultures in Ghana. Knowledge in this will help learners to be in tune with their culture and other cultures in Ghana. It will also help in cultural preservation. Learners will understand and appreciate other cultures and by extension, foster unity and cultural tolerance. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with social studies and history studies. The section equips learners with extended knowledge and functional understanding of their own culture and that of others in real life issues. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks and the indicators covered by the section are:

- **Week 15:** Festivals
- **Week 16:** Comparison of festival celebrations in Ghana

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed in this section consist of many approaches to teaching Ghanaian language concepts.

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote students' learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings and whole class activities including class presentation. These approaches can promote the development of critical thinking skills, problem-solving abilities, and effective communication skills. It can also provide opportunities for collaboration, teamwork and leadership. Learners will also learn to collect data and analyse it equipping them with skills for the world of work. For the gifted and talented learners, additional tasks are assigned to them such as performing leadership roles as peer-teachers to guide classmates to have a deeper understanding of the concepts being taught. Teachers are guided to be aware of learners with pronunciation and communication problems and skilfully resolve misconceptions.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of skill building, conceptual understanding and extended critical thinking of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to track learners' comprehension of traditional festivals in Ghana. There is Level 4 assessment which stresses extended critical thinking. Assessment questions progress from questioning, short essays or oral presentations to evaluate learners' ability to express concepts and practise them. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores and feedback for their accumulative progress.

Provide a summary of the assessment used against the indicator. For instance

Indicators	DOK Level	Assessment Strategy and/or Mode
Discuss the traditional festivals in the respective culture and their significance	4	Questioning
Compare and contrast the festivals in the respective cultures to those of other cultures of Ghana.	4	Questioning

WEEK 15

Learning Indicator: *Discuss the traditional festivals in the respective culture and their significance*

FOCAL AREA: FESTIVALS

Explanation of festivals: Traditional festivals are events which have developed over the course of time that communicate important cultural and/or spiritual themes, often through the use of special forms of language, music and dance.

Significance of festivals to cultures: The importance of festivals is many. Among them are the following:

- a. **Preservation of culture-**Festivals are events which represent the tradition of the community as well as honour the deity. They are used to commemorate how a community was established, the leaders/heroes that led the establishment and the values they held on to. Festivals are events used to remember the heroes who fought against foreign invaders, reclaimed new lands, treated people, fought against natural calamities, or those legendary characters who affect the earthly life. Festivals are events when people pay tribute to divinities that rendered merits to the community and the nation.
- b. **Education:** Festivals become a form of education under which fine traditional moral values can be handed from one generation to the next in a unique way of combining spiritual characters with competition and games.
- c. **Reunion:** Festivals are occasions when people come back to either their natural or national roots, which form a sacred part of who they are. The people unite in solidarity to overcome difficulties, striving for a happy and wealthy life.
- d. **Economic value:** This is a period where members of the community are able to trade to make money for themselves as a lot of people come into the community.
- e. **Development:** Festivals are occasions used to raise funds for developmental projects in a community. During this time, the leaders and the members of the community contribute to undertake developmental projects such as water facilities, school or market buildings, and any other facility that the community may be in need of.
- f. **Entertainment:** Festivals allow all levels of society to enjoy the creativity of their community in a spiritual and cultural context.
- g. **Appeal to deities:** Festivals are also a the time in which people can express their sadness and worries in a wish to the gods so that they might bestow favour on them to help them strive for a better life.

Types of traditional festivals: Throughout Ghana, various traditional festivals are celebrated. These include harvest festivals and ancestral festivals, which are showcased throughout the year, showcasing its rich cultural diversity. Here are some notable ones:

Harvest Festivals

Homowo Festival: Celebrated by the Ga people in the Greater Accra Region to commemorate the end of a devastating famine, featuring traditional songs, dances, and special dishes like *kpokpoi*.

Gologo Festival: Observed by the people of the Upper East Region to thank the gods for a bountiful harvest and seek protection.

Samanpiid Festival: Celebrated by the Builsa people in the Upper East Region to give thanks to the gods for protecting people and crops during the farming season.

Asogli Yam Festival: A harvest festival celebrated by the Asogli people in the Volta Region to thank the gods for a bountiful yam harvest.

Kundum Festival: A harvest festival celebrated by the Ahanta and Nzema people in the Western Region to thank the gods for a good harvest.

Ngmayem Festival: Celebrated by the people of the Eastern Region to mark the end of the harvest season and thank the gods for a bountiful harvest.

Odwira Festival: A harvest festival celebrated by the Akropong-Akwapim people in the Eastern Region to thank the gods for a bountiful harvest.

Ancestral Festivals

Adae Kese Festival: Celebrated by the Ashanti people to honour their ancestors and ask for blessings, featuring grand durbar ceremonies, drumming, and dancing.

Akwasidae Festival: Observed by the Ashanti people every six weeks to honour ancestors, including traditional drumming, dancing, and offering food and drinks.

Hogbetsotso Festival: Commemorates the migration of the Ewe people from Notsie in present-day Togo, celebrated by the Anlo Ewe people in Volta Region.

Fetu Afahye Festival: A harvest festival celebrated by the Fante people in Cape Coast and Elmina to honour the gods and ancestors

Other Festivals

Aboakyir Festival: Celebrated by the Effutu people in Winneba, featuring a traditional deer hunt to symbolise their migration.

Bakatue Festival: Marks the beginning of the fishing season, celebrated by the people of Elmina in Central Region with a ceremonial canoe ride and traditional drumming.

Damba Festival: Celebrated by the Dagombas, Gonjas, and Nanumbas in Northern Region to commemorate the birth and naming of Prophet Muhammad.

Akwanbɔ Festival: Celebrated by the people of Ajumako, Breman Esiam, Enyan Abaasa among others to clear path and also honour the ancestors.

Asafotufiami Festival: Celebrated by the people of Ada of the Greater Accra Region to commemorate the wars fought by their ancestors during their migration period from Ile Ife to their present home.

Kloyosikplemi Festival: Celebrated by the people of Yilo Krobo to commemorate their migration journey from the Kloyomi (the Krobo mountain) to their present home.

Learning Tasks

1. Explain what a traditional festival is.
2. Give three types of festivals celebrated in Ghana and provide two examples of each.
3. State the festival celebrated by the people in your community and examine three reasons why the people of your community will continue to celebrate such festival.

Pedagogical Exemplars

1. Problem-Based learning

- Whole class activity: Discuss traditional festivals.

2. Group work/collaborative learning

In a mixed ability group

- Discuss the types of festivals celebrated in Ghana.
- Give the significance of festivals in the various cultures in Ghana.
- Watch a video on traditional festival of the various cultures in Ghana.

3. Whole class discussion

- Discuss the content of the video (What/Who were they celebrating? Who was celebrating? Why were they celebrating? Where were they celebrating? When (time of year) were they celebrating?
- Make a presentation on your observations from the video for discussion.

Key Assessment: DoK Level 4 – Questioning

1. Analyse and draw conclusions on the symbolism and meaning behind the traditional festival practices in your traditional community. (10 marks)
2. Evaluate the role of traditional festivals in national development and social accountability. (10 marks)

PLC Session 15

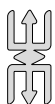
45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

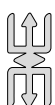
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- a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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)
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30 minutes

Enactment

5. 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.
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- 8. Remember to
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WEEK 16

Learning Indicator: *Compare and contrast the festivals in the respective cultures to those of other cultures of Ghana*

FOCAL AREA: COMPARISON OF FESTIVAL CELEBRATIONS IN GHANA

Festivals in Ghana (Revision): Traditional festivals are cultural and/or spiritual activities which a particular people have created and developed during the course of history. They are celebrated to mark certain rituals and events, or to communicate important cultural themes, often through the use of special forms of language, music and dance.

How festivals in different parts of Ghana are celebrated: Different ethnic groups have different ways of celebrating their festivals. The following shows highlights some key features of some of the festivals celebrated in Ghana.

The Homowo Festival is celebrated by the Ga people in Accra, Ghana. The celebration is held in August every year. Here's a summary of the celebrations:

Preparations

The traditional priests representing the lesser gods prepare the grounds. They plant corn to signify the period of silence and prayers for the land. This ushers in the ban on drumming and noise-making.

To lift the ban on noise making, rites are performed on a day called “odadao”. The sea is pacified, and then the twins’ festival known as “yeeyeyee” follows. The main Homowo celebrations follow on the second Saturday in August.

Traditional dishes like kpokpoi (made from fermented corn dough) are prepared.

Traditional attire and decorations are prepared.

Celebrations

The festival begins with a procession, led by traditional leaders and dignitaries.

Traditional music and dance performances take place.

Participants wear traditional clothing and adornments.

Offerings are made to the gods and ancestors.

The traditional leaders sprinkle kpokpoi, a traditional food prepared only during the festival.

Families also prepare their own kpokpoi and share with households.

Men are made to eat together from the same bowl to signify unity.

Key Activities

Feasting and merriment: Traditional dishes are shared, and people come together to celebrate.

Traditional drumming and dancing: Energetic performances showcase Ga culture.

Cultural displays: Traditional arts, crafts, and performances are showcased.

It is climaxed with a thanksgiving rite called *ɲɔɔ wala* (time for best wishes) and *tsese bulemɔ* (throwing away the past).

Significance

The Homowo Festival celebrates the Ga people's harvest season and gives thanks to the gods for a bountiful harvest.

It promotes unity, cultural heritage, and community bonding.

The Odwira Festival is celebrated by the chiefs and peoples of Fanteakwa District and in the [Eastern Region](#) of Ghana. The Odwira Festival is celebrated by the people of [Akropong-Akuapim](#), [Aburi](#), Larteh, and [Mamfe](#) etc. This is celebrated annually in the month of September and October. Customarily, the scheduling of the festival occurs simultaneously with the reaping season when there is bumper food; during which gratitude is shown to the Ancestors by the people. Being a yam festival, thanksgiving for the bumper reap is principally demonstrated in the “giving food to the ancestors”.

Odwira celebration follows a long-standing routine of a tradition carefully planned from generation of old and occurs as follows:

Adaebutu

This is a period of quiet meditation. For forty days preceding the Odwira festival, there is a ban on all forms of noisemaking and funerals across Akuapem. Offenders are penalised for going against the order.

Odwira da Monday

In the Akan dispensation, there's the belief that a chief never dies. Instead, a chief goes “to the village”. On the Monday of Odwira, the path to this village is cleared. This sacred private event involves the clearing of the ceremonial path from the centre of Akropong, the capital of Okuapeman, to the Royal [Mausoleum](#) also known as Amanprobi. The ancient custom is led by the Abrafo (State Executioners) and their chief, the Adumhene. The path clearing symbolises that our ancestors (Nananom), will come and join the celebration of Odwira, at the Okuapehene's Palace.

Odwira da Tuesday

Odwira is believed to be a spiritual gift bestowed from the [Ancestors](#) of the royal ruling clan. On this day, the Gyaasehene – one of the five Divisional Chiefs of the Akuapem Traditional Area and Administrator of all royal courtiers, summons the Banmuhene (Chief of the Royal Mausoleum and custodian of the Ancestors).

The Gyaasehene officially informs the Banmuhene that the Okuapehene, also known as the Omanhene, is ready to celebrate Odwira. The Banmuhene is tasked by the Gyaasehene to return to the sacred forest, where the Royal Mausoleum is housed, confer with the Ancestors (Nananom) and bring the Odwira from Nananom to the Okuapehene.

Also, on Odwira da Tuesday, representatives of the 7 Stool houses in Akropong outdoor the new harvest of yam. This is done inside the house of Kubri. Before this day and hour, it is forbidden to taste the new yam in any of the Akuapem states. It is also not allowed in the town. The Okuapehene sits in state and waits on the Baamuhene and his people to bring the blessings of Odwira. It is only when the Baamuhene and his people return with the blessings of the ancestors, that Odwira can be celebrated.

Once the Baamuhene returns, he approaches the Okuapehene, where a ceremonial cloth is placed over their heads, and it is believed that only the Baamuhene and the Okuapehene see what the ancestors have presented. After this, the ban on noise making is lifted.

Odwira da Wednesday

On this day, the entire Akropong is immersed in a state of communal mourning. The dress code is symbolically black and red as families gather to mourn departed souls. The Okuapehene visits each of the seven stool houses in Akropong – Aboasa, Asona, Twafo, Benkum, Kyeame and Akrahene to sympathise with them.

Beginning at dawn, the memory of all Ancestors (Nananom) and all citizens from every household in Akropong who have died over the preceding year are honoured. The ancestors (Nananom), for whom the path has been ceremonially cleared for, are considered to spiritually join the Odwira.

Odwira da Thursday

Okuapeman practically believes in the supreme God and while they offer thanksgiving to him, they also affirm their loyalty to the Omanhene – occupant of the Ofori Kuma stool. On this day, Okuapehene cloaks himself with colourful and some of the finest robes, he sits in state and receives all who wish to pay homage to him.

During this period, a young maiden, one of the traditional wives of the omanhene publicly parades through the principal streets of the town as she journeys to present a special dish of “Eto” to her husband. Later in the day, the custodian of the royal mausoleum – Banmuhene with a procession of his people takes “Eto” to Nsurem – the first sacred resting place of the first omanhene of Okuapeman, to feed the ancestors. Other chiefs from the various stool houses follow suit.

Beginning at 7 in the evening, the Okuapehene and his five divisional chiefs – Gyaasehene, Benkumhene, Nifahene, Adontenhene and Kurontihene, go to the abode of sacred stools to individually re-affirm and swear their loyalty and allegiance to the Ofori Kuma Stool. This pivotal ceremony is evidence of a united Akuapem Kingdom.

At 10:pm, a curfew is enacted, under the cloak of symbolic darkness. Akropong falls silent as state executioners (Abrafo) take the Stools and regalia of Okuapeman through the deserted streets of Akropong to Ademi mu (a historical river) for the sacred cleansing rituals. On their return, they present themselves and the cleansed Stools as well as regalia to the Okuapehene. It is believed that, during this rite, it's forbidden for a citizen not part of the entourage to see them. In this private ceremony, the Okuapehene symbolically strips naked and is wrapped in a sacred strip of cloth and he fires 3 rounds of a musketry signifying the close of the day and ceremony. This also signifies that Omanhene has the mandate to host the grand durbar that would follow the next day.

Odwira da Friday

This day essentially climaxes the rites and traditions of the celebration. The chiefs, elders and people of Okuapeman congregate at Mpeniase – (the first tree planted on the first day that Akropong became the capital of Okuapeman. The Mpeniase, hence remains a living symbol of the spirit of the Akuapem Traditional Area) to publicly pay homage. Attended by the Clergy, Government Officials and others, the Okuapehene presents a review of the year and outlines projects and development activities for the new year. The Okuapehene receives goodwill messages from the Government and his people, both at home and abroad.

The Omanhene presents what is in effect a state of the Kingdom address to Okuapeman. Previous celebrations have shown that this is the day that receives the most visitors. The night is full of activities from concerts to pageant shows. Companies use this opportunity to market their products by sponsoring and hosting specific side events.

Odwira is a melting pot of rich traditions, art, fashion, music, design and food. The cultural adventure shapes expressions and opens up new possibilities. We love our tradition, protect our own and interpret on all levels what it means to us. If you have admired the people of Akuapem and our unique language, this is your chance to pay us a visit. We are more than proud to welcome you and showcase our traditions for you and the world to experience.

Odwira da Saturday and Sunday

This day especially Saturday do not hold any official activities but other activities such as community games like football competition, scrabble competitions, etc. do happen for the fun and amusement of the youth within the localities.

On Sunday, the ‘Krontihene’ of Akuapem holds a special durbar as part of the Odwira Festival and to climax the festival.

Fetu Afahye

Fetu Afahye is an annual festival celebrated by the people and chiefs of the Cape Coast Traditional Area in the Central Region of Ghana. It is observed to commemorate a bumper harvest from the sea as well as performing rituals to thank the 77 gods of Oguua Traditional Area and to clean the community.

Preparation for the festival starts in the last week of August. During this period, Oguua Traditional area receives many visitors from all walks of life, as well as people from different parts of the country or outside the country who are natives of Oguua state. The actual celebration follows on the first Saturday of September.

Prior to the actual celebration of the festival, the Omanhen is confined for a week. During this period of confinement, he meditates and asks for wisdom from the creator (Ɔboadze) and the ancestors, as well as seeking medical attention where necessary from his physician to enable him to come out both physically and mentally fit for the impending activities, such as delivering his tasks for the success of the festival. At the end of Omanhen’s confinement, he appears in public in pomp and dignity and goes to the stool house to pour libation, seeking blessing from the 77 gods of Oguua state, who the people believe steer the affairs of Oguua traditional area.

It is also noted that before the festival, there is a ban on noise making, as well as fishing in the Fosu Lagoon, to ensure a quiet and peaceful environment. It is believed that this is done to allow the spirits of Oguua state to take over and lead the planners of the festival. This is usually observed before 1 September.

The custodians of Fosu Lagoon (Emissafo) of Oguua Traditional Area also pour libation at the estuary of the lagoon and invoke the spirits of their ancestors to eradicate any bad omens that may befall visitors involved in the festival. The libation is also to call for a bumper harvest of fish, crops and prosperity.

The “Emuntumadadze”—literally meaning “health day” – a day when both the young and the old make efforts to clean the environment, including clearing waste from choked gutters

and painting all buildings in the area, with the aim of beautifying the vicinity before the actual grand durbar of “Bakatue.”

A vigil is observed at Fosu Lagoon near its shrine on every last Monday of August. A large number of people gather at the shrine to have a glimpse of the display of the priests and priestesses of the traditional area. This exhibition is normally done in the night till the next morning amidst drumming and dancing by both the priest and the priestesses. The spirits of their ancestors are invoked to foretell what will happen in the next year. The following Tuesday also sees many activities, such as rituals carried out at the Fosu shrine, and finally daytime regatta and canoe riding on the Fosu Lagoon is observed after the Omanhen’s libation at the estuary.

As a result of the earlier ban on fishing in the Fosu Lagoon, the Omanhen is the first person to throw his net, three consecutive times to officially open up the lagoon for the general public. For the Omanhen to catch plenty of fish indicates a prosperous fishing season to come. This event is witnessed by special crowds in the middle of the firing of musketry. This is called “Bakatue”.

The chiefs of Oguaa Traditional Area set aside Wednesday for receiving and welcoming citizens of Cape Coast. This day is also characterised by drumming and dancing by the Asafo companies, the seven traditional militia groups. It is also a day of socialisation and resolution of issues.

A religious ceremony is held in front of Nana Paprata shrine on the Thursday night, with accompanying rituals and dancing (“Adammba”) to summon the spirits of the ancestors to enable the priests and priestesses to soothsay. This ceremony normally lasts till the next morning. The main aim of this ceremony is to cleanse Oguaa Traditional Area of any bad spirit. During this same period, a bull is always needed to purify the Oguaa Traditional Area. Prior to this purification, the bull is sent to Nana Tabir’s shrine to cleanse the bull for sacrifice on the ultimate day. This bull is later sacrificed at Papratam. It is mostly identified as the silk cotton tree where the Omanhen, on the climax day, sits in state with his divisional and sub-chiefs, flanked by the council of elders and addresses the people and visitors of Oguaa Traditional Area, recounting events of the past. After the state address, the Omanhen walks towards the entrance, flanked by his sub-chiefs and divisional chiefs to Tabir’s shrine, where the cow is tied by its limbs. The Omanhen pours libation and performs various rituals, calling on the forefathers to intervene in Oguaa state. At this juncture, he takes a dagger to slaughter the cow for the gods.

After the Omanhen’s sacrifice, the Fetu festival reaches its climax on the first Saturday of September. This particular day attracts a unique and attentive audience for the procession of the Asafo Companies, which usually parade along the street of Cape Coast from Kotokuraba through Chapel Square to the chief’s palace. People from all parts of the country visit Cape Coast to observe this festival. A durbar of chiefs is held on this day to deliberate on issues affecting Oguaa Traditional Area as well as the seven Asafo companies to contribute to the security of Oguaa Traditional Area. This day is marked by drumming, dancing and the pouring of libation to usher the state into a peaceful and prosperous new year.

Contemporary issues, such as the Afahye state dance, local cuisine, football games, clothing and traditional wear, among many other forms of cultural artifacts, add up to give face lift to the endowments of the festivals, particularly the stylish and eye-catching dance of the Miss Afahye.

After the festive days are over, the grand ceremony is on Sunday, when a joint service of all Christian denominations is held at Victoria Park to offer thanks to God for helping Oguua Traditional Area to have a peaceful festival. In addition, the day is an occasion to appeal for funds for Oguua Traditional Area. In view of this, the Omanhen, his chiefs and elders attend the church service and take the opportunity to announce the day for the next year's celebration.

Comparison of festival celebrations in Ghana: *(At this point, learners are to learn about festivals other than theirs and compare that festival to theirs)* Example is the following.

The Odwira Festival and Fetu Afahye are both significant festivals in Ghana, they showcase the rich cultural heritage and traditions of Ghanaian communities, but they have distinct differences:

Odwira Festival

1. Celebrated by: The Akan people, particularly the Akwamu and Akyem states.
2. Purpose: To purify the state, cleanse the community, and celebrate the unity and strength of the kingdom.
3. Activities: Rituals, drumming, dancing, singing, and offerings to ancestors and deities.
4. Duration: Typically lasts for several days.

Fetu Afahye

1. Celebrated by: The Oguua people of Cape Coast.
2. Purpose: To commemorate the Oguua people's history, culture, and unity.
3. Activities: Rituals, drumming, dancing, singing, and making of sacrifices to the Oguua deities
4. Duration: Typically lasts one week.

Key differences

1. Specificity: Odwira is celebrated by a broader Akan group, while Fetu Afahye is specific to the Oguua people of Cape Coast.
2. Historical context: Odwira has historical roots in the Akan kingdoms, while Fetu Afahye is deeply connected to the Oguua people's history and culture.
3. Rituals and practices: While both festivals involve rituals and cultural practices, the specific customs and traditions differ.

Learning Task

Prepare a brief argument for or against the motion:

'It is young people's responsibility to engage with traditional festivals to keep their heritage alive.'

Pedagogical Exemplars

1. Problem- Based Learning: Whole class discussion

- Revise traditional festivals
 - Discuss traditional festivals of cultures in Ghana focusing on the types.
 - Discuss the significance of traditional festivals in their culture.
2. Group work / Collaborative learning Mixed ability group
- Groups compare and contrast the festivals in their culture to those of the other cultures in Ghana.

Key Assessment: DoK Level 4 - Questioning

1. Name five traditional festivals celebrated in Ghana and the people who celebrate each of them. (5 marks)
2. Compare one of the festivals celebrated in your community with any one of the festivals you have mentioned. (For example, the names of the festivals, the people who celebrate them, when and how they are celebrated, the rites and rituals performed in these festivals, significance of the festivals, etc. (12 marks)
3. Some people believe that traditional festivals are outdated in modern society. Write an open letter proving their significance and relevance to modern Ghana. Give evidence using your knowledge of a range of festivals and analyse the impact that not celebrating them might have on different communities. (12 marks)

Section 7 Review

Weeks fifteen and sixteen have discussed traditional festivals, their types and significance. It has compared two traditional festivals to see the similarities and the differences. This is done for learners to be in tune with their own culture and to appreciate other people's cultures. It is expected that after going through this section, learners will keep connected to their roots, their culture, their values, their origin and preserve it. It will help encourage learners to come together and celebrate. They will also learn to be creative, imaginative and gain vocabulary to talk about local and global issues.

PLC Session 16

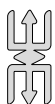
45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

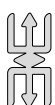
3. Plan the week's key assessment with your app

- a. The key assessment for the week is **questioning**. 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

4. 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 error teachers (and learners) make 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

5. 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

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 15

Question 1: Analyse and draw conclusions on the symbolism and meaning behind the traditional festival practices in your traditional community. (10 marks)

The teacher should ask themselves these questions when deciding on a mark using the marking criteria below.

1. *Identification of symbolism: Can the student identify specific symbols and their meanings in the traditional festival practices?*
2. *Analysis of symbolism: Can the student analyse the significance of these symbols and their role in the festival practices?*
3. *Drawing conclusions: Can the student draw meaningful conclusions about the importance of these symbols and practices in the community?*

Marking criteria

- *9-10 marks: Excellent analysis and conclusion, with clear identification and interpretation of symbolism.*
- *7-8 marks: Good analysis and conclusion, with some identification and interpretation of symbolism.*

- 5-6 marks: Fair analysis and conclusion, with limited identification and interpretation of symbolism.
- 1-4 marks: Poor analysis and conclusion, with little or no identification and interpretation of symbolism.

Question 2: Evaluate the role of traditional festivals in national development and social accountability. (10 marks)

The teacher should ask themselves these questions when deciding on a mark using the marking criteria below.

1. *Understanding of national development: Can the student demonstrate an understanding of national development and its components?*
2. *Role of traditional festivals: Can the student evaluate the role of traditional festivals in promoting national development and social accountability?*
3. *Examples and evidence: Can the student provide relevant examples and evidence to support their evaluation?*
4. *Conclusion: Can the student draw a meaningful conclusion about the significance of traditional festivals in national development and social accountability?*

Marking criteria

- 9-10 marks: Excellent evaluation, with clear understanding of national development and the role of traditional festivals. Consistently reinforces points with appropriate evidence. Conclusion is clear and impactful.
- 7-8 marks: Good evaluation, with some understanding of national development and the role of traditional festivals. Generally reinforces points with appropriate evidence. Conclusion is clear.
- 5-6 marks: Fair evaluation, with limited understanding of national development and the role of traditional festivals. Occasionally reinforces points with appropriate evidence. Includes conclusion, but it lacks clarity.
- 1-4 marks: Poor evaluation, with little or no understanding of national development and the role of traditional festivals. Little or no evidence to reinforce points. No conclusion.

WEEK 16

Question 1

- 1 mark for each correctly spelt festival name and corresponding people who celebrate it.

Question 2. (12 marks)

Award up to 2 marks for each of the elements compared from the list below.

(2 marks – clear and accurate comparison, 1 mark – comparison evident but may lack clarity)

1. *Festival names and their meanings*
2. *People and their roles*
2. *When the festivals are celebrated*
3. *How the festivals are celebrated*

4. Rites and rituals6. Significance and impact on community.

Question 3: (12 marks)

Rubric

	<i>Excellent (4 marks)</i>	<i>Very Good (3 marks)</i>	<i>Satisfactory (2 marks)</i>	<i>Needs improvement (1 mark)</i>
<i>Content</i>	<i>Very detailed and clear response where assertions are consistently reinforced by evidence.</i>	<i>Detailed response which is generally clear. Assertions are sometimes reinforced with evidence</i>	<i>Response gives required information but sometimes lacks clarity. Occasionally adds evidence.</i>	<i>Short sentences with little or no evidence to reinforce assertions.</i>
<i>Analysis</i>	<i>Suggests several impacts for a range of different communities showing a deep understanding of their festivals.</i>	<i>Suggests impacts for two different communities showing a good understanding of their festivals.</i>	<i>Suggests impact for own community. Shows a limited understanding of other communities' festivals.</i>	<i>Little analysis of impacts showing a very limited understanding of the significance of festivals.</i>
<i>Grammar and vocabulary</i>	<i>Wide variety of vocabulary. Almost always accurate.</i>	<i>Variety of vocabulary. Mostly accurate.</i>	<i>Some variety of vocabulary. More accurate than inaccurate.</i>	<i>Repetitive. Frequent errors.</i>

SECTION 8: DEATH AND FUNERAL RITES

STRAND: CULTURAL PRACTICES AND GOVERNANCE

Sub-Strand: Cultural Practices

Learning Outcome: Use the knowledge of the concept of death to discuss the similarities and differences in funeral rites performances in other cultures.

Content Standard: Demonstrate knowledge and understanding of death and funeral rites

Hint



Conduct **Practice Paper 2** in Week 18. 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 to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

INTRODUCTION AND SECTION SUMMARY

This section discusses death and funeral rites under cultural practices and governance. Learners will learn about death, causes, types, effects, and some ways of preventing death. They will also learn about funerals, types of funerals, the importance of funeral rites, and some contemporary issues associated with funeral celebrations in Ghana. They will compare how funeral rites are performed in their culture with those of other cultures. Knowledge and understanding of death and funeral rites will help learners to be in tune with their culture and other cultures in Ghana. They will understand and appreciate other cultures thereby fostering unity, cultural tolerance and preservation. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with social studies and history. The section equips learners with extended knowledge and understanding of their own culture and that of others in real life. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks and the indicators covered by the section are:

- **Week 17:** Discuss issues relating to death.
- **Week 18:** Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed in this section consist of many approaches to teaching Ghanaian language concepts. Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote students learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes

specific approaches such as individual learning, pair work, mixed-ability/gender groupings and whole class activities including class presentation. These approaches can promote the development of critical thinking skills, problem-solving abilities, and effective communication skills. It can also provide opportunities for collaboration, teamwork and leadership. Learners will also learn to make comparisons to choose the best option for its implication for academic, life-long learning and the world of work. For the gifted and talented learners, additional tasks are assigned to them such as performing leadership roles as peer-teachers to guide classmates to have a deeper understanding of the concepts being taught. Teachers are guided to be aware of learners with pronunciation and communication problems and skilfully resolve misconceptions.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of skill building, conceptual understanding and extended critical thinking of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to track learners' comprehension of death and funeral rites performances in Ghana. There is Level 4 assessment which stresses extended critical thinking. Assessment questions progress from questioning, short essays or oral demonstrations to evaluate learners' ability to express concepts and practise them. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores and feedback for their accumulative progress.

Indicators	DOK Level	Assessment Strategy and/or Mode
3.3.1. LI.1 Discuss issues relating to death.	4	Discussion
3.3.1. LI.2 Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana.	4	Questioning

WEEK 17

Learning Indicator: Discuss issues relating to death

FOCAL AREA: DEATH

Concept of death: Death is the end of a person's life on earth. It is the irreversible cessation of a person's life; the point where a person's soul/spirit leaves the body. It should be noted that, the definition of death differs from culture to culture, legal and medical systems (translators/teachers should define death as it pertains in their culture).

Some causes of death

- *Old age* when people grow very old, they die naturally.
- *Accidents:* accidents, such car accidents, drowning, falling from a height such as a tall building etc., can end people's lives.
- *Diseases:* Diseases such HIV/AIDS, diabetes, malaria, cholera, hypertension and many others can take people's lives if they are not well treated.
- *Curses:* Curses and bad medicine (mpaamba na *eduto* in Mfatse) can take people's life.
- *Natural disaster:* Natural disasters such as fire outbreaks, rainstorms, building collapsing on people among others can cause death.
- *Suicide:* People can take their own life by committing suicide.
- *Spirits/witchcraft:* It is believed that deities can take the life of people when they offend them or when they bring bad luck on the community by breaking a taboo. Witches can also cause death to people (Teachers to explain how these happen within the culture).

Types of deaths: Natural death and unnatural death

Natural death: Natural death occurs as a result of the aging process or disease.

Unnatural death: This is death caused by factors other than old age or disease processes. These include:

Homicidal death – refers to a person that is killed by one or more persons. The level of homicide is legally defined as murder if the act was intentional and as manslaughter, if it was unintentional.

Accidental death – defined as any death that occurs as the result of an accident. This type of death is only deemed accidental if it was not intended (suicide), expected, or foreseeable (illness). It can occur through car accidents or when a person slips and falls (with a heavy impact).

Suicidal death refers to the act or an instance of taking one's own life voluntarily and intentionally.

Effects of death: Even though natural death can end the suffering a person may be going through, death in itself can affect humanity negatively in many ways. Here are some effects of death

- **Emotional Effects:** death causes grief and bereavement: The loss of a loved one can cause intense emotional pain, sadness, and distress to family and friends.
- **Social effects and isolation:** death can lead to social isolation, particularly for those who live alone or have limited social support. Those who are left behind may suffer from not getting the support the deceased was providing.
- **Economic Effects and Financial burden:** Death can result in significant financial burdens, including funeral expenses, medical bills, and loss of income.
- **Trauma, mental health and other psychological effects:** Death, particularly sudden or traumatic death, can lead to psychological trauma, anxiety, depression, and other mental health issues.
- **Physical health decline:** The stress and emotional toll of death can also impact physical health, particularly for those who are already vulnerable or have pre-existing health conditions
- **Loss of human resource:** The human labour is reduced especially when unnatural death happens to children and youths, who are the workforce and the future of the community.
- **Spiritual Effects:** Sudden death or unnatural death may cause one to question his or her faith or the Supreme Being in whom the person believes.

Some ways of preventing death: There are many ways humanly possible to prevent premature death and improve their overall well-being. These are just a few examples of them.

Lifestyle Changes

- **Healthy diet:** eating a balanced diet rich in fruits, vegetables, whole grains, and lean proteins.
- **Regular exercise:** engaging in regular physical activity, such as walking, running, or other sports.
- **Not smoking:** quitting smoking or avoiding tobacco products.
- **Limited alcohol consumption:** drinking in moderation or abstaining from alcohol.

Preventive Care

- **Regular health check-ups:** Scheduling regular health check-ups and screenings can help with early detection of diseases and prevention.
- **Vaccinations:** Staying up-to-date on recommended vaccinations and taking the right medications can prolong a person's life.
- **Disease management:** Managing chronic conditions, such as diabetes or hypertension with the right amount of medication can prolong a person's life.

Safety Precautions

- **Wearing seatbelts:** wearing seatbelts while driving or riding in vehicles.

- Helmet use: wearing helmets while cycling or engaging in other high-risk activities.
- Fall prevention: taking steps to prevent falls, such as installing handrails or using non-slip mats.
- Obeying traffic rules when driving or crossing the road can prevent accident and death.

Mental Health

- Stress management: engaging in stress-reducing activities, such as meditation.
- Mental health support: Seeking support from mental health professionals or support groups.
- Avoiding accidents and disasters: Taking steps to prevent fires, such as installing smoke detectors and keeping flammable materials away from heat sources.
- Staying away from deviant behaviours such as fraud, drunkenness and not flirting with people's spouses. Obeying the elderly and societal taboo.

Some Funeral Rites of Some Cultures in Ghana

NB: The teacher should refer to the notes on funeral rites of some cultures on pages 56-58 of the Learner Manual for more information on funeral rites of other cultures.

Learning Task

Analyse four (4) effects of death on family and friends of the deceased.

Pedagogical Exemplars

Problem-Based learning

- Whole class discussion: Discuss the concept of death.
- Group work /mixed ability: Discuss types of deaths in the culture.
- Pair work: evaluate the effects of death.
- Whole class: Discuss and draw conclusions on some ways of preventing death.

Key Assessment: DoK Level 4 - Discussion

1. Investigate five common causes of death in your community and analyse the underlying issues that may lead to these deaths and the impact on the community of the death itself.
2. As an advocate, outline how you would educate your people about the prevention of premature death in your community.

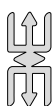
PLC Session 17

45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
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 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
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Note

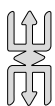
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **discussion**. 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

4. 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 error teachers (and learners) make 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**

5. 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**

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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 Indicator: Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana

FOCAL AREA: COMPARISON OF FUNERAL CELEBRATIONS AMONG CULTURES OF GHANA

Funerals and funeral rites: Funerals are socially-acceptable way by which members of a community pay tribute to and part ways with the deceased. Funerals are the final ceremonies intended to engage the living participants in activities which will help the deceased transit from the land of the living to the ancestral world peacefully. A funeral is a socially-acceptable way for members of a community to re-affirm and express their social attachments. Funeral rites are the traditional rituals performed in connection with the burial of the deceased. These rites vary across cultures often with a specific set of rules for what to do. Members within the community provide mourners with a collective grieving experience, and celebrate a life once lived by the deceased. A funeral is a rite of passage, which affects everyone involved—including the deceased. It is a structured ceremony, with a beginning, middle and end.

Types of funerals: Different cultures have different types of funerals and different rites performed during funerals. Mfantse for instance, has *Eyipa/sikasa*, *Detseyi/fundaho* and *fea*. *(Teachers/translators should teach/translate what pertains in their culture)*

Importance of funerals: Funerals are very significant celebrations among cultures. Some of the importance are as follows:

- It helps to celebrate the life, story and legacy of the deceased. During festivals, the life of the deceased is told in dirges, biographies and tributes to the deceased. It is a chance to show how they impacted their world and the people within it. This story influences others to do good or change their lifestyle.
- Funerals help to stimulate healthy healing after the loss of a loved one. Through honouring and celebrating a loved one, at their funerals, people reminisce on special memories.
- Funerals provide a safe place to grieve and share feelings and emotions with each other. It also allows people to express grief together, which reaffirms the importance of your family connections at a difficult time.
- Funerals are a way to bring family and friends together. It's a place to reconnect and bond with each other on a deeper level, forming a support system at a time when you need it.
- Funerals provide means to close the chapter on a person's life on earth.

Comparison between types of funeral rites in cultures: This is how Mfantse perform the types of funerals. *(Teachers should teach what pertains in the culture and compare it with that of other cultures in Ghana)*

Dɛtseyi/fundaho

This is the rites performed from the time a person dies to the burial. In the olden days, when somebody died, they first inform the chief of the town or community. Afterwards, the members of the community and the family are also informed. The dead used to be preserved for a while for the family to prepare. By way of preserving the dead, they could drain the fluid from them. Sometimes, they give the deceased hard liquor to preserve the intestines. They also use traditional spices such as cloves to embalm the dead. It is the duty of the children to bath the dead. However, elderly women of the family can also do it in. However, the eldest child has to sprinkle water on them before the other children support. The deceased's hair is shaved and the nails are cut. Boiled water is used to bathe the deceased three times. Before the deceased is bathed, the family brings sponge, towel, soap, powder and other items used to bathe. After bathing, they dress them and put them in bed. Different groups of people are usually present to keep the wake till the next morning when they have to bury them.

Items used to bury the dead: Mfantse believe that death is a journey and that the dead is only going to continue their life in the ancestral world. As a result, they provide all the things that a traveller might need. It is the children that provide the casket for the burial. Mat, bedspread, pillow, pants, cloths, and money are provided. Other loved ones bring to the deceased the items that they wish to bid the dead farewell. This could be money, scarf, rings. These items are put in the casket to accompany the dead.

Burial: After performing these rites, libation is made, and the dead is put in the casket for burial. The men in the household carry the deceased to the cemetery while the other members follow them to bury them. After the burial, they return home. A durbar is organised for people to sit, receive donations and exchange royalties.

Eyipa anaa sikasa

Funerals used to be organised forty days after death. Funerals used to be organised on Saturdays and Thursdays. Now, they mount tables to receive donations. The funeral begins around 1:00pm. When the set date for the funeral is due, sheds are provided to host the people who come to the funeral grounds. Families put on black or red. Some walk bare-foot. Some women shave their hair. There are songs amidst drumming. The bereaved usually sit in front. After well-wishers at the funeral have come to greet, they are given a place to sit before they welcome them with greetings and drinks. After they are offered the drink, they give their donation. The organisers of the funeral show appreciation by going back to greet them. At around 6:00pm, the funeral is dissolved. The next morning, they gather again, to receive further donations. Sometimes, certain items are exhibited for well-wishers. If the deceased left behind a wife, she is put through the widowhood rites. *Eyipa anaa sikasa*, thus, is when the funeral is performed when the dead are already buried.

Fea

Fea is the type of funeral organised for a child who is the first to die out of a parent's children. This is not a big funeral. Only a container is placed on a table for people to put in their donation. The donation is not announced. There should be no form of celebration. The belief is that, if this kind of death is celebrated, the spirit of death could take the rest of the children away. There is no weeping, there is plenty of food and celebrations.

Contemporary issues with funeral celebrations

Modern funeral trends amongst cultures in Ghana reflect a dynamic blend of traditional and contemporary practices. Here are some contemporary trends:

Increased Extravagance: Funerals have become more elaborate and expensive, showcasing family wealth and social status. This shift is driven by the desire to honour the deceased with grandeur and to affirm the family's position in society.

Incorporation of Modern Technology: Technology has transformed funeral practices, with services like live streaming, digital invitations, and social media announcements becoming increasingly popular. This allows more people to participate in funeral celebrations remotely.

Blending of traditional and Christian practices: There is a growing trend of combining traditional Akan funeral rites with Christian beliefs and practices such as burial services in churches, issues about wake keeping, etc. This blend reflects the complex cultural and religious identity of many Ghanaians.

Commercialisation of funeral services: The funeral industry has become a significant economic sector, with businesses offering specialised services such as catering, decoration, music, coffin design, dirges, and funfairs. This commercialisation has both positive and negative impacts on funeral practices.

Emphasis on artistic expression: Funerals have become platforms for artistic expression, featuring traditional drum music, dance, highlife music, poetic oratory, and visual arts. These elements celebrate the life and legacy of the deceased.

Changing roles of family and community: Funerals continue to play a vital role in reinforcing social ties and community solidarity. However, the dynamics of family and community involvement are evolving, with changing expectations around participation and financial contributions.

Learning Tasks

1. Discuss the sustainability and social implications of modern funeral practices on;
 - a. family and friends of the bereaved.
 - b. the community.
2. Examine the opinion that contemporary funeral practices are essential to cultural heritage.

Pedagogical Exemplars

1. Problem-Based learning: Whole class discussion
 - Revise death and its relating issues.
 - Discuss funerals and their types in the culture.
 - Discuss the types of funeral rites performed for the following: chiefs, priests, pregnant women, children and others.
 - Discuss contemporary issues in the performance of funeral rites.
2. Group work / collaborative learning: Compare and contrast funeral rites of the culture of study to other cultures in Ghana.

- Whole class activity
- Watch a video on types of funeral rites. e.g., a funeral of a chief, a priest, etc.
- Dramatise the performance of funeral.

Key Assessment: DoK Level 4 – Questioning

1. Discuss two types of funeral rites performed in your community and evaluate the significance of the funeral rites.
2. Discuss the differences between the funeral rites performed for the following people in your community: chiefs, priests, pregnant women and children.
3. Compare the funeral rites celebrated in your community with the funeral rites celebrated in another community.
4. Discuss one contemporary issue associated with the performance of funeral rites in your community and show how it can be mitigated.

Practice Paper 2

Conduct **Practice Paper 2**. 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 to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

PRACTICE PAPER 2

ITEM SPECIFICATION TABLE FOR PAPER ONE

Teachers are to set a total of 50 questions for this section

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
		L1 30%	L2 40%	L3 30%
PHONETICS AND PHONOLOGY	9. Describe the vowels of the Ghanaian Language using the right parameters (e.g., lip posture, tongue height and part of the tongue).	1		
		1	1	1
		1	1	1
	10. Describe the consonants of the Ghanaian Language using the right parameters (e.g., voicing, place of articulation and manner of articulation).		1	
	11. Explain the distribution of vowels of the Ghanaian Language (e.g., word initial, medial and final).			
	12. Identify the syllable types (open and closed) in the respective Ghanaian Languages.			
	13. Discuss the syllable structure of a Ghanaian Language in word formation.			
	14. Explain the concept of tone focusing on the types (e.g., low, high, mid, rising, falling, etc.) and functions.			
	15. Explain phonological processes specific to the language of study (e.g. assimilatory processes).			
	16. Discuss the phonological processes specific to the language (syllable structure processes).			

LEXIS AND STRUCTURE RULES OF WRIT- ING A GHANAIN LANGUAGE	8. Categorise nouns according to their types (e.g., proper, common, abstract, concrete, etc.) 9. Categorise adverbs into types (e.g., manner, place, time, degree). 10. Explore the use of affixes in a Ghanaian Language. 11. Construct sentences with the types of conjunctions in a Ghanaian Language. 12. Describe and classify the various types of clauses. 13. Discuss the various components of sentence (e.g. phrases and clauses). 14. Analyse the types of sentences according to function.	1 1	1 1 1	1 1
	7. Construct sentences considering the rules of writing nouns and pronouns. 8. Construct sentences considering the rules of writing adjectives. 9. Discuss the word formation processes in a Ghanaian Language (compounding, clipping, borrowing, affixation). 10. Discuss punctuation (e.g. full stop, comma, colon, semi-colon, etc.) and diacritics. 11. Discuss the various processes of word formation (borrowing, reduplication, coinage, etc.). 12. Use the various processes of word formation to form new words.	1	1 1 1	1 1
CULTURAL PRACTICES TRADITIONAL GOVERNANCE	10. Explore deity names focusing on their origin and reason. 11. Discuss the processes of initiation into adulthood (puberty rites: before, during and after). 12. Compare the processes of initiation into adulthood rites in the respective cultures to that of other cultures 13. Discuss the processes involved in performing marriage rites and its significance in the culture. 14. Discuss modern trends affecting traditional marriage rites. 15. Compare the clan systems of the respective cultures to those of other cultures in Ghana. 16. Discuss the traditional festivals in the respective cultures and their significance. 17. Compare and contrast the festivals in the respective cultures to those of other cultures in Ghana. 18. Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana.	1 1 1	1 1 1	1 1 1
	6. Explore the traditional governance structure (father, family head, clan head). 7. Explore the traditional governance structure (chief, sub-chiefs, kingmakers, etc.). 8. . Explore the traditional governance structure. 9. Examine the contemporary judiciary system 10. Compare and contrast the traditional dispute resolution processes to the contemporary dispute resolution system.	1	1 1	1 1

ORAL LITERATURE	7. Explore the structure of libation in the respective Ghanaian Languages (invocation, message, conclusion) 8. Discuss dirges (functions and significance). 9. Analyse the structure and types of riddles. 10. Explore the structure of puzzles. 11. Discuss work songs, war songs, play songs and lullabies. 12. Explore and appreciate contemporary highlife songs.	1 1	1 1 1	1
WRITTEN LITERATURE	7. Discuss the elements of prose (e.g., characters, theme, plot, setting, point of view, etc.). 8. Appreciate prose texts (title, theme, diction, literary devices, etc.) 9. Explore the elements of drama. 10. Appreciate drama text 11. Identify and discuss the elements of poetry (e.g. diction, themes, stanzas, lines, literary devices, rhymes, etc.). 12. Appreciate poetry texts.	1 1 1	1 1 1	1 1 1
	TOTAL	15	20	15

ITEM SPECIFICATION TABLE FOR PAPER TWO-SHS GHANAIAN LANGUAGE

Structure of the paper

SECTION A - Reading (10 marks)

A comprehension passage of 300-350 words in prose will be provided and ten questions set on it. Candidates will be required to answer all questions. (30 minutes)

SECTION B - Phonology (10 marks)

Two questions will be set for candidates to answer one for 10 marks. (15 minutes)

SECTION C - Interpretation/Translation (30 marks)

A passage of about 250 words will be provided in English to be translated by candidates into their language of study. (30 minutes)

SECTION D - Composition (30 marks)

Four topics for composition will be set and candidates will be required to write an essay of not less than 300 words on one of them for 30 marks. The following types of writing will be tested.

Narrative, Descriptive, Argumentative, Speech Writing, Letter Writing, Expository
(50 minutes)

SECTION E - Written Literature (20 marks)

In this section, three questions will be set on the three (3) genres of literature (prose, drama and poetry) for the candidates to choose one. (25 minutes)

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
		L1	L2	L3
READING PHONOLOGY	2. Apply the knowledge of topic and supporting sentences to bring out main ideas from texts			1

	3. Describe the consonants of the Ghanaian Language using the right parameters (e.g., voicing, place of articulation and manner of articulation). 4. Discuss the phonological processes specific to the language (syllable structure processes).		1	1
TEXT COMPOSITION INTERPRETATION AND TRANSLATION	5. Compose a narrative essay 6. Compose an expository essay 7. Compose argumentative essays 8. Compose formal letters.			1 1 1 1
	2. Apply translation types to translate texts from a source to a target language (word-for-word, meaning based, unduly free, etc.).			1
WRITTEN LITERATURE	4. Discuss the elements of prose (e.g., characters, theme, plot, setting, point of view, etc.). 5. Appreciate drama text 6. Identify and discuss the elements of poetry (e.g. diction, themes, stanzas, lines, literary devices, rhymes, etc.).			1 1 1
	TOTAL		1	10

ITEM SPECIFICATION TABLE FOR PAPER THREE-SHS GHANAIAN LANGUAGE

Structure of the paper

PAPER 3 (Oral Expression)

This paper will consist of three (3) sections and will involve an interaction between the candidate and the examiner. An interaction between each candidate and an Examiner will last up to 20 minutes for 50 marks. There are six aspects grouped into Option A and Option B. Options would be alternated year after year to avoid repetition of questions. The examiner will brief the candidate about the rubrics of the test.

SUB STRAND	LEARNING INDICATORS	LEVELS OF ASSESSMENT		
		L1	L2	L3
CONVERSATION / COMMUNICATION IN CONTEXT PHONOLOGY READING	2. Discuss ideas and relevant opinions from selected discourse. E.g., Cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialization in Ghana, mining, GESI, STEM, etc.			1
	2. Describe the consonants of the Ghanaian Language using the right parameters (e.g., voicing, place of articulation and manner of articulation).		1	
	3. Apply skimming and scanning to extract information or ideas from texts 4. Apply the knowledge of topic and supporting sentences to bring out main ideas from texts.	1		1

CULTURAL PRACTICES	4. Explore deity names focusing on their origin and reason. 5. Discuss the processes involved in performing marriage rites and its significance in the culture. 6. Discuss the traditional festivals in the respective cultures and their significance.	1	1	
ORAL LITERATURE	4. Explore the structure of libation in the respective Ghanaian Languages (invocation, message, conclusion) 5. Discuss the traditional festivals in the respective cultures and their significance. 6. Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana.	1	1	1
	TOTAL	3	4	3

Section 8 Review

This section is for review of the lessons taught in weeks seventeen and eighteen. It has discussed death and funeral rites, their types and significance. These indicators are significant in Ghanaian language studies for is done for learners to be in tune with their own culture and to appreciate other people's cultures. It is expected that after going through this section, learners will keep connected to their roots, their culture, their values, their origin and to preserve it. It will help *encourage learners* to come together and celebrate. They will also learn to be creative, imaginative and gain vocabulary to talk about local and global issues.

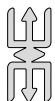
PLC Session 18

55 minutes

Planning & Reviewing the Learning Plan

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

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

**Note**

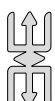
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP) (**Practice Paper 2**).
 - a. Chat with your app to review the test specification table for Practice Paper 2.
 - b. Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for the tasks/items.
 - c. Review and refine the Paper (NTS 3k-3q).

10 minutes

Content Exploration

4. 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. the lead then corrects approach and highlights the most common error teachers (and learners) make 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 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/topics discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

20 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-lg, 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**

6. 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).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 17

Question 1: Investigate five common causes of death in your community and analyse them. (15 marks)

The teacher should ask themselves the following questions before awarding a mark:

1. *Identification of causes: Can the student identify five common causes of death in their community?* 2. *Analysis of causes: Can the student analyse each cause, including its underlying factors and impact on the community?*
3. *Depth of analysis: Does the student demonstrate a deep understanding of the causes and their effects?*

Marking criteria

- *13-15 marks: Excellent investigation and analysis, with clear identification and in-depth analysis of causes.*
- *10-12 marks: Good investigation and analysis, with some identification and analysis of causes.*
- *7-9 marks: Fair investigation and analysis, with limited identification and analysis of causes.*
- *0-6 marks: Poor investigation and analysis, with little or no identification and analysis of causes.*

Question 2: As an advocate, outline how you would educate your people about the prevention of premature death in your community. (15 marks)

The teacher should ask themselves the following questions before awarding a mark:

1. *Clear objectives: Are the objectives of the education program clear and specific?*

2. *Target audience: Is the target audience clearly identified, and are the education strategies tailored to their needs?*
3. *Education strategies: Are the education strategies effective, feasible, and culturally sensitive?*
2. *Evaluation and follow-up: Is there a plan for evaluating the effectiveness of the education program and following up with the community?*
 - 13-15 marks: *Excellent education plan, with clear objectives, effective strategies, and a plan for evaluation and follow-up.*
 - 10-12 marks: *Good education plan, with some clear objectives and strategies.*
 - 7-9 marks: *Fair education plan, with limited objectives and strategies.*
 - 0-6 marks: *Poor education plan, with little or no clear objectives and strategies.*

WEEK 18

Marking scheme

Question 1: Discuss two types of funeral rites performed in your community and evaluate the significance of the funeral rites. (15 marks)

The teacher should ask themselves the following questions before deciding upon a mark:

1. *Description of funeral rites: Can the student describe two types of funeral rites performed in their community?*
2. *Significance of funeral rites: Can the student evaluate the significance of the funeral rites, including their cultural, social, and spiritual importance?*
3. *Depth of analysis: Does the student demonstrate a deep understanding of the funeral rites and their significance?*

Marking criteria

- 13-15 marks: *Excellent discussion and evaluation, with clear description and in-depth analysis of funeral rites.*
- 10-12 marks: *Good discussion and evaluation, with some description and analysis of funeral rites.*
- 7-9 marks: *Fair discussion and evaluation, with limited description and analysis of funeral rites.*
- 0-6 marks: *Poor discussion and evaluation, with little or no description and analysis of funeral rites.*

Question 2: Discuss the differences between the funeral rites performed for the following people in your community: chiefs, priests, pregnant women, and children. (15 marks)

The teacher should ask themselves the following questions before deciding upon a mark:

1. *Description of differences: Can the student describe the differences in funeral rites for each group?*
2. *Analysis of significance: Can the student analyse the significance of these differences, including their cultural and social implications?*

3. *Depth of understanding: Does the student demonstrate a deep understanding of the funeral rites and their significance?*

Marking criteria

- 13-15 marks: *Excellent discussion, with clear description and in-depth analysis of differences.*
- 10-12 marks: *Good discussion, with some description and analysis of differences.*
- 7-9 marks: *Fair discussion, with limited description and analysis of differences.*
- 0-6 marks: *Poor discussion, with little or no description and analysis of differences.*

Question 3: Compare the funeral rites celebrated in your community with the funeral rites celebrated in another community. (15 marks)

The teacher should ask themselves the following questions before deciding upon a mark:

1. *Description of funeral rites: Can the student describe the funeral rites in both communities?*
2. *Comparison of funeral rites: Can the student compare the funeral rites, including their similarities and differences?*
3. *Depth of analysis: Does the student demonstrate a deep understanding of the funeral rites and their significance?*

Marking criteria

- 13-15 marks: *Excellent comparison, with clear description and in-depth analysis of funeral rites.*
- 10-12 marks: *Good comparison, with some description and analysis of funeral rites.*
- 7-9 marks: *Fair comparison, with limited description and analysis of funeral rites.*
- 0-6 marks: *Poor comparison, with little or no description and analysis of funeral rites.*

Question 4: Discuss one contemporary issue associated with the performance of funeral rites in your community and show how it can be mitigated. (15 marks)

The teacher should ask themselves the following questions before deciding upon a mark:

1. *Identification of issue: Can the student identify a contemporary issue associated with funeral rites?*
2. *Analysis of issue: Can the student analyse the issue, including its causes and effects?*
3. *Mitigation strategies: Can the student propose effective strategies to mitigate the issue?*
4. *Feasibility and effectiveness: Are the proposed strategies feasible and effective?*

Marking criteria

- 13-15 marks: *Excellent discussion, with clear identification and analysis of issue, and effective mitigation strategies.*
- 10-12 marks: *Good discussion, with some identification and analysis of issue, and some mitigation strategies.*
- 7-9 marks: *Fair discussion, with limited identification and analysis of issue, and limited mitigation strategies.*
- 0-6 marks: *Poor discussion, with little or no identification and analysis of issue, and little or no mitigation strategies.*

SECTION 9: SONGS

Strand: Literature of the Ghanaian Language

Sub-Strand: Oral Literature

Learning Outcome: Apply the knowledge of the features of songs to compose songs.

Content Standard: Exhibit knowledge and understanding of songs.

INTRODUCTION AND SECTION SUMMARY

This section discusses work songs within Ghanaian oral literature as well as contemporary high life songs. It looks at the explanation of work songs, types and importance. The part on highlife songs also discusses the types, structure, importance and the processes involved in appreciating highlife songs. Knowledge in work and highlife songs will help learners to acquire the skills to create their own songs. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with music and literature studies. The section equips learners with extended knowledge and functional understanding of their own culture and creative skills. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning.

The weeks and the indicators covered by the section are:

- **Week 19:** Work songs
- **Week 20:** Highlife song

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed in this section consist of many approaches to teaching Ghanaian language concepts such as Problem-Based Learning (PBL). It involves methods in which complex real-world problems are used as the medium to promote students learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings and whole class activities including class presentation. These approaches can promote the development of critical thinking skills, creativity, problem-solving abilities, and effective communication skills. It can also provide opportunities for collaboration, teamwork and leadership. Learners will also learn to collect data and analyse it. For the gifted and talented learners, additional tasks are assigned to them such as performing leadership roles as peer-teachers to guide classmates to have a deeper understanding of the concepts being taught. Teachers are guided to be aware of learners with pronunciation and communication problems and skilfully resolve misconceptions.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of skill building, conceptual understanding and extended critical thinking of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to track learners' comprehension of songs. There is Level 4 assessment which stresses extended critical thinking. Assessment questions progress from questioning, short essays or oral presentations to evaluate learners' ability to express concepts and practise them. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores and feedback for their accumulative progress.

Provide a summary of the assessment used against the indicator. For instance

Indicators	DOK Level	Assessment Strategy and/or Mode
3.4.1. LI.1 Discuss work songs	4	Discussion
3.4.1. LI.2 Explore and appreciate contemporary highlife songs	4	Presentation

WEEK 19

Learning Indicator: Discuss work songs

FOCAL AREA: WORK SONGS

Explanation of songs: A song is a musical composition performed by the human voice. The voice often carries the melody using patterns of sound and silence. Songs have features of poetry. They contain literary devices and have rhymes. Songs are written in lines and stanzas or verses – these sections are sometimes repeated throughout the song. The lines are mostly short and can be repetitive. Words in songs often have a deeper meaning and are stressed or emphasised.

Work song: A work song is a piece of music closely connected to a form of work, either one sung while conducting a task or one linked to a task t, or even a protest song. Work songs are songs used during labour such as farming, fishing, trading and blacksmithing to urge the workers on to work faster, harder and longer. *(Work songs, their types and examples are culture specific. Translators/teachers should translate/teach what pertains in the culture)*

Types work songs: connected narrative, description, or protest song...

Examples of work songs in Mfantse

Sisiw Mbo

Sisiw mbo, tabon mbo 2x

Iyi ye adze a wɔye a?

Iyi ye adze a wɔye a aa?

Ɔfar nye kwan tabon a

Ɔkwan kɔ n'ekyir o!

Sisiw mbo, tabon mbo 2x

Mbowa Ho Na Erogor

Mbowa ho na erogor

Buo oo!

Mbowa ho na erogor

Yaw Foso

Bombodu

Mbowa ho na erogor?

The teacher should refer to the sample hunting song on page 67 of the Learner Manual

Importance of work songs

- They energise the workers and facilitate the early completion of work.
- The words in the songs motivate the workers to work hard.
- It is a way of advertising the kind of work.
- Work songs are used to give advice.

- Work songs are used to praise the workers as well as to cast insinuations on others.
- Work songs are used to combat fear and to scare bad people from attacking workers.

Learning Tasks

1. On the basis of what pertains in your culture, how would you define a work song?
2. Using three examples from your culture, explain the type(s) of work songs.
3. Provide three reasons for which workers in your community use work songs.

Pedagogical Exemplars

1. Initiating talk for learning: Whole class
 - a. Discuss work songs
 - b. Discuss types of work songs
 - c. Discuss the significance of work songs
2. Group work/collaborative learning
 - a. Pair work: Analyse a work song text (identify the theme, structure, literary devices, diction, style, etc.)
 - b. Experiential learning: Compose and sing a work song.

Key Assessment: DoK Level 4 - Discussion

1. Collect two types of work songs from your culture and analyse their structure, composition (rhythm, melody) and the literary devices used (metaphor, simile, personification, imagery, alliteration, symbolism etc). (16 marks)
2. Discuss three roles of work songs to your community. (6 marks)
3. Based on your knowledge in literature, create one work song for the job that you would like to do in future. (6)

PLC Session 19

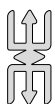
45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

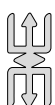
3. Plan the week's key assessment with your app

- a. The key assessment for the week is **discussion**. 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

4. 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. highlights the most common error teachers (and learners) make 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

5. 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**

- 6. 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).
- 7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8. 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: Explore and appreciate contemporary highlife songs

FOCAL AREA: **HIGHLIFE SONGS**

Concept of highlife songs: Highlife is a Ghanaian music which encompasses multiple local fusions of African metre and western jazz melodies which originated along the coastal cities of present-day Ghana in the 19th century. Highlife was associated with the local African aristocracy during the colonial period, and was played by numerous bands including the Jazz Kings, Cape Coast Sugar Babies and Accra Orchestra along Ghana's coast.

Forms of highlife

1. **Palm-wine music:** Also known as maringa in Sierra Leone, was one style that originated on coastal locations when local musicians began using portable instruments brought by traders and fused it with local string and percussion instruments. It was usually played in a syncopated 4/4 metre. This music was played in low class palm-wine bars at ports where sailors, dock workers, and working-class locals would drink and listen to the music.
2. **Brass-band highlife:** A style of highlife that resembles western brass band in European forts across West Africa. The military would use local musicians in their brass band regiments and taught them linear marching songs. The fusion of linear marching music with polyrhythmic local music created a danceable style called *adaha*, as well as a style with cheaper, local instruments called *konkoma*.
3. **Dance and guitar band highlife:** Dance band highlife, is more rooted in urban settings. These are smaller professional dance bands, for example, the Tempos. Guitar band highlife featured smaller bands and, at least initially, was most common in rural areas. They used stringed instruments like the seprewa and the guitar. They also used the *dagomba* style, borrowed from Kru sailors from Liberia, to create highlife's two-finger picking style. Guitar band highlife also featured singing, drums and claves.
4. **Burger highlife:** The highlife music created by Ghanaians in Germany. It combined the genre with funk, disco, and synth-pop. It is believed it was called burger highlife because the largest communities of Ghanaians resided in Hamburg. The music became associated with migrants who would travel between Germany and Ghana. It also would become defined by its use of modern technologies; by the late '90s, productions used solely electronic instruments.
5. **Gospel highlife:** Considered one of the most popular music genres to both Ghanaians and its diaspora. Gospel highlife blurs the lines between religion and pop culture. This genre is similar to burger highlife but its inspiration comes from Charismatic Christianity and Pentecostalism.

Structure of contemporary highlife songs: Highlife typically follows a structured format:

Instrumentation

- **Guitar:** Often the primary melodic instrument.
- **Horns:** Trumpets, saxophones, and trombones add harmony and depth.

- Drums: Traditional African drums or Western-style drum kits provide rhythm.
- Keyboards: Synthesizers or pianos add texture and melody.

Musical Structure

- Call-and-response: A common pattern, where one musician sings or plays a phrase, and others respond.
- Melodic patterns: Highlife music often features catchy, repetitive melodic patterns.
- Harmony: Rich harmonies and chord progressions add depth to the music.
- Rhythmic complexity: Highlife music often features complex polyrhythms (two or more rhythms simultaneously) and syncopation (displacing beats to make them stronger or weaker).

Song Structure

- Introduction: An instrumental introduction sets the tone and rhythm.
- Verse: The singer tells a story or conveys a message.
- Chorus: A catchy, repetitive refrain summarises the main theme.
- Bridge: An instrumental or vocal section adds variety and contrast.

Lyrical Themes

- Love and relationships: Many highlife songs focus on love, romance, and relationships.
- Social commentary: Highlife music often addresses social issues, such as politics, poverty, and inequality.

Cultural heritage

Songs may celebrate Ghanaian culture, traditions, and history.

Importance of contemporary highlife

- Ghanaian music serves as a living testament to the country's ability to honour its past while embracing the future.
- It captivates hearts and showcase the rich cultural heritage that defines this nation.
- It provides cultural identity: Highlife music is a symbol of Ghanaian cultural identity and heritage as it originated in the early 20th century, blending traditional Akan music with Western instruments and styles. Historically, it reflects Ghana's history, including its colonial past and struggle for independence.
- Highlife music often addresses social issues, such as love, politics, and social justice.
- Highlife music brings people together, fostering a sense of community and social bonding.
- Highlife remains a popular music genre in Ghana, enjoyed by people of all ages.
- Highlife has influenced other Ghanaian music genres, such as Afrobeat and Hiplife thereby expanding the genres of music in Ghana.
- Highlife music helps preserve Ghanaian cultural traditions and values.

Processes of appreciating highlife songs follow the same pattern as other literary genres.

Learning Task

Construct a brief argument for or against the following statement: “Highlife music is Ghana’s greatest cultural export”.

Pedagogical Exemplars

1. Initiating talk for learning-Whole class activity
 - a. Discuss highlife songs
 - b. Discuss types of highlife songs
 - c. Discuss the significance of contemporary highlife songs
2. Group work/collaborative learning
 - a. Pair work
 - Listen to a highlife song and analyse the lyrics and the structure
 - Appreciate the highlife songs
 - b. Experiential learning
 - Sing contemporary highlife songs
 - Compose highlife songs
 - c. Whole class: Discuss the songs composed

Key Assessment: DoK Level 4 – Presentation

Giving examples, analyse how highlife music in Ghana has evolved from the 1950s to the present day. You can make reference to the types of highlife, the instruments used, methods of production or the lyrics. (16 marks)

Section 9 Review

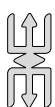
This section discussed songs. Learners were introduced to work songs and highlife. We focused on the description of songs, work song and highlife. Knowledge of songs and song creation will expose learners to rich vocabulary and language skills. It fosters imagination, creative thinking, and self-expression. Song appreciation helps learners develop critical thinking, interpretation, and analytical skills. Additionally, it helps learners to identify their talents and work towards developing them for their future. This section is linked with related subjects such as history, literature in English, and music. The section promotes empathy and offers insights into historical events, cultural traditions, and social movements. Memorising and composing songs enhance memory, confidence, and public speaking skills. The teacher was encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support individual learning.

PLC Session 20

45 minutes Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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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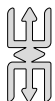
Note

- 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.

3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **presentation**. 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

4. 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)
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30 minutes**Enactment**

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5 minutes**Reflection**

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8. Remember to
 - 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.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK19

Question 1: Collect two types of work songs from your culture and analyse their structure, composition (rhythm, melody) and the literary devices used (metaphor, simile, personification, imagery, alliteration, symbolism etc). (16 marks)

	Excellent (7–8 marks)	Very Good (5–6 marks)	Satisfactory (3–4 marks)	Needs Improvement (1–2 marks)
Content	Two appropriate songs chosen with a wide range of features clearly identified	Two appropriate songs chosen with a range of features identified.	Two appropriate songs chosen with some features identified. Sometimes lacks clarity.	One appropriate song chosen. Little understanding of features or structure. Lacks clarity.
Analysis	Consistently analyses the impact of the identified features and compares the songs.	Analyses the impact of most of the identified features and begins to compare the songs.	Analyses the impact of one – two features with limited success.	Little or no analysis relevant to the impact of the features.

Question 2: Discuss three roles of work songs to your community. (6 marks)

The teacher should ask themselves these questions before awarding a mark. Note that a student cannot score above 1-2 marks if they have not identified three roles of work songs.

- 1. Identification of roles: Can the student identify three roles of work songs in their community?*
- 2. Analysis of roles: Can the student analyse the significance of each role, including its impact on the community?*

Marking criteria

- 5-6 marks: Excellent discussion, with clear identification and analysis of roles.*
- 3-4 marks: Good discussion, with some identification and analysis of roles.*
- 1-2 marks: Fair discussion, with limited identification and analysis of roles.*

Question 3: Create one work song for the work you would like to do in future. (6 marks)

The teacher should ask themselves this question before awarding a mark.

- 1. Creativity and originality: Is the work song creative and original?*
- 2. Relevance to work: Is the work song relevant to the work the student would like to do in the future?*
- 3. Structure and composition: Is the work song well-structured and composed?*

Marking criteria

- 5-6 marks: Excellent work song, with creativity, relevance, and good structure.*
- 3-4 marks: Good work song, with some creativity, relevance, and structure.*
- 1-2 marks: Fair work song, with limited creativity, relevance, and structure.*
- 0 marks: Poor work song, with little or no creativity, relevance, and structure.*

WEEK 20

1. Presentation (16 marks)

	<i>Excellent (7–8 marks)</i>	<i>Very Good (5–6 marks)</i>	<i>Satisfactory (3–4 marks)</i>	<i>Needs Improvement (1–2 marks)</i>
<i>Content</i>	<i>Similarities, differences and progression clearly identified using four or more examples.</i>	<i>Similarities, differences and progression identified using three or more examples</i>	<i>Similarities, differences and progression identified using two or more examples. Sometimes lacks clarity.</i>	<i>Very little knowledge of highlife music throughout the years demonstrated.</i>
<i>Analysis</i>	<i>Consistently analyses the reasons behind the changes in highlife music.</i>	<i>Sometimes analyses the reasons behind the changes in highlife music.</i>	<i>Attempts to analyse the reasons behind changes in highlife music with limited success.</i>	<i>Little or no analysis relevant to the reasons behind the changes in highlife music.</i>

SECTION 10: POETRY

Stand: Literature of the Ghanaian Language

Sub-strand: Written Literature

Learning Outcome: Apply the knowledge of the elements of poetry to appreciate poems

Content Standard: Demonstrate knowledge and understanding of poetry

INTRODUCTION AND SECTION SUMMARY

This section focuses the discussion on written literature. The genre to be discussed is the poem. Learners will be taken through the elements of poetry. They shall also discuss poetry appreciation. This section is essential for learners not only in the context of Ghanaian language studies but also establishes links with related subjects and disciplines such as English Language, English literature and other subjects. The section equips learners with extended knowledge and functional understanding of poetry appreciation using the elements of a poem. The teacher is encouraged to employ interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning. The teacher should be aware of learners with special education needs.

The weeks and the indicators covered by the section are:

- **Week 21:** Identify and discuss the element of poetry (e.g., diction, themes, stanzas, lines, literary devices, rhymes etc.)
- **Week 22:** Appreciate poetry texts.
- **Week 23:** Appreciate poetry texts.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars employed in this section comprise of many approaches to teaching Ghanaian language concepts.

Problem-Based Learning (PBL) involves methods in which complex real-world problems are used as the medium to promote students learning of concepts and principles as opposed to direct presentation of facts and concepts. It includes specific approaches such as individual learning, pair work, mixed-ability/gender groupings and whole class activities including class presentation. These approaches can promote the development of critical thinking skills, problem-solving abilities, and effective communication skills. They can also provide opportunities for collaboration, teamwork and leadership. Learners will also learn to collect data and analyse it.

Building on what others say involves learners critiquing points raised by their classmates and adding more to the points in order to build consensus. For the gifted and talented learners, additional tasks are assigned to them such as performing leadership roles as peer-

teachers to guide classmates to have a deeper understanding of the concepts being taught. Teachers are guided to be aware of learners with pronunciation and communication problems and skilfully resolve misconceptions.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of skill building, conceptual understanding and strategic reasoning of learners. Regular feedback facilitates ongoing improvement and holistic learner development. The assessment strategy employs approaches that help to track learners' comprehension of the Ghanaian language concepts taught. Level 3 strategic reasoning questions are administered through essay prompts or case studies to assess learners' strategic reasoning and deeper understanding of poetry appreciation and the use of the elements of poetry to appreciate poetry texts. Teachers should employ a variety of formative and summative assessment strategies to gather information about individual learner's performance, including scores and feedback for their accumulative progress.

Indicators	DOK Level	Assessment Strategy and/or Mode
Identify and discuss the element of poetry (e.g., diction, themes, stanzas, lines, literary devices, rhymes etc.)	3	Homework
Appreciate poetry texts.	4	Class exercise
Appreciate poetry texts.	4	Project

WEEK 21

Learning Indicator: *Identify and discuss the element of poetry (e.g., diction, themes, stanzas, lines, literary devices, rhymes etc.)*

Recap

Year 1	Week 6: Discuss Oral Interpretation focusing on effective listening, encoding and decoding, etc.
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FOCAL AREA: POETRY

- I. Explanation of poetry
- II. Elements of poetry
- III. Structure of poetry
- IV. Significance of poetry

Definition of a Poem

A poem is a piece of writing that uses language in a creative and imaginative way to express thoughts, feelings, and ideas. Poetry is a powerful form of self-expression and communication, allowing writers to convey complex thoughts and emotions in a unique and artistic way. Poems often employ various literary devices, such as: **Metaphor**, **Simile**, **Imagery**, **Rhyme** and **Rhythm**

Characteristics of Poems

1. Expressive language
2. Emotional resonance
3. Condensed meaning (conveying a wealth of information, emotion, or imagery using a minimal number of words)
4. Often uses figurative language

Elements of Poetry

Poetry is a unique form of writing that employs various literary devices to convey meaning and emotion.

This section will focus on four types of poem:

1. Sonnet
2. Free verse
3. Narrative poem
4. Lyric poem

Amongst other things, poems have these purposes:

1. To evoke emotions

2. To tell stories
3. To explore ideas
4. To create a specific atmosphere

Some key elements of poetry include:

1. Imagery

Imagery refers to the use of language to create vivid sensory experiences for the reader. This can include descriptions of sights, sounds, smells, tastes, and textures.

2. Diction

Diction refers to the choice of words and language used in a poem. Diction comes in types. These are formal, informal, poetic and colloquial. By carefully selecting words and language, poets can craft a unique and expressive voice that engages readers and conveys their intended meaning. It encompasses:

1. Word selection: The poet's choice of specific words to convey meaning and tone.
2. Tone: The attitude or feeling conveyed through the words.
3. Language style: Formal, informal, poetic, or conversational.

3. Themes

Themes are the underlying ideas, messages, or concepts that a poem or literary work explores. They can be about life, society, human nature, or other topics.

4. Stanzas

Stanzas are groups of lines in a poem that form a unit or section. They can have a specific rhyme scheme, metre, or structure.

5. Lines

Lines are the individual units of language in a poem, often arranged in a specific pattern or rhythm.

6. Literary Devices

A literary device is a technique used by writers to convey meaning, create tone, or evoke emotions. Examples include metaphor, simile, imagery, symbolism, and more.

7. Rhymes

Rhymes are the repetition of similar sounds at the end of words, often used in poetry to create a musical quality or rhythm. Rhymes can add structure, pattern, and musicality to a poem.

Structure of poems

The structure of a poem refers to the way it is organised and arranged. The structure of a poem can contribute to its overall meaning, tone, and impact on the reader. Poets often experiment with different structures to convey their ideas and emotions in a unique and expressive way. This can include:

1. Form

The overall shape and pattern of the poem, such as sonnet, free verse, or ballad.

2. Stanzas

The grouping of lines into sections or stanzas, which can have a specific rhyme scheme or metre.

3. Lines

The individual units of language that make up the poem, which can vary in length and rhythm.

4. Rhyme Scheme

The pattern of rhymes used in the poem, such as end rhymes or internal rhymes.

5. Metre

The pattern of stressed and unstressed syllables in the poem, which can create a specific rhythm.

6. Line Breaks

The way lines are broken up, which can affect the pace and flow of the poem.

7. Imagery and Figurative Language

The use of sensory details and literary devices to create vivid descriptions and evoke emotions.

Learning Tasks

1. Read and analyse one stanza poem, identifying: *(NB: Translator should provide a one stanza poem in the language of study)*
 - a. Theme
 - b. Imagery
 - c. Figurative language
 - d. Tone
2. Identify and explain the use of poetic devices in a poem, such as:
 - a. Metaphor
 - b. Simile
 - c. Personification
 - d. Symbolism

Pedagogical Exemplars

1. Problem-Based learning: Whole class activity

- Explain poetry.
- Discuss the elements of poetry (e.g., diction, themes, stanzas, lines, literary devices, rhymes, etc.).

- Discuss the importance of studying poetry.
- Model a poetry recital.

2. Group work/Collaborative learning

- Pair work: Discuss a given poem from a set poetry text.
- Individual activity: Apply the knowledge of the elements of poetry to compose a poem.

Key Assessment: DoK Level 3 - Homework

Based on the knowledge you have gained on poetry, compose a three-stanza poem on any of the themes given below (16 marks):

- Humility
- Tolerance
- Leadership
- Honesty

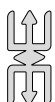
PLC Session 21

45 minutes

Planning & Reviewing the Learning Plan

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

- Use your subject specific app to explore the content before planning, ask the app to
 - explain the week's concepts in a way that would make it easier for learners to understand
 - identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
- Use your subject specific app to plan your lesson, ask the app to
 - suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - 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.

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

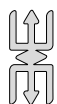
- a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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. highlights the most common error teachers (and learners) make 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

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-lg, 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

6. 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).

7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. 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 Indicator: *Appreciate poetry text*

Recap

Year 1	Week 6: Discuss Oral Interpretation focusing on effective listening, encoding and de-coding, etc.
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FOCAL AREA: POETRY APPRECIATION

Read the notes on poems in the previous week as a form of revision.

Poetry appreciation

1. Read the Poem

Read the poem multiple times to understand its content, tone, and language.

2. Identify the Theme

Determine the poem's central idea or theme.

3. Analyse Imagery and Figurative Language

Identify and analyse the use of: Imagery (sensory details), Metaphor, Simile, Personification, Symbolism

4. Examine Poetic Structure

Consider: Stanza formation, rhyme scheme, metre, line breaks

5. Evaluate Language and Tone

Analyse: Language style (formal/informal), tone (attitude/emotion conveyed)

6. Identify Literary Devices

Look for: Alliteration, assonance, enjambment, caesura

7. Interpret Meaning

Consider: Literal meaning, figurative meaning, symbolism, author's purpose

8. Evaluate Emotional Resonance

Determine how the poem makes you feel and why.

9. Consider Context

Think about: Historical context, cultural context, author's background

10. Synthesise Your Understanding

Combine your observations with gaining a deeper understanding of the poem.

Learning task

Learners follow the steps to appreciate given a poem and its elements.

Pedagogical Exemplars

1. Initiating talk for learning: Whole class activity
 - Revise the elements of prose and drama.
 - Discuss the elements of poetry
 - Identify elements of poetry in a poem.
2. Group work/collaborative learning: Pair work
 - Read a poetry text from a set book.
 - Identify the elements of poetry present in the poem read.

Key Assessment: DoK Level 4 - Class Exercise

Question 1

Analyse how the poet's use of imagery and symbolism in the poem "The Road Not Taken" by Robert Frost contributes to the overall theme of choice and its impact. Use specific examples from the text to support your argument. (24 marks)

Question 2

Compare and contrast the tone and language used in two poems, "The New Colossus" by Emma Lazarus and "Still I Rise" by Maya Angelou. How do the poets' tones and language choices contribute to the overall message of each poem?

Question 3

Evaluate the effectiveness of the poet's use of metaphor in conveying the theme of identity in the poem "Mother to Son" by Langston Hughes. Consider the historical context and the poet's purpose in your analysis.

PLC Session 22

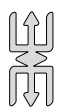
45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. 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.

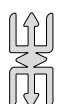
3. Plan the week's key assessment with your app

- 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 presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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
- 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 the problem individually for 3–4 minutes
 - the group then works through it together the problem, step by step
 - highlights the most common error teachers (and learners) make 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

5. 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

- 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**

- 6. 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).
- 7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8. 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 23

Learning Indicator: Appreciate poetry texts

Recap

Year 1	Discuss Oral Interpretation focusing on effective listening, encoding and decoding
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FOCAL AREA: POETRY APPRECIATION

Revision of the concept of a poem: Refer to weeks 21 and 22 for the definition of a poem and things to consider when appreciating a poem.

Factors to Consider When Appreciating a Poem

1. **Theme:** The central idea or message the poet conveys.
1. **Imagery:** The use of sensory details to create vivid pictures.
2. **Tone:** The poet's attitude or emotional stance towards the subject.
3. **Language:** The poet's choice of words, syntax, and style.
4. **Poetic Devices:** Techniques such as metaphors, simile, personification, and symbolism.
5. **Structure:** The organisation of the poem, including stanza formation and line breaks.
6. **Rhyme and Metre:** The use of rhyme and metre to create musicality.
7. **Context:** The historical, cultural, and personal context in which the poem was written.
8. **Emotional Resonance:** The poem's ability to evoke emotions and connect with the reader.
9. **Poet's Purpose:** The poet's intention and message.
10. **Symbolism:** The use of objects, colours, or other elements to represent abstract ideas.
11. **Allusion:** References to other texts, myths, or historical events.
12. **Irony:** The use of contrast between what is expected and what actually happens.
13. **Sound Devices:** Techniques such as alliteration, assonance, and consonance.

By considering these factors, readers can gain a deeper understanding and appreciation of the poem's meaning, themes, and literary craftsmanship.

Learning Tasks

1. Create a three-stanza poem on the theme 'tolerance'
2. Based on what you have studied earlier on poems, identify all the literary devices you used in the poem.

Stop Galamsey (Ernest Obeng)

The land was rich before our birth
 Our fathers protected it with their breathe
 The forests were thick, the rivers were clear

The soil was fertile, never left bare
 The land is rich, a womb for many
 A shelter for minerals, a storehouse of wealth
 It didn't become so in our day
 So, why destroy it with galamsey
 Our hearts have turned cold, because of gold
 Our forests imprisoned, our blood is frozen
 Our streams are drying, our trees are dying
 Our rivers are picking up with colour
 The game, running helter skelter
 The land is left in mud and powder
 All it feels, the sharp teeth of excavators
 We destroy nature and don't think about our future

Money is all we seek after, forgetting about mother Ghana
 Should the water bodies die, would we drink the pesewa coins?
 Should the land produce no more tress, would we eat the cedi notes?
 We have no doubt, our land is blessed
 Should we leave it messed, posterity would judge
 If there is something we can do today
 Let's put a stop to illegal mining; galamsey

(Source: <https://www.modernghana.com/poems/11719/stop-galamsey.html>)

Pedagogical Exemplars

1. Initiating talk for learning: Whole class activity:

- Revise the elements of a poem
- Discuss the elements of poetry.
- Discuss the process of poetry appreciation.
- Model appreciation of a poem.

2. Group work/collaborative learning – Pair work

- Read a poetry text from a set book.
- Apply the process of appreciating poetry to appreciate the poetry text that you've just read.

Key Assessment: DoK Level 4 - Homework

1. Create a sonnet (a poem of eight lines) on any theme of your choice related to your own life experiences or Ghanaian culture. (16 marks)
2. Appreciate the poem you have created. (24 marks)

Section 10 Review

This section is for review of all the lessons taught in weeks 21, 22 and 23. It has discussed the nature of poem. It also discussed the elements of poem and its significance. translation and its related issues. The focus was on using the elements of a poem to create different forms and types of poems and appreciate the poems created. It is expected that after learners have gone through this section, they will apply the knowledge gained to appreciate poems in English language and English literature.

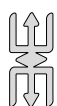
PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
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 - 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.

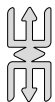
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. 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. highlights the most common error teachers (and learners) make 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

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 - 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

6. 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).
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8. Remember to
 - 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.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 21

Rubric (16 marks)

	Excellent (7–8 marks)	Very Good (5–6 marks)	Satisfactory (3–4 marks)	Needs improvement (1–2 marks)
Content	Ideas are consistently developed. Messages are consistently clear and ideas relevant.	Ideas are generally developed. Messages are generally clear and ideas normally relevant. Some ambiguities.	Some ideas developed. Message sometimes lacks clarity, and some information is not relevant to task.	Simple sentences. Messages often unclear and little relevant information offered.
Vocabulary and grammar	Appropriate register consistently used. Wide range of topic specific vocabulary used. Grammatical errors are infrequent minor.	Appropriate register generally used. Range of topic specific vocabulary used. Some minor grammatical errors and occasional major.	Register sometimes isn't appropriate. Some attempt at using topic specific vocabulary. Frequent minor grammatical errors and some major.	Register is often inappropriate to task. Few or no examples of topic specific vocabulary. Frequent minor and major grammatical errors.

WEEK 22

Question 1

	Excellent (7–8 marks)	Very Good (5–6 marks)	Satisfactory (3–4 marks)	Needs improvement (1–2 marks)
Content	Shows excellent understanding of poem's theme, and historical context.	Shows good understanding of poem's theme, and historical context.	Shows some understanding of poem's theme, and historical context.	Shows limited understanding of poem's theme, and historical context.
Analysis	Examines the impact of elements of poem with confidence, giving appropriate examples.	Examines the impact of some elements of poem giving examples for most.	Able to identify some elements of poem but sometimes struggles to link to their impact.	Very limited analysis of elements of the poem.

Organisation, structure and accuracy.	Essay follows logical structure and spelling and grammatical errors are minor,	Essay generally follows a logical structure. Occasional major spelling or grammatical errors.	Essay structure lacks clarity from time to time. Major spelling or grammatical errors are more frequent.	Little obvious structure to essay. Errors are frequent.
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Question 2

	Excellent (7–8 marks)	Very Good (5–6 marks)	Satisfactory (3–4 marks)	Needs improvement (1–2 marks)
Content	Shows excellent understanding of poem's tone, and language choice.	Shows good understanding of poem's tone, and language choice.	Shows some understanding of poem's tone, and language choice.	Shows limited understanding of poem's tone, and language choice.
Analysis	Examines the impact of elements of poem with confidence, giving appropriate examples.	Examines the impact of some elements of poem giving examples for most.	Able to identify some elements of poem but sometimes struggles to link to their impact.	Very limited analysis of elements of the poem.
Organisation, structure and accuracy.	Essay follows logical structure and spelling and grammatical errors are minor,	Essay generally follows a logical structure. Occasional major spelling or grammatical errors.	Essay structure lacks clarity from time to time. Major spelling or grammatical errors are more frequent.	Little obvious structure to essay. Errors are frequent.

Question 3

	Excellent (7–8 marks)	Very Good (5–6 marks)	Satisfactory (3–4 marks)	Needs improvement (1–2 marks)
Content	Shows excellent understanding of use of metaphor, and historical context.	Shows good understanding of use of metaphor, and historical context.	Shows some understanding of use of metaphor, and historical context.	Shows limited understanding of use of metaphor, and historical context.

Analysis	Examines the impact of elements of poem with confidence, giving appropriate examples.	Examines the impact of some elements of poem giving examples for most.	Able to identify some elements of poem but sometimes struggles to link to their impact.	Very limited analysis of elements of the poem.
Organisation, structure and accuracy.	Essay follows logical structure and spelling and grammatical errors are minor,	Essay generally follows a logical structure. Occasional major spelling or grammatical errors.	Essay structure lacks clarity from time to time. Major spelling or grammatical errors are more frequent.	Little obvious structure to essay. Errors are frequent.

WEEK 23

Question 1

	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
Content	Consistently clear and relevant theme.	Theme is generally clear and relevant	It is sometimes unclear what the theme is or lacks relevance to task.	Difficult to link poem to a theme.
Literary devices	A range of devices are used effectively to impact upon the reader.	Literary devices are used to impact upon the reader.	Some literary devices are used but may have limited impact.	Little or no literary devices used.
Creativity and flair	Poem is interesting and immediately grabs the readers attention.	Poem is interesting in parts and makes the reader want to finish.	Standard poem with little or no remarkable features.	Reading the poem is difficult and not enjoyable.
Organisation, structure and accuracy.	Poem follows logical structure and spelling and grammatical errors are minor,	Poem generally follows a logical structure. Occasional major spelling or grammatical errors.	Poem structure lacks clarity from time to time. Major spelling or grammatical errors are more frequent.	Little obvious structure to poem. Errors are frequent.

Question 2

	Excellent (7–8 marks)	Very Good (5–6 marks)	Satisfactory (3–4 marks)	Needs improvement (1–2 marks)
Content	Shows excellent understanding of poem's theme, and historical context.	Shows good understanding of poem's theme, and historical context.	Shows some understanding of poem's theme, and historical context.	Shows limited understanding of poem's theme, and historical context.
Analysis	Examines the impact of elements of poem with confidence, giving appropriate examples.	Examines the impact of some elements of poem giving examples for most.	Able to identify some elements of poem but sometimes struggles to link to their impact.	Very limited analysis of elements of the poem.
Organisation, structure and accuracy.	Essay follows logical structure and spelling and grammatical errors are minor,	Essay generally follows a logical structure. Occasional major spelling or grammatical errors.	Essay structure lacks clarity from time to time. Major spelling or grammatical errors are more frequent.	Little obvious structure to essay. Errors are frequent.

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