



MINISTRY OF EDUCATION

Spanish

for Senior High Schools

TEACHER MANUAL



YEAR THREE



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Spanish **for Senior High Schools**

Teacher Manual

Year Three



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

SPANISH 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 Spanish 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: ¡Hola, vecino!

Strand: *Relaciones interpersonales*

Sub-Strand: *presentar a tu vecino*

Learning Outcome: Después de esta sesión, el/la aprendiz será capaz de presentar a su vecino/vecina indicando su nombre y su edad

Content Standard: *Hablar de los vecinos*

Sub-Strand: *presentar a tu vecino*

Learning Outcome: Después de esta sesión, el/la aprendiz será capaz de preparar una breve biografía de su vecino/vecina

Content Standard: *Hablar de las profesiones/nacionalidades/ lugar de residencia*

Sub-Strand: **Describir a tu vecino**

Learning Outcome: Después de esta sesión, el/la aprendiz será capaz de describir a su vecino/vecina (física y de carácter)

Content Standard: Descripción física y de carácter. Las comparaciones

Sub-Strand: **Vivir en armonía con los demás**

Learning Outcome: Después de esta sesión, el/la aprendiz puede hablar sobre la relación entre vecinos

Content Standard: Compartir información sobre cómo funciona la amistad entre los vecinos. ¿Cómo se relacionan los mayores y los jóvenes en la vecindad?

INTRODUCTION AND SECTION SUMMARY

This section focuses on helping learners talk about other people, particularly those within the neighbourhood. Through Weeks 1 to 9, learners build skills in introducing people, describing physical and personality traits, writing short texts, and engaging in oral dialogues about what makes a good neighbour. By the end, they should be able to introduce others, describe their

neighbours in writing and speech, and reflect on social harmony and intergenerational relationships in the community.

The weeks and the indicators covered by the section are:

- *Weeks 1&2:* Presenta a su vecino a otras personas
- *Week 3:* Escribe un ensayo sobre tu vecino/vecina.
- *Weeks 4, 5 & 6:* Prepara un mini-blog describiendo a tu vecino/vecina.
- *Weeks 7,8 & 9:* Conversa con sus compañeros/compañeras sobre quién es un buen vecino. (Expresión oral)

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers are encouraged to use icebreakers, peer interviews, and visual prompts to activate prior knowledge and help learners practice. Vocabulary and grammar are taught through meaningful contexts, such as describing neighbours. Collaborative tasks and authentic materials, including videos and texts, are used to support learners in understanding the tasks for each week.

ASSESSMENT SUMMARY

Assessments throughout this section focus on DOK Level 3 using varied strategies. Learners introduce their neighbours in dialogues (Weeks 1–2), write essays and mini-blogs (Weeks 3–6), and engage in reflective and interactive oral tasks (Weeks 7–9). Each assessment task has rubrics or checklists to give targeted feedback to learners.

Indicators	DOK Level	Assessment Strategy and/or Mode
Presenta a su vecino a otras personas.	<i>Level 3</i>	<i>Week 1 – Class Exercise</i> <i>Week 2 – Dialogue and peer interviews</i>
Escribe un ensayo sobre tu vecino/vecina	<i>Level 4</i>	<i>Week 3 – Essay</i>
Prepara un mini-blog describiendo a tu vecino/vecina. (Expresión escrita)	<i>Level 3</i>	<i>Week 4 – In class activity (Reading comprehension)</i> <i>Week 5 – Oral presentation</i> <i>Week 6 – Class test</i>
Conversa con sus compañeros/compañeras sobre quién es un buen vecino. (Expresión oral)	<i>Level 3</i>	<i>Week 7 – Self and peer assessment</i> <i>Week 8 – Project work</i> <i>Week 9 – Dialogue (written)</i>

WEEK 1

Learning Indicator: *Presenta a su vecino a otras personas*

Year 3	Recap Year 2	Recap Year 1
Week 1 Learning Indicator: presenta a su vecino a otras personas.	Week 1 Learning Indicator: Presenta a una persona indicando su nombre y edad. (Expresión oral)	Week 3 Learning Indicator: Preséntate a un compañero/una compañera/gente mayor o extranjero/ extranjera indicando tu nombre y apellido y pidiéndole su identidad. (Expresión oral)

A) Focal Areas: *presentar a un vecino*

- 1) *El verbo presentar, repaso de los verbos llamarse y tener*
- 2) *Object pronouns (por ejemplo, te presento a mi vecino..., etc.)*
- 3) *Los números (1-100)*

Task

Escribe y representa un pequeño diálogo en el que presentas a tu vecino a un amigo. Incluye el nombre y la edad.

Estructuras clave

- *¿Cómo se llama tu vecino?*
- *¿Cuántos años tiene?*

Pedagogical Exemplars

1. Rompehielos (Icebreaker):

El profesor/la profesora recuerda a los aprendices las expresiones claves para presentarse tras unos textos o diálogos auténticos.

The teacher reminds the learners of the key expressions through authentic texts or dialogues.

El profesor/la profesora hace que los aprendices se presenten y cada aprendiz presente a su amigo.

The teacher makes the learners introduce themselves and each learner presents their friend.

El profesor/la profesora puede preguntar a los/las aprendices sobre sus amigos en su barrio o comunidad.

The teacher can ask the learners about their friends in their neighbourhood or community.

Expresiones útiles

- *¿Tienes amigos en tu barrio?*

- *¿Quiénes son?*
 - *¿Cuántos años tienen?*
2. *Collaborative learning: En grupos de dos o tres, los/las aprendices hacen el uno al otro estas preguntas:*

In groups of two or three, the learners ask each other these questions;

- *¿Cómo se llama tu vecino?*
- *¿Cuántos años tiene?*

Key Assessment: Individual Class Exercise

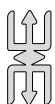
DoK level 3: *Imagina que un amigo viene a visitarte. Preséntale a tu vecino usando al menos 3 frases completas. Luego, escucha la respuesta de tu vecino y dale una recomendación para mejorarla.*

PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

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



Note

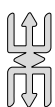
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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

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

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



Note

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

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

5 minutes	Reflection
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- 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).
- Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- Remember to

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

WEEK 2

Learning Indicator: *Presenta a su vecino a otras personas*

Year 3	Recap Year 2	Recap Year 1
Week 2 Learning Indicator: presenta a su vecino a otras personas.	Week 6 Learning Indicator(s): Habla de actividades que (NO) te gusta hacer con tus amigos/ Habla de cosas que (NO) te gustan. (Expresión oral) Week 17 Learning Indicator(s): Menciona las partes de tu casa e indica lo que sueles hacer en ellas	Week 22 Learning Indicator(s) Habla de tu rutina e indica a qué hora haces algunas actividades (de lunes a viernes) (Expresión oral)

FOCAL AREAS: **ACTIVIDADES QUE SE HACEN CON UN VECINO**

1. *Los verbos vivir, bailar, jugar, montar, pasear, ver etc.*
2. *Vocabulario relacionado con el ambiente físico de los vecinos (ejemplos, mi vecino vive en frente..., a dos cuadras de..., cerca de..., detrás de...etc.)*

Learning Task

En parejas, crea un diálogo con al menos tres actividades que haces con tu vecino durante el fin de semana. Usa verbos como jugar, ver, pasear.

Vocabulario clave: vivir, jugar, montar, pasear, ver películas, etc.

Pedagogical Exemplar

- *Think -pair-share: Describe algunas actividades que haces con tu vecino.*
Think-pair-share: Describe some activities that you do with your neighbour. Use the examples below as a guide.
Ejemplos de actividades:
 - a. *bailar*
 - b. *jugar al fútbol*
 - c. *montar a bicicleta*
 - d. *pasear*
 - e. *ver películas.*
- *El profesor/La profesora muestra unas imágenes con un personaje en posiciones diferentes en relación con una casa. Los aprendices tienen que elegir la preposición correcta e.g., el burro está enfrente de la casa.*
The teacher shows some images of a character in different positions in relation to a house. The learners are required to choose the correct preposition.

Key Assessment: Group Project

Dialogue

Diálogo sobre las actividades con el/la vecino/a (DoK level 3)

Crea un diálogo con tu compañero/a donde hablan de las actividades que hacen con sus vecinos (por ejemplo, mi vecino y yo cocinamos los domingos. ¿Y tú, qué haces con tu vecino?). El diálogo debe tener al menos 4 intercambios.

Luego, evalúad el dialogo de unos compañeros usando el criterio que vuestro profesor/ vuestra profesora os ha dado. (The teacher provides learners with a copy of the criteria below)

Hint



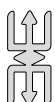
Assign Group Project to learners and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

PLC Session 2

45 minutes

Planning & Reviewing the Learning Plan

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



Note

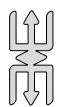
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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

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


Note

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

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

5 minutes	Reflection
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7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.

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

WEEK 3

Learning Indicator: *Escribe un ensayo sobre tu vecino/vecina*

Year 3	Recap Year 2	Recap Year 1
Week 3 Learning Indicator: Escribe un ensayo sobre tu vecino/vecina	Week 2 Learning Indicator: Habla de la profesión, nacionalidad y lugar de residencia de uno de tus amigos.	Week 5 Learning Indicator(s): Dialoga con un compañero sobre la profesión y nacionalidad. (Expresión oral)

FOCAL AREAS: UN ENSAYO SOBRE TU VECINO/VECINA

1. *Las profesiones, rutina diaria, etc.*
2. *Los adjetivos (feliz, simpático, responsable, optimista)*

Learning Task

Escribe un párrafo sobre tu vecino. Incluye: nombre, edad, lugar de residencia, profesión y dos adjetivos que describen su carácter.

Vocabulario clave: profesión, rutina diaria, responsable, simpático

Pedagogical Exemplars

1. *Rompehielos (icebreaker): El profesor/la profesora proyecta un vídeo de alguien hablando sobre su profesión, rutina diaria, compañeros de trabajo y problemas en el trabajo.*
The teacher projects a video of somebody talking about their profession, daily routine, colleagues and problems at work.
2. *Initiating Talk for Learning: el profesor pide a los aprendices que mencionen adjetivos que describen a su vecino. Después el profesor/la profesora invita a dos o tres aprendices para hablar sobre sus vecinos. El profesor/la profesora debería elegir un aprendiz de alta capacidad para empezar la conversación.*
The teacher asks the students to mention some adjectives that describe their neighbour. After the teacher asks two or three learners to talk about their neighbours. The teacher should choose a high ability student to start the conversation.
3. *Retroalimentación (adjetivos): feliz, simpático, responsable, optimista, etc. Brain gym – el profesor/la profesora pide que los aprendices repitan el vocabulario, después pide que los aprendices den la traducción oral en inglés cuando el/ella menciona la palabra en español y viceversa.*
Recall (adjectives) feliz, simpático, responsable, optimista, etc. Brain gym – the teacher asks the learners to repeat the vocabulary, after he/she asks the learners to say the English translation when he/she mentions the word in Spanish and viceversa.
4. *Initiating talk for learning: A través del vídeo proyectado, el profesor/la profesora les hace preguntas de comprensión a los aprendices.*

Through a video, the teacher asks the learners the following questions;

- *¿Cuál es la profesión del/ de la que habla?*
- *¿Cuál es la rutina diaria de la persona?*
- *Menciona algunos problemas que la persona tiene en el trabajo.*

5. *Trabajo en grupo/ Collaborative learning: En grupos de dos a cinco, el profesor / la profesora pide a los aprendices que hablen de las profesiones comunes en su vecindad o comunidad y luego presenten esta información delante de la clase.*

In groups of two to five, the teacher asks the learners to talk about common professions in their community and then present this information to the class.

Key Assessment Level 4: Essay

Ensayo sobre mi vecino/vecina

Escribe un pequeño ensayo (6–8 frases) describiendo a tu vecino/a. Incluye su nombre, edad, lugar donde vive (por ejemplo, en Kumasi, cerca del mercado), su profesión, su rutina diaria, y al menos dos adjetivos para describir su carácter. Compara a tu vecino/a con otra persona que conoces bien (un pariente, amigo, profesor etc.)

Por ejemplo: Vivo en Sunyani. Mi vecino se llama Yaw. Tiene 40 años y vive detrás de la iglesia. Es mecánico. Trabaja de lunes a sábado. Es muy simpático y responsable. Por otro lado.....

Luego, intercambia tu ensayo con un compañero de clase y escríbeselo un consejo para mejorar su trabajo.

**Teachers should give students a copy of the checklist below to guide their feedback.*

Has your partner...

- *accurately given the name, age and town of their neighbour?*
- *used the verb “ser” to describe their neighbour’s personality and work?*
- *used at least 8 adjectives, remembering to make sure they agree (masculine or feminine)?*
- *used a range of verbs accurately in the present tense to describe their neighbour’s routine?*
- *compared their neighbour to someone else using más...que or menos...que?*

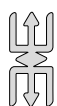
PLC Session 3

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

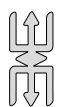
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes	Enactment
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6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
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5 minutes	Reflection
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7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
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9. 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.

WEEK 4

Learning Indicator: *Prepara un mini-blog describiendo a tu vecino/vecina. (Expresión escrita)*

Year 3	Recap Year 2	Recap Year1
Week 4 & 5 Learning Indicator: Prepara un mini-blog describiendo a tu vecino/vecina. (Expresión escrita)	Weeks 3, 4 & 5 Learning Indicator: Habla sobre lo diferente/ parecido que eres de tu amigo/amiga. (Expresión oral)	Week 9 & 10 Learning Indicator: Describe a un miembro de tu familia. (Expresión oral)

FOCAL AREAS: DESCRIPCIÓN FÍSICA

1. Vocabulario para describir características físicas.

- i. *La altura: alto, bajo etc.*
- ii. *Ojos: azules, verdes etc*
- iii. *Cabello: corto, rubio, negro*
- iv. *Complexion: rubio, blanco, negro*

2. Características distintivas (barba, bigote)

Uso del verbo tener y llevar para características físicas

Por ejemplo:

- a. *Paloma lleva gafas.*
- b. *Mi madre tiene el pelo largo.*
- c. *Mi vecino Juan Miguel no lleva barba.*

3. Estilo de vestirse (formal, casual)

Learning Task

Lee un párrafo y señala a qué imagen corresponde. Luego escribe cinco oraciones para describir físicamente a tu vecino/a. (The teacher should find two different images for this task).

Pedagogical Exemplars

1. Rompehielos (icebreaker): El profesor/la profesora muestra fotos de dos jóvenes y pregunta a los/las aprendices cómo son (aspecto físico ej. altos, bajos, gordos o pequeñas y también tienen que incluir descripción de carácter).

The teacher shows photos of two young people and asks learners what they're like (physical and character description)

2. *Input: Los aprendices leen un texto auténtico sobre la descripción de dos personas distintas en cuanto a su apariencia y su personalidad. Luego, destacan las diferencias entre estas dos personas.*

The learners read an authentic text which describes the appearance and personality of two different people. Then, they pick out the differences between the two people.

Key Assessment: In-class Activity

Lee el siguiente texto sobre dos vecinos y responde a las preguntas de comprensión. Debes identificar diferencias físicas y de carácter.

Texto

Ama y Yaw son mis vecinos. Ama es alta, delgada y tiene el cabello corto. Es simpática y muy trabajadora. Yaw es bajo y fuerte. Tiene barba y se viste siempre informal. Es reservado y tranquilo.

Preguntas

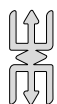
1. *¿Quién es el más alto entre los dos vecinos? (DoK level 1)*
2. *¿Cómo es el carácter de Ama? (DoK level 2)*
3. *¿Qué diferencias hay entre Ama y Yaw? (DoK level 3)*
4. *¿Cuál sería un buen amigo para ti? Justifica tu respuesta usando los detalles en el texto. (DoK level 3)*

PLC Session 4

45 minutes

Planning & Reviewing the Learning Plan

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



Note

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

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

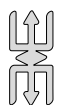
- The key assessment for the week is ***in-class activity***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

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

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

WEEK 5

Learning Indicator: Prepara un mini-blog describiendo a tu vecino/vecina. (Expresión escrita)

FOCAL AREAS: DESCRIPCIÓN DE CARÁCTER

1. *Adjetivos positivos o negativos de carácter (amable, divertido, serio, tímido)*
2. *El uso del verbo ser (es un hombre amable)*
3. *Frases hechas para describir el carácter (**Es un alma de Dios:** He/She is a very good-hearted person. **Tiene un corazón de oro:** He/She has a heart of gold.)*

Learning Task

Escribe una mini presentación de 4–6 líneas describiendo el carácter de tu vecino. Usa dos adjetivos de carácter, una frase hecha (por ejemplo: tiene un corazón de oro) y el verbo ser correctamente.

Pedagogical Exemplars

1. *Rompehielo (Ice-breaker): El profesor/la profesora muestra un texto auténtico a los/las aprendices y les pregunta cómo son los personajes en el texto (descripción de carácter ej. amables, mala, generoso).*
The teacher shows the learners an authentic text and asks them what the characters in the text are like.
2. *Repaso del verbo ser + adjetivo de carácter. (ej mi vecino es amable, unos de mis vecinos son un poco ruidosos)*
Revision of the verb 'ser' + adjective.
3. *Experiential learning: El profesor introduce unos ejemplos de frases hechas para describir el carácter de los vecinos y luego los aprendices deben adivinar lo que significa en inglés.*
The teacher introduces some examples of idioms to describe the personality of their neighbours and the learners have to guess what they mean in English.
e.g., es un melón - he/she is silly
Tiene mala leche – he/she is grumpy
está como una cabra – he/she is mad
4. *Input: El profesor/la profesora provee vocabulario de adjetivo con sinónimos y antónimos:*
The teacher provides some adjectives with their synonyms and antonyms.
Por ejemplo
 - a. *Divertido*
Sinónimos: gracioso, entretenido, alegre
Antónimos: aburrido, serio, soso

b. Serio

Sinónimos: formal, reservado, responsable

Antónimos: divertido, gracioso, informal

c. Tímido

Sinónimos: reservado, introvertido, callado

Antónimos: extrovertido, sociable, atrevido

d. Generoso

Sinónimo: altruista

Antónimos: egoísta, tacaño, avaro

e. Educado

Sinónimos: cortés, respetuoso, atento

Antónimos: maleducado, grosero, descortés

f. Amable

Sinónimos: simpático, majo

Antónimos: antipático

Key Assessment: Oral presentation

DoK level 3: Prepara una mini presentación de 4–6 líneas describiendo el carácter de un/a vecino/a. Debes usar:

- 2 adjetivos de carácter
- 1 frase hecha
- El verbo “ser” correctamente.
- Una comparación con otra persona

Ejemplo

Mi vecina se llama Adwoa. Es una mujer muy amable y trabajadora. Siempre ayuda a los niños del barrio. Tiene un corazón de oro. Es un ejemplo para todos. Por otro lado, mi hermana es muy perezosa ¡y no es amable!

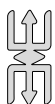
PLC Session 5

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

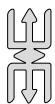
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

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

WEEK 6

Learning Indicator: *Prepara un mini-blog describiendo a tu vecino/vecina. (Expresión escrita)*

Year 3	Recap year 2
Week 6 & 7 Learning Indicator: Prepara un mini-blog describiendo a tu vecino/vecina. (Expresión escrita)	Week 3 Learning Indicator(s): Habla sobre lo diferente/ parecido que eres de tu amigo/amiga. (Expresión oral)

FOCAL AREA: LAS COMPARACIONES REGULARES E IRREGULARES

Learning Task

Escribe un párrafo donde compares tu vecino a ti mismo. Usa al menos tres estructuras comparativas: más... que, menos... que, tan... como

Pedagogical Exemplars

1. *Building on previous knowledge: El profesor/la profesora vuelve a introducir la estructura de comparación.*

The teacher introduces how to form comparative adjectives again.

A. más + adjetivo + que (de superioridad)

B....menos + adjetivo+ que (de inferioridad)

C. tan + adjetivo + como (de igualdad)

- *El profesor introduce otras formas de comparación (Adjetivos comparativos irregulares)*

The teacher introduces other forms of comparison (irregular comparative adjectives)

ejemplos: a. bueno- mejor c. malo- peor d. grande-mayor e. pequeño- menor

- *Concordancia de adjetivos comparativos*

Agreements of comparative adjectives

- *Revisión de ser y estar en comparaciones*

Revision of 'ser' and 'estar' in comparisons.

2. *Spot the error*

El profesor / la profesora escribe unas frases en la pizarra, pero cada una tiene un error. Los aprendices tienen que trabajar en grupos de dos o tres para averiguar y corregir el error. Aprendices de alta capacidad podría dirigir su grupo.

The teacher writes some phrases on the board, but each one contains an error. The learners have to work in groups of two or three to spot and correct the error. High ability learners could lead their group.

3. Building on what others say- Stimulus activity:

- *Ahora en grupos, los aprendices hacen una comparación entre ellos y su vecino.
Now in groups, the learners make a comparison between them and their neighbour.*
- *La comparación debe incluir descripciones físicas y/o de carácter.
The comparison must include physical description and/or descriptions of character.
¡OJO! Fíjate en la concordancia entre adjetivos, artículos y sustantivos.
ATTENTION! Focus on the agreement of adjectives, articles and nouns.*

Key Assessment: Mid-Semester Examination**Hint**

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

Structure of Mid-Semester Examination

Section A: 15 Multiple-choice questions

Section B: 2 Essay Questions

Table of specification for item construction for section A and B

Week	Learning Indicator	Types of questions	DoK Levels				Total
			1	2	3	4	
1	Presenta a su vecino a otras personas	MCQs	1	1	-		2
		ESSAY	-	-	-		-
2	Presenta a su vecino a otras personas	MCQs	1	2	1		4
		ESSAY	-	-	1		1
3	Escribe un ensayo sobre tu vecino/vecina	MCQs	-	2	1		3
		ESSAY	-	-	-		
4	Prepara un mini-blog describiendo a tu vecino/vecina. (Expresión escrita)	MCQs	2	1	1		4
		ESSAY					
5	Prepara un mini-blog describiendo a tu vecino/vecina. (Expresión escrita)	MCQs	1	1			2
		ESSAY			1		1
		Total	5	7	5		17

Sample Questions

Instrucciones: lee el texto y escoge la opción correcta para completar cada oración comparativa sobre vecinos, usando comparativos regulares o irregulares. Explica tu respuesta e.g. I chose option a) because the subject is feminine.

Mis vecinos y yo

Vivo en un barrio pequeño, pero lleno de gente amable y trabajadora. Mi vecino Samuel es más generoso que yo. Siempre ayuda a los niños con sus deberes y comparte su comida con los demás. Su casa también es más grande que la mía: tiene cinco habitaciones, mientras que la mía solo tiene dos.

Mi vecina Adela es menos amable que su hermana Clara. Aunque Adela casi nunca habla con los vecinos, Clara siempre saluda con una sonrisa y ofrece ayuda cuando alguien la necesita. A pesar de eso, las dos son responsables en el trabajo y llegan siempre a tiempo.

Los hijos de Samuel y los míos también son muy diferentes. Su hijo menor tiene solo seis años, mientras que el mío ya tiene diez. Aun así, juegan juntos todas las tardes en el parque y se llevan muy bien.

Otra vecina, la señora Akua, es tan trabajadora como la señora Efua. Ambas son maestras en la escuela local y nunca llegan tarde. Es un placer vivir en una comunidad donde, a pesar de las diferencias, todos intentan llevarse bien.

DoK level 1

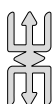
1. Mi vecino es más _____ que yo.
 - A. generoso
 - B. generosos
 - C. generosa
 - D. generosas
2. La casa de Pedro es _____ la mía. Tiene cinco habitaciones y la mía tiene dos.
 - A. menor que
 - B. menos grande que
 - C. tan pequeña como
 - D. más grande que
3. Mi vecina es _____ su hermana. Siempre sonríe, pero su hermana nunca saluda a nadie.
 - A. tan amable como
 - B. menos amable que
 - C. tan generosa que
 - D. más saludable que
4. El hijo de mi vecino es _____ el mío. Tiene solo seis años y el mío tiene diez años.
 - A. mayor que
 - B. tan joven como
 - C. menor que
 - D. más pequeño que

5. *La señora Akua es _____ la señora Efua. Ambas llegan temprano a trabajo.*
- A. *tan trabajadora que*
 - B. *tan trabajadora como*
 - C. *más trabajadora que*
 - D. *más trabajadora como*

PLC Session 6

45 minutes Planning & Reviewing the Learning Plan

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



Note

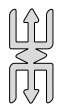
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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

10 minutes Content Exploration

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

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



Note

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

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
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5 minutes

Reflection

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

Learning Indicator: *Conversa con sus compañeros/compañeras sobre quién es un buen vecino. (Expresión oral)*

Focal Areas: *La amistad entre vecinos.*

1. *La importancia de la amistad entre vecinos*
2. *Formas de entablar amistad con los vecinos*
3. *Actividades comunes entre vecinos*
4. *Pretérito perfecto (present perfect tense)*

Learning Task

Lee un texto sobre la amistad entre vecinos y escribe una reflexión (4–5 frases) sobre qué significa ser un buen vecino en tu comunidad.

Pedagogical Exemplars

1. **Rompehielos (ice breaker):** *EL profesor / la profesora hace las preguntas abajo a los aprendices. Se puede hacer las preguntas verbalmente o escribirlas sobre la pizarra.*

The teacher asks the learners the questions below. He/She can ask the questions verbally or write them on the board.

¿Consideras a tus vecinos como amigos? ¿Por qué sí o no?

¿Cómo se puede entablar y mantener una amistad entre los vecinos?

¿Qué actividades haces con tu vecino/vecina durante tu tiempo libre?

2. **Trabajo en grupo/aprendizaje colaborativo (group work):**

Introducir un texto auténtico (adaptado al nivel de los aprendices) sobre la relación entre los vecinos.

Introduce an authentic text (adapted to the learners' level) about relationships between neighbours.

Los aprendices conversan sobre el tema y contestan preguntas de comprensión.

Learners talk about the topic and answer comprehension questions.

3. **Preguntas de reflexión (reflection questions):**

El profesor/ la profesora pide a los aprendices que mencionen una palabra que represente lo que significa «ser un buen vecino».

The teacher asks the learners to mention a word that represents what it means 'to be a good neighbour'

El profesor / la profesora proporciona un texto sobre consejos para ser un buen vecino y hace preguntas de comprensión.

The teacher provides a text about advice to be a good neighbour and asks comprehension questions.

Los aprendices escriben una breve reflexión sobre el tema (menos de cuarenta palabras).
The learners write a brief reflection on / summary of the topic (less than forty words).

4. **Input: Vocabulario**

- *Sustantivos (nouns): amistad, confianza, respeto, ayuda, conversación*
- *Verbos (verbs): saludar, ayudar, compartir, conversar*
- *Preguntas comunes (common questions):*
 ¿Qué hace un buen vecino?
 ¿Cómo es un buen amigo?

5. **Grammar in focus: pretérito perfecto (perfect tense)**

¿Qué has hecho?

El profesor/la profesora introduce el pretérito perfecto a los alumnos para que puedan hablar sobre las actividades que han hecho con sus vecinos o amigos recientemente.

The teacher introduces the perfect tense to the students so they can talk about activities that they have done with their neighbours or friends recently.

Conjugación de verbos regulares e irregulares en el pretérito perfecto.

Conjugation of regular and irregular verbs in the perfect tense.

Hablar, conocer, encontrar, vivir, jugar, ir, hacer, decir* romper*, ver* etc.*

El profesor o la profesora debe explicar las conjugaciones de los verbos en este tiempo verbal e explicarles cuando se usa este tiempo: Para empezar, unos ejemplos en inglés pueden ser útiles.

The teacher must explain the verb conjugations in this tense and explain when it is used. To begin with, some examples in English could be useful.

Key Assessment: Peer/self-assessment

DoK Level 2: *Instrucciones: Completa las oraciones conjugando correctamente el verbo entre paréntesis en pretérito perfecto.*

1. *Este mes yo _____ a tres vecinos nuevos. (conocer)*
2. *Nosotros _____ muchas veces con los vecinos sobre los problemas del agua. (hablar)*
3. *¿Tú ya _____ al nuevo portero del edificio? (saludar)*
4. *Mis padres _____ una carta para dar la bienvenida a la familia que vive enfrente. (escribir)*
5. *La señora Emilia _____ dulces caseros para todos los niños del vecindario. (preparar)*
6. *¿Alguna vez ustedes _____ en alguna reunión de vecinos? (participar)*
7. *Mis hermanos y yo _____ con los niños del nuevo vecino. (jugar)*
8. *Tú no _____ mucho con los vecinos desde que cambiaste de turno. (interactuar)*

9. *La comunidad _____ varios eventos para conocerse mejor. (organizar)*
10. *Yo nunca _____ a los vecinos que viven en la última casa de la calle. (ver)*

DoK level 3: Instrucción: *Escribe una breve reflexión (4–5 frases) sobre qué significa ser un buen vecino en tu comunidad (Ej: Ashaiman, Cape Coast, etc.).*

Incluye:

- *Una cualidad de un buen vecino.*
- *Un ejemplo de un buen vecino (alguien que conoces).*
- *Una experiencia personal que has tenido últimamente con la persona mencionada anteriormente*
- *Una acción que puedes hacer para mejorar la amistad.*

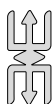
The teacher should direct students to exchange their work once finished to peer assess using a copy of the rubric below. They should suggest one thing that their classmate has done well and one thing that they should work on or include next time related to the rubric.

PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

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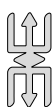
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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

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

10 minutes	Content Exploration
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5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
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WEEK 8

Learning Indicator: *Conversa con sus compañeros/compañeras sobre quién es un buen vecino. (Expresión oral)*

Year 3	Recap Year 2	Recap Year 1
Week 8 & 9 Learning indicator: <i>Conversa con sus compañeros/compañeras sobre quién es un buen vecino. (Expresión oral)</i>	Week 10 Haz una encuesta sobre qué deportes practican tus compañeros y con qué frecuencia. Luego presenta la información a toda la clase.	Week 22 Habla de tu rutina e indica a qué hora haces algunas actividades (de lunes a viernes) (Expresión oral)

FOCAL AREAS: RELACIÓN ENTRE MAYORES Y JÓVENES EN LA VECINDAD

1. *Interacciones entre generaciones*

(Vocabulario relacionado con grupos de edad e interacciones.

Ejemplos de actividades que reúnen a diferentes generaciones.)

2. *Respeto y ayuda mutua*

(Discusión sobre la importancia del respeto entre jóvenes y mayores.

Formas en las que los jóvenes pueden ayudar a los mayores y viceversa.)

3. *Proyectos comunitarios*

(Ejemplos de proyectos comunitarios que involucran a diferentes grupos de edad.

Vocabulario relacionado con el servicio comunitario y el voluntariado.)

4. *Más detalles sobre el préterito perfecto.*

Learning Task

Escribe un pequeño párrafo (4–5 líneas) sobre una manera en que tú ayudas a una persona mayor en tu comunidad o cómo una persona mayor te ayuda a ti.

Por ejemplo

Yo ayudo a mi abuela a limpiar la casa. Ella me enseña a cocinar. A veces caminamos juntos al mercado. Me gusta pasar tiempo con ella.

Pedagogical Exemplars

1. *Retroalimentation*

El profesor / la profesora introduce unos verbos claves (limpiar, ayudar, comprar, cuidar, cocinar) y repasa la conjugación de los verbos regulares en el presente.

The teacher introduces some key verbs and revises how to conjugate regular verbs in the present tense.

2. Rompehielos

El profesor muestra un video de un proyecto comunitario que involucra a diferentes generaciones y pregunta a los estudiantes sobre él.

The teacher shows a video of a community project which involves different generations to the students and asks them about it.

Los estudiantes comparten historias de cómo interactúan con personas mayores en sus vecindarios.

The students share stories of how they interact with elderly people in their neighbourhoods.

3. Initiating talk for learning

El profesor pide a los estudiantes que propongan maneras en las que pueden ayudar a sus vecinos mayores y escribe las ideas en la pizarra.

The teacher asks the students to propose ways in which they can help their elderly neighbours and writes the ideas on the board.

Repaso de vocabulario relacionado con la comunidad y la interacción.

Revision of vocabulary related to the community and interaction.

4. Trabajo en Grupo (group work)

Los estudiantes trabajan en grupos para planificar un proyecto comunitario hipotético que involucre tanto a jóvenes como a mayores y presentan sus planes a la clase.

Students work in groups to plan a hypothetical community project which involves both young and elderly people and present their plans to the class.

5. Input

Vocabulario (vocabulary)

- *Edades (ages): niños, jóvenes, adultos, gente mayor, etc.*
- *Acciones comunes (common verbs): ayudar, cocinar, limpiar, aconsejar, etc.*
- *Conectores (connectives): también, pero, porque, y, etc.*

Gramática (grammar)

- *Repaso de pronombres personales y verbos en el presente.*
Revision of personal pronouns and verbs in the present.
- *Uso de conectores para unir ideas en párrafos.*
Use of connectives to link ideas in paragraphs.
- *Frases con preposiciones e.j. “los jóvenes ayudan a...” / “los mayores enseñan a...”*
Phrases with prepositions e.g. “young people help to...” / “elderly people teach how to...”

6. Think-pair-share

Los aprendices deben contestar esta pregunta en parejas. Además, el profesor o la profesora debe proveer ‘input’ para facilitar esta conversación.

The learners must answer this question in pairs. The teacher must provide ‘input’ to enable them to have this conversation.

¿Qué actividades has hecho este mes, año, etc. para ayudar a los mayores en tu comunidad?

Key Assessment: Project work

DoK level 3: Instrucción: *En grupo de entre tres o cuatro personas, diseña un proyecto que une a los jóvenes y los mayores. Incluye:*

- *Nombre del proyecto*
- *Objetivo (¿para qué?)*
- *Actividades*
- *Personas involucradas*
- *Resultados esperados*

Haz un cartel (A4) para presentar tu proyecto a la clase.

Por ejemplo

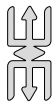
- *Nombre: “Vecinos Unidos”*
- *Objetivo: Ayudar a los mayores y compartir experiencias.*
- *Actividades: Limpieza de patios, tardes de cuentos, juegos tradicionales.*
- *Personas: Jóvenes y abuelos del barrio.*
- *Resultado: Mejor amistad entre generaciones.*

PLC Session 8

45 minutes

Planning & Reviewing the Learning Plan

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Note

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

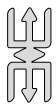
4. Plan the week's key assessment with your app

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

10 minutes Content Exploration

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

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



Note

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

30 minutes Enactment

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

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

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

WEEK 9

Learning Indicator: *Conversa con sus compañeros/compañeras sobre quién es un buen vecino. (Expresión oral)*

FOCAL AREAS: **CARACTERÍSTICAS DE UN BUEN VECINO**

1. *Definición de un buen vecino*
2. *Cualidades que hacen a un buen vecino*
3. *Promoción de la armonía en la vecindad*
 - a. *Ejemplos de actividades o eventos que promueven la armonía comunitaria.*
 - b. *Vocabulario relacionado con la resolución de conflictos y el mantenimiento de la paz.*

Learning Task

Escribe un diálogo entre un joven y un adulto mayor sobre cómo es la vida en la vecindad y qué significa ser un buen vecino.

Pedagogical Exemplars

1. *Rompehielos (ice breaker)*

El profesor / la profesora hace las preguntas siguientes a los aprendices (se puede hacerlas verbalmente o escribirlas en la pizarra).

The teacher asks the learners the following questions (he/she can ask them orally or write them on the board): ¿Qué cualidades crees que debe tener un buen vecino? ¿Conoces a alguien que consideres un buen vecino? ¿Por qué?

2. *Trabajo en grupo/aprendizaje colaborativo (Group work)*

Los aprendices leen un texto sobre consejos para ser un buen vecino y discuten el contenido.

The learners read a text about advice to be a good neighbour and discuss the content (example below).

Ejemplo de texto: “Ser un buen vecino implica ser respetuoso, servicial y mantener una comunicación abierta con los demás.”, etc.

Preguntas de comprensión:

¿Qué consejos se mencionan en el texto para ser un buen vecino?

¿Por qué es importante mantener una comunicación abierta con los vecinos?

¿Cómo puede la amabilidad mejorar la relación entre vecinos?

3. Input

Vocabulario (vocabulary)

- *Cualidades (qualities): amable, respetuoso, solidario, comprensivo*
- *Verbos (verbs): escuchar, respetar, participar, cooperar*
- *Vocabulario de convivencia (vocabulary about co-habiting): vecindad, armonía, comunidad*

Gramática (grammar)

- *Diálogos en primera y segunda persona (dialogues in the first (I, we) and second person (you))*
- *Uso de ser + adjetivo en contextos sociales (use of 'ser' in social contexts)*
- *Introducción a modales y construcciones impersonales (introduction of modal verbs and impersonal constructions): deberías, es importante, es recomendable, debes, tienes que, hay que, etc.*

Key Assessment: Dialogue

DoK level 3: Instrucción: *Escribe un diálogo (5-6 líneas) entre dos jóvenes que hablan sobre lo que hacen los vecinos mayores y jóvenes en su comunidad. Usa expresiones como: “ayudar”, “limpiar”, “visitar”, “compartir”.*

Por ejemplo:

- *¿Qué haces para ayudar a tu vecino mayor?*
- *Yo limpio su patio.*
- *¡Qué bien! Mi vecina cocina conmigo.*
- *Pienso que es muy importante ayudar a los vecinos*

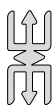
PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

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

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

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

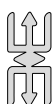
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10 minutes

Content Exploration

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

Enactment

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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**

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Section 1 Review

Over the course of this section, learners are expected to demonstrate the ability to introduce neighbours, describe them physically and in terms of personality. They are also expected to know vocabulary related to the qualities of a good neighbour. Finally, they should be able to use comparisons, adjectives and key verbs accurately through both written and spoken tasks.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 1

Checklist for peer review

- ✓ ¿Usa al menos tres frases completas para presentar al vecino?
Sí ☐ No ☐
- ✓ ¿Incluye información básica como nombre y edad?
Sí ☐ No ☐
- ✓ ¿Las frases son claras y están bien estructuradas?
Sí ☐ No ☐

WEEK 2*Rubric (15 Marks)*

Criteria	Excellent (5)	Satisfactory (3)	Needs Improvement (2)
Content	<i>Includes at least 4 activities and other relevant details.</i>	<i>Mentions 3 activities,</i>	<i>Mentions 1 or 2 activities.</i>
Vocabulary	<i>Good variety of vocabulary used appropriately.</i>	<i>Basic vocabulary used, some repetition.</i>	<i>Limited vocabulary and/or words are used out of context.</i>
Grammar	<i>Uses the present tense accurately</i>	<i>Uses the present tense appropriately, but there are some conjugation errors</i>	<i>Frequent errors with conjugations.</i>

WEEK 3*Marking scheme (20 points)*

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Content (8 pts)	8 points 7–8 sentences; all required elements (name, age, place, job, routine, description, comparison) are fully developed.	6 points 6–7 sentences; most elements included and somewhat developed.	4 points 5–6 sentences; some elements included but not well developed.	2 points Fewer than 5 sentences; most elements missing or unclear.
Organisation (3 pts)	3 points Well-structured; ideas are clearly organised and logical. Uses connectors appropriately (e.g. “on the other hand”).	2 points Mostly clear and logical organisation; minor issues with flow or repetition.	1 point Under-standable but lacks clear sequencing; some ideas may seem random.	0 point Disorganised or difficult to follow; ideas are scattered or unrelated.
Grammar Accuracy (3 pts)	3 points Correct use of present tense , subject-verb agreement, and basic sentence structure.	2 points Mostly correct grammar with minor errors that don’t affect understanding.	1 point Frequent grammar errors that occasionally affect clarity.	0 point Many grammar mistakes that make the text hard to understand.
Vocabulary & Expression (6 pts)	6 points Rich vocabulary: at least 2-character adjectives , a comparison using <i>más... que</i> or <i>menos... que</i> , and relevant verbs.	4 points Adequate vocabulary; includes an attempt to use comparison and some adjectives.	2 points Basic vocabulary; limited use of adjectives or comparison is unclear.	1 point Very limited vocabulary; lacks comparison and proper descriptive words.

WEEK 4*Marking scheme (1 mark each)*

1. *Ama*
2. *Simpática y muy trabajadora*
3. *Ama es alta y delgada; Yaw es bajo y fuerte. Ama es simpática y trabajadora; Yaw es reservado y tranquilo.*
4. *Ejemplo de respuesta: Yaw sería un buen amigo para mí porque prefiero las personas tranquilas. (The teacher can give an example or sentence starter))*

WEEK 5*Rubric (15 marks)*

Criteria	5 – Excellent	4 – Very Good	3 – Satisfactory	1 – Needs Improvement
Content	Clear, complete, and relevant content with all parts mentioned.	All elements covered but some parts lack clarity,	Some relevant content may miss one element (e.g., an idiom or comparison)	Short or unrelated ideas; lacks full character description.
Vocabulary	Varied, accurate and appropriate vocabulary.	Uses appropriate adjectives with a good degree of accuracy.	Some attempt at variety, more accurate than inaccurate.	Repetitive and/or incorrect adjectives.
Grammar	Accurate use of “ser” and adjective agreement.	Occasional errors with “ser” or adjective agreement.	Some errors with “ser” or adjective agreement.	Incorrect or no use of “ser”; errors affect clarity.

WEEK 6*Marking Scheme: 1 mark for each correct answer. The correct answers are in bold.**MCQs*

1. **A**
2. **D**
3. **B**
4. **C**
5. **B**

Preguntas adicionales (DoK 2 y 3)

6. **(DoK 2)** *¿Qué diferencias hay entre Adela y su hermana Clara según el texto? (Award 3 marks for correct response).*
7. **(DoK 2)** *¿Qué evidencia en el texto muestra que Samuel es una persona generosa? (Award 2 marks for correct response).*
8. **(DoK 3)** *Compara a los hijos de Samuel con los del narrador. ¿En qué se parecen y en qué se diferencian? Usa detalles del texto. (Award 3 marks for correct response).*

WEEK 7**Marking scheme**

1. *He conocido*
2. *Hemos hablado*
3. *Has saludado*
4. *Han escrito*
5. *Ha preparado*
6. *Han participado*
7. *Hemos jugado*
8. *Has interactuado*
9. *Ha organizado*
10. *He visto*

Give 1 mark for each correct answer.

RUBRIC (10 marks)

Criteria	Excellent (5)	Very Good (4)	Satisfactory (3)	Needs Improvement (1)
Content	Clear ideas with examples and actions	All parts of task complete, some parts unclear.	One part missing	Text contents unrelated words
Vocabulary	Used topic words correctly (e.g. vecino, amistad, ayudar)	Uses appropriate vocabulary with minor errors.	Uses appropriate vocabulary with minor errors and occasional major errors.	Repetitive or unrelated vocabulary

WEEK 8**Rubric (15 marks)**

Criteria	5 marks (Excellent)	4 marks (Very Good)	3 marks (Satisfactory)	1 mark (Needs improvement)
Vocabulary	Wide use of project and community-related terms	Varied use of project and community related terms	Some topic vocabulary used	Limited vocabulary and repetition
Content	Project has clear purpose, ideas, and structure	Project ideas are generally clear, but more complex ideas lack clarity.	Project ideas are basic but complete	Ideas unclear or missing components
Presentation	Poster is neat, organised and visually clear	Poster is attractive but parts are unclear.	Poster is understandable	Poster lacks clarity

WEEK 9***Rubric – (12 marks)***

Criteria	4 marks (Excellent)	3 marks (Very Good)	2 marks (Satisfactory)	1 mark (Needs Improvement)
<i>Grammar</i>	<i>Accurate use of simple present tense</i>	<i>Minor errors with conjugation that don't affect meaning</i>	<i>Mainly minor errors with conjugation that do not affect meaning – some major errors.</i>	<i>Frequent grammatical errors</i>
<i>Vocabulary</i>	<i>Wide variety of topic-relevant words used</i>	<i>Variety of topic-related words used.</i>	<i>Basic vocabulary with repetition</i>	<i>Limited vocabulary or off-topic words</i>
<i>Content</i>	<i>Dialogue is complete, clear and has all the details in the prompt.</i>	<i>Dialogue is complete and has all the details in the prompt but sometimes lacks clarity.</i>	<i>Dialogue includes relevant details from the instruction but did not meet the minimum length requirement</i>	<i>Incomplete or unclear conversation</i>

Section 2: ¡A Comer!

Strand: *Expresar gustos y preferencias*

Sub-Strand: *Hablar de la comida*

Learning Outcomes:

1. Después de esta sesión, el aprendiz puede hablar de su comida favorita y expresar su opinión sobre comer sano.
2. Después de esta sesión, el/la aprendiz puede hablar de comidas típicas de su comunidad y también las de un país hispanohablante (Por ejemplo, Perú).

Content Standard: ¿Qué te gusta comer? ¿A qué hora desayunas/almuerzas/cenas? Comer sano. Hacer recomendaciones Hay que + verbo (infinitivo) Tener que + verbo (infinitivo)

Sub-Strand: *La gastronomía de mi comunidad /país y en el mundo hispánico*

Learning Outcome: Después de esta sesión, el/la aprendiz será capaz de hablar de comidas típicas de su comunidad y también las de un país hispanohablante (Por ejemplo, Perú).

Content Standard: Hablar de platos típicos de tu comunidad/región/ país.

INTRODUCTION AND SECTION SUMMARY

This section covers Weeks 10 to 15 and focuses on vocabulary and expressions related to eating habits and preferences so learners can express their own likes and dislikes in Spanish. Learners are also expected to research typical foods from a Spanish-speaking country and compare them with those from their own community. By the end of the section, learners should be able to deliver a short oral presentation about their favourite food, discuss healthy eating, and reflect on cultural differences in food choices.

The weeks and the indicators covered by the section are:

- Weeks 10,11 &12: *Haz una exposición oral sobre tu comida favorita. (Expresión oral)*
- Weeks13, 14 & 15: *Investiga sobre los platos típicos de un país hispanohablante. Luego haz una comparación entre estos platos y los de tu comunidad*

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers use ice breakers, structured conversation and visual prompts to encourage learners to talk about food. Key vocabulary is introduced through guided reading and discussion. Also, learners practice the present tense and use structures such as “hay que” and “tener que” to make recommendation on healthy eating habits in Spanish. Research activities in this section

allow them to explore foods from the Spanish-speaking world and draw comparisons with local cuisine.

ASSESSMENT SUMMARY

The assessments in this section target DOK Level 3, focusing on oral presentations, dialogues, homework tasks and research. Learners deliver structured presentations on their food habits (Weeks 10–12) and compare local foods with those from Spanish-speaking countries (Weeks 13–15). These tasks are designed to evaluate mostly vocabulary use, fluency, grammatical accuracy and research skills.

Indicators	DOK Level	Assessment Strategy and/or Mode
Haz una exposición oral sobre tu comida favorita. (Expresión oral)	Level 4 Level 3 Level 2	Week 10 – Dialogue/Conversation Week 11– Homework Week 12– Class Exercise
Investiga sobre los platos típicos de un país hispano-hablante. Luego haz una comparación entre estos platos y los de tu comunidad	Level 4	Week 13 – presentation Week 14 – homework Week 15 – Exhibition

WEEK 10

Learning Indicator: Haz una exposición oral sobre tu comida favorita. (Expresión oral)

Year 3	Recap Year 2
Week 10, 11 & 12: Learning Indicator: Haz una exposición oral sobre tu comida favorita. (Expresión oral)	Week 11 Learning Indicator: Pregunta a los compañeros los beneficios de practicar deportes. (Expresión oral)

FOCAL AREAS: HÁBITOS ALIMENTARIOS

1. *Vocabulario relacionado con la comida*
2. *Horarios de las comidas (desayuno, almuerzo, cena)*
3. *Expresar preferencias alimenticias*

Learning Task

Completa una tabla de tu rutina alimenticia diaria (¿Qué desayunas? ¿Qué almuerzas? ¿A qué hora cenas?). Luego, compártelo con un compañero y compárenlo.

Pedagogical Exemplars

1. Rompehielos (icebreaker):

En grupos de dos, los/las aprendices contestan las siguientes preguntas de entrada:

In groups of two the learners answer the following starter questions:

¿Qué te gusta comer?

¿Qué prefieres comer?

¿Cuál es la comida favorita de tu amigo/tu padre?

2. Input

El profesor/la profesora introduce vocabulario relacionado con la comida.

The teacher introduces vocabulary related to food.

Por ejemplo:

arroz (rice), desayuno (breakfast), almuerzo (lunch), cena (dinner), pan (bread), leche (milk), pescado (fish), carne (meat), desayunar (to have breakfast), almorzar (to have lunch), cenar (to have dinner), merendar (to take a snack), merienda (snack), etc.

Brain gym – el profesor/la profesora pide que los aprendices repitan el vocabulario, después pide que los aprendices digan la traducción inglesa cuando el/ella dice la palabra en español y viceversa.

Brain gym – the teacher asks the learners to repeat the vocabulary, after he/she asks the learners to say the English translation when he/she says the word in Spanish and vice versa.

3. **Talk for Learning**

- A. *El profesor/la profesora les hace a los/las aprendices preguntas sobre sus horarios de comida y preferencias alimenticias. Se puede seguir el ejemplo abajo:*

The teacher asks the learners about when they eat and their food preferences. You can use the example below:

¿A qué hora desayunas?

Modelo: Desayuno a las 7:00.

¿Qué desayunas normalmente?

Modelo: Desayuno cereales con pan.

¿A qué hora almuerzas?

Modelo: Almuerzo a las 13:00.

¿Qué almuerzas normalmente?

Modelo: Almuerzo Waakye.

¿A qué hora cenas?

Modelo: Ceno a las 20:00.

¿Qué cenas normalmente?

Modelo: Ceno Banku y sopa de okra.

- B. *El profesor introduce adverbios de frecuencia y tiempo reciente:*

The teacher introduces adverbs of frequency/ time markers referring to the recent past:

ya, todavía no, hoy, esta semana, últimamente, alguna vez.

El/la profesor(a) hace preguntas como:

The teacher asks questions such as:

¿Ya has almorzado hoy?

¿Has comido algo diferente esta semana?

¿Todavía no has probado el fufu con sopa de maní?

¿Qué has desayunado hoy?

¿Has probado algo nuevo esta semana?

¿Qué comidas has comido más esta semana?

Modelo

Sí, ya he almorzado.

No, todavía no he probado esa comida.

Hoy, he desayunado pan con té.

Sí, he probado Kelewele esta semana.

He comido Waakye cuatro veces.

Key Assessment: Dialogue

DoK Level 4: Un diálogo

Actividad

Haz una pequeña presentación oral sobre tus hábitos alimentarios. Debes incluir:

1. *A qué hora desayunas, almuerzas y cenas.*
2. *Qué comes normalmente en cada comida.*
3. *Una comida que prefieres y por qué.*

*Para sacar una buena nota en esta tarea hay que demostrar que eres capaz de usar los verbos **desayunar, beber, comer, cenar** y más con sujetos diferentes para comparar tus hábitos con los de otras personas.*

Modelo

Hola, me llamo Ama. Desayuno a las seis y media. Como pan con leche. Almuerzo a la una de la tarde. Como arroz con salsa. Ceno a las ocho. Prefiero el arroz porque es muy rico.

Luego, escucha los diálogos de tus compañeros de clase y ofréceles un consejo para mejorar.

**Teachers should give students a copy of the checklist below to guide their feedback.*

Has the speaker...

- *accurately used the key verbs desayunar, beber, comer, cenar?*
- *added when they eat meals?*
- *given an opinion on what they like?*
- *given an opinion on what they don't like?*
- *added reasons why?*
- *compared themselves to someone else using contrasting connectives (pero, sin embargo, aunque...)?*

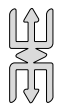
PLC Session 10

45 minutes

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Note

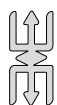
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 - a. The key assessment for the week is **dialogue**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the dialogue (NTS 3k-3q).

10 minutes

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30 minutes

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

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

WEEK 11

Learning Indicator: Haz una exposición oral sobre tu comida favorita. (Expresión oral)

FOCAL AREA: COMER SANO

1. *La Importancia de una dieta equilibrada*
2. *Vocabulario de alimentos saludables*
3. *Recomendaciones para una alimentación sana*

Learning Task

Haz una lista de recomendaciones para comer sano. Escribe oraciones usando *hay que* y *tenemos que*.

Modelo: Hay que comer frutas. Tenemos que beber más agua.

Pedagogical Exemplars

Rompehielos (icebreaker)

El profesor/la profesora muestra un vídeo sobre la importancia de comer sano. Los/las aprendices discuten sus opiniones sobre el vídeo en grupos pequeños.

The teacher shows a video about the importance of eating healthily. The learners discuss their opinions on the video in small groups.

Input

El profesor/la profesora introduce vocabulario relacionado con alimentos saludables.

The teacher introduces vocabulary related to healthy food.

Por ejemplo:

frutas (fruits), verduras (vegetables), proteínas (proteins), grasas saludables (healthy fats), etc.

Talk for Learning

El profesor/la profesora hace preguntas a los/las aprendices sobre sus hábitos alimenticios y cómo pueden mejorarlos:

The teacher asks the learners about their eating habits and how they could improve them;

¿Qué hay que hacer para llevar una vida sana?

Modelo: Para llevar una vida sana, hay que comer más fruta y verduras.

¿Qué tenemos que hacer para llevar una vida sana?

Modelo: Tenemos que beber mucha agua.

Tenemos que reducir la cantidad de grasas saturadas.

Key Assessment : Homework

DoK Level 3: Deberes

Compara dos dietas y da tu opinión

Lee esta información sobre dos personas en Ghana:

Persona A: Come arroz con verduras y pescado. Bebe mucha agua.

Persona B: Come muchas frituras y dulces. Bebe bebidas gaseosas todos los días.

Tu tarea

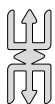
1. Compara las dos dietas. ¿Quién lleva una vida más sana?
2. Escribe tu opinión personal (5 a 7 líneas): ¿Qué hay que hacer para comer bien? ¿Qué tenemos que evitar? Usa vocabulario aprendido en la clase.
3. Escribe un plan de alimentación para un atleta. ¿Qué hay que comer? ¿Qué tiene que evitar? ¿Por qué? Justifica tus decisiones

PLC Session 11

45 minutes

Planning & Reviewing the Learning Plan

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



Note

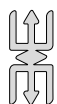
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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

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



Note

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

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

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

9. Remember to

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

WEEK 12

Learning Indicator: Haz una exposición oral sobre tu comida favorita. (Expresión oral)

FOCAL AREAS: VERBOS Y EXPRESIONES RELACIONADAS CON LA COMIDA

1. *Conjugación de verbos regulares (comer, desayunar, almorzar, cenar)*
2. *Recomendaciones impersonal y personal (Hay que + infinitivo, Tener que + infinitivo)*
3. *Expresiones sobre hábitos alimenticios*

Learning Task

Conjuga los verbos comer, desayunar, almorzar, cenar en presente y escribe cinco oraciones sobre tus hábitos alimenticios. Incluye una recomendación personal y una impersonal.

Pedagogical Exemplars

1. Rompehielos (icebreaker)

El profesor/la profesora introduce verbos claves en infinitivo y repasa las conjugaciones de los verbos regulares en el presente.

The teacher introduces key verbs in the infinitive form and revises conjugations of verbs in the present tense.

Los/las aprendices, en grupos de dos, conjugan verbos regulares relacionados con la comida.

The learners conjugate regular verbs related to food in groups of two.

2. Think, Pair, Share

Think, pair, share: Los/las aprendices en grupos repasan/comparten ideas sobre cómo se forman los verbos AR/ER/IR en la forma regular después de ver unos ejemplos (e.g. tomar/comer/consumir).

Think, pair, share: In groups the learners revise/share ideas about how AR/ER/IR verbs are formed in the present tense after seeing some examples (e.g. tomar/comer/consumir).

En grupos de dos, los/las aprendices escriben rúbricas sobre la formación de los verbos regulares en el presente y luego usan estos verbos para hablar de la comida.

In groups of two the learners write rubrics on the formation of regular verbs in the present tense and then use these verbs to talk about food.

3. Talk for Learning

El profesor/la profesora usa los verbos regulares en preguntas y construcciones negativas y los/las aprendices leen y luego traducen las frases.

The teacher uses regular verbs in questions and negative constructions and the learners read and translate the phrases.

Los/las aprendices responden preguntas sobre hábitos alimenticios usando las conjugaciones de los verbos aprendidos.

The learners respond to questions about eating habits using the verbs that they've learnt about.

Por ejemplo:

¿Qué tomas de postre normalmente?

¿Qué come tu familia los domingos?

4. Input

Recomendaciones (Recommendations)

Impersonal - Hay que + verbo (infinitivo)

¿Qué hay que hacer para llevar una vida sana?

Modelo: Para llevar una vida sana, hay que comer más fruta y verduras.

Personal - Tener que + verbo (infinitivo)

¿Qué tenemos que hacer para llevar una vida sana?

Modelo: Tenemos que beber mucha agua.

Tenemos que reducir la cantidad de grasas saturadas.

Key Assessment: Practice Paper 1

DoK Level 2: Trabajo en clase

Exposición oral sobre tu comida favorita y hábitos alimenticios (Expresión oral)

Instrucciones:

Haz una pequeña presentación oral (1–2 minutos) sobre tu comida favorita. Incluye:

- 1. ¿Cómo se llama la comida?*
- 2. ¿Qué ingredientes lleva?*
- 3. ¿Cuándo la comes (desayuno, almuerzo, cena)?*
- 4. ¿Por qué te gusta?*
- 5. Usa al menos un verbo regular conjugado correctamente.*
- 6. Usa una recomendación con “hay que” o “tenemos que”.*

*Para sacar una buena nota en esta tarea hay que demostrar que eres capaz de usar los verbos **desayunar, beber, comer, almorzar*, cenar** y más con sujetos diferentes para comparar tus hábitos con los de otras personas.*

Modelo para los estudiantes

Mi comida favorita es la tortilla de patatas. Lleva huevos, patatas y cebolla. La como en el almuerzo con mi familia. Me gusta porque es muy rica. Tenemos que comer bien todos los días. Hay que beber agua también.

Hint

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

Item Specifications and Instructions for Teachers

Spanish Practice Test

Paper 1 – MCQs

Total number of questions: 40

Part A – Vocabulary Test: 20 questions

Part B – Reading Comprehension: 20 questions

Time allocation: 1 hour

Points: 40 marks (1 mark each question)

Part A: Test of Vocabulary

Number of Texts: 4

Text Length: 80-120 words each

Number of Questions: 20 (5 per text)

Distribution of Questions

DOK Level	Number of Questions	Description
Level 1	6	Recognition and recall of isolated vocabulary items in simple contexts.
Level 2	8	Vocabulary interpretation using sentence-level clues or synonyms/antonyms.
Level 3	6	Inference of meaning based on broader text or implied context; analysis of word choice or function.

Items should be drawn from strands and sub strands covered in Years 1 through 3

Part B – Reading Comprehension

Number of Texts: 4

Text Length: 80-120 words each

Number of Questions: 20 (5 per text)

Distribution of Questions

DOK Level	Number of Questions	Description
Level 1	6	Recognition and recall of isolated vocabulary items in simple contexts.

Level 2	8	Vocabulary interpretation using sentence-level clues or synonyms/antonyms.
Level 3	6	Inference of meaning based on broader text or implied context; analysis of word choice or function.

Items should be drawn from strands and sub strands covered in Years 1 through 3

Paper 2 (Guided Essay Writing)

Number of questions Provided: 4 essay prompts

Number of questions to answer: 2

Time Allocation: 1 hour, 30 minutes

All questions in this paper are at DOK Level 2, Level 3 and Level 4 only.

Items should be drawn from strands and sub strands covered in Years 1 through 3

Paper 3(Performance-based assessment)

Section A: Reading Comprehension (Oral)

Section B: Oral Expression

Total Duration: 10 minutes per student

Note: Paper 3 is taken before Papers 1 and 2. Teachers should decide the most suitable time to conduct Paper 3, which may be two to three weeks, before Papers 1 and 2 are written.

Section A: Reading Comprehension (Oral)

Task Description

Each candidate is given a short text (100-120 words) to read aloud and then answer 5 comprehension questions orally.

Note: Each candidate will randomly select one text from four options

All questions in this paper are at DOK Level 2, Level 3 and Level 4 only.

Section B: Oral Expression

Task Description:

Each candidate responds to a verbal prompt, image, or scenario provided by the examiner. This may include a follow-up 3-5 follow-up questions to test spontaneous speaking and interaction.

Note: Each candidate will select one prompt at random from four options for their presentation.

All questions in this paper are at DOK Level 2, Level 3 and Level 4 only.

Items should be drawn from strands and sub strands covered in Years 1 through 3

SPANISH EXAMINATION SET 1

Sample Table of Item Specifications for Paper 1

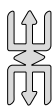
Focal Area(s)	Type of Questions	DoK Levels				Total
		1	2	3	4	
Relaciones interpersonales: vecinos y actividades (Year 3)	Section A closed text 1	1	2	2		5
Relaciones interpersonales: descripción del vecino (Year 3)	Section A closed text 2	2	2	1		5
Mi entorno y yo la escuela (Year 1)	Section A closed text 3	2	2	1		5
Relaciones interpersonales: valores comunitarios (Year 3)	Section A – closed Text 4	1	2	2		5
Relaciones interpersonales: descripción y valores (Years 2 and 3)	Section B – Text 1	2	2	1		5
Expresar gustos: rutina alimentaria (Year 3)	Section B Texto 2	2	2	1		5
Mi entorno y yo, escuela y actividades (Year 1)	Section B texto 3	2	2	1		5
Expresar gustos: comidas locales y extranjeras (Year 3)	Section B texto 4	1	2	2		5
Total		13	16	11		40

PLC Session 12

45 minutes Planning & Reviewing the Learning Plan

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

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



Note

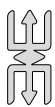
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
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30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

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

5 minutes**Reflection**

- 7.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
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- 9.** Remember to
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WEEK 13

Learning Indicator: *Investiga sobre los platos típicos de un país hispanohablante. Luego haz una comparación entre estos platos y los de tu comunidad*

Year 3	Recap Year 2	Recap Year 1
Week 13, 14 & 15 Learning Indicator Investiga sobre los platos típicos de un país hispanohablante. Luego haz una comparación entre estos platos y los de tu comunidad.	Week 14 Learning Indicator Indica y explica en qué se asemejan y/o se distinguen dos de los deportes mencionados. <i>Review:</i> Estructuras gramaticales para comparar (más...que, menos...que, tan...como)	Week 16 Learning Indicator Indica en qué se asemejan y/o se difieren las actividades de ocio en Ghana/ tu comunidad y las de otros países. (Expresión oral) <i>Review:</i> Estructuras gramaticales para comparar (más...que, menos...que, tan...como)

FOCAL AREAS

1. Platos típicos de mi comunidad

- A. *Vocabulario de alimentos y platos típicos de Ghana.*
- B. *Descripción de comidas tradicionales.*
- C. *Expresión de preferencias gastronómicas.*

2. Uso del pretérito para hablar de la preparación de comidas

- A. *Introducción a los verbos en pretérito (regulares e irregulares).*
- B. *Aplicación para describir actividades culinarias pasadas (ej. «Ayer preparé fufú con sopa de pescado»).*

Learning Task

Escribe un menú para una fiesta tradicional de tu comunidad con tres platos y bebidas.

Pedagogical Exemplars

1. Actividad de entrada (Starter activity)

Preguntas iniciales (Starter questions)

- ¿Cuáles son algunos platos típicos de Ghana?*
- ¿Cuáles son algunos platos típicos de la gente que vive en el norte de Ghana?*
- ¿Cuáles son algunos platos típicos de la gente que vive en el sur de Ghana?*
- ¿Qué suele comer la gente de tu barrio/comunidad?*

2. Trabajo en Grupo/Aprendizaje Colaborativo

Los/las aprendices, en grupos pequeños, crean una presentación sobre un plato típico de su comunidad. Deben incluir ingredientes y cuándo se suele comer (hora, día de la semana, ocasión).

In small groups the learners create a presentation on a typical dish in their community. They should include ingredients and when it's usually eaten (time, day of the week, occasion)

3. Expresión Oral

Cada grupo presenta su plato típico al resto de la clase, explicando los detalles mencionados anteriormente.

Each group presents their typical dish to the rest of the class, explaining the details mentioned previously.

4. Input

Vocabulario relacionado con comida (vocabulary related to food)

Sustantivos (Nouns)

<i>el plato típico</i>	<i>la comida</i>	<i>la cena</i>
<i>el desayuno</i>	<i>el almuerzo</i>	<i>el waakye</i>
<i>el arroz</i>	<i>el fufú</i>	<i>el banku</i>
<i>el jollof</i>	<i>la carne</i>	<i>el pescado</i>
<i>el pollo</i>	<i>los huevos</i>	<i>los tomates</i>
<i>las cebollas</i>	<i>el aceite</i>	<i>el plátano</i>
<i>los ingredientes</i>	<i>la receta</i>	<i>el sabor</i>

Verbos (Verbs)

<i>comer</i>	<i>cocinar</i>	<i>preferir</i>	<i>almorzar</i>
<i>preparar</i>	<i>gustar</i>	<i>desayunar</i>	<i>cenar</i>

Adjetivos (Adjectives):

<i>delicioso/a</i>	<i>picante</i>	<i>salado/a</i>
<i>dulce</i>	<i>sabroso/a</i>	<i>tradicional</i>

Expresiones claves (Key expressions)

- *Mi comida favorita es...*
 - *Me gusta comer...*
 - *Este plato es...*
 - *Se prepara con...*
- Vocabulario relacionado con platos típicos de Ghana (Vocabulary related to typical Ghanaian dishes)**
- Waakye, Banku, Fufu, Kelewele, Jollof Rice.

5. Trabajo en parejas (Pair work)

Gramática: Introducción al Pretérito

El profesor / la profesora introduce unos verbos regulares comunes en el contexto culinario.

The teacher introduces some common regular verbs in the culinary context

Por ejemplo: preparar, cocinar, comer, mezclar, añadir

Luego provee una tabla de verbos y pide a los aprendices que averigüen como se conjugan los verbos al pretérito.

Then he/she provides a verb table and ask sthe learners to work out how verbs are conjugated in the preterite.

Las parejas comparten sus ideas con la clase.

The pairs share their ideas with the class.

6. Trabajo en grupos (Group work)

El profesor / la profesora añade informacion sobre los verbos irregulares en el pretérito (hacer, poner, tener) y los aprendices toman notas.

The teacher adds information about irregular verbs in the preterite (hacer, poner, tener) and the learners take notes.

Luego, el profesor / la profesora escribe unos ejemplos en la pizarra, pero cada uno contiene un error. Los aprendices tienen que trabajar juntos para buscar y corregir el error. Los aprendices de alta capacidad pueden dirigir sus grupos.

Then, the teacher writes some examples on the board but each one contains an error. The learners have to work together to find and correct the errors. The high ability pupils can lead their groups.

Key Assessment: Oral presentation

DoK level 2: Presentación

Habla de un plato típico de tu comunidad. Incluye

- *Nombre del plato*
- *Ingredientes (al menos tres)*
- *Cómo se prepara*
- *Cuándo se come*
- *Por qué es importante*

DoK level 3&4: Presentación y análisis

Habla de lo que comiste, bebiste et preparaste ayer.

*Para sacar una buena nota en esta tarea hay que demostrar que eres capaz de usar verbos como **preparar, beber, comer, poner, hacer** y más con sujetos diferentes para comparar lo que hiciste con lo que hicieron otras personas.*

Luego, escucha los diálogos de tus compañeros de clase y ofréceles un consejo para mejorar.

**Teachers should give students a copy of the checklist below to guide their feedback.*

Has the speaker...

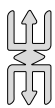
- *accurately used the key verbs preparar, beber, comer, poner, hacer?*
- *added when they ate/prepared different meals?*
- *added where they ate/ prepared different meals?*
- *given an opinion?*
- *added reasons why?*
- *compared themselves to someone else using contrasting connectives (pero, sin embargo, aunque...)?*

PLC Session 13

45 minutes

Planning & Reviewing the Learning Plan

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



Note

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

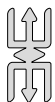
4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **oral presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a–1b, 1e–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

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

WEEK 14

Learning Indicator: Investiga sobre los platos típicos de un país hispanohablante. Luego haz una comparación entre estos platos y los de tu comunidad

FOCAL AREA: **PLATOS TÍPICOS DE UN PAÍS HISPANOHABLANTE**

1. *Vocabulario de alimentos y platos típicos de Perú*
2. *Descripción de comidas tradicionales peruanas*
3. *Comparación entre la gastronomía peruana y ghanesa*
4. *El pretérito*

Learning Task

Compara un plato típico del mundo hispano con uno de tu país o cultura.

Pedagogical Exemplars

1. Input

El profesor/la profesora introduce un texto auténtico (adaptado al nivel de los/las aprendices) sobre los platos típicos de un país hispanohablante.

The teacher introduces an authentic text (adapted to the level of the learners) about the typical dishes of a Spanish speaking country.

2. Lectura y Comprensión

Dos o más aprendices leen el texto en voz alta y el profesor/la profesora guía los aprendices a averiguar palabras difíciles de entender.

Two or more students read the text aloud and the teacher guides the learners to work out difficult words to understand.

Actividad de comprensión: Los/las aprendices contestan a unas preguntas de comprensión sobre el texto para evaluar su entendimiento.

Comprehension activity: The learners answer comprehension questions about the text to evaluate their understanding.

3. Trabajo en Grupo/Aprendizaje Colaborativo

Los/las aprendices investigan y preparan una presentación sobre un plato típico de un país hispanohablante, incluyendo ingredientes, preparación y cuándo se suele comer.

The learners investigate and prepare a presentation about a typical dish from a Spanish speaking country, including ingredients, preparation and when it's usually eaten.

4. Expresión Oral

Cada grupo presenta su investigación al resto de la clase, comparando los platos típicos de los países hispanohablantes con los ghaneses.

Each group presents their investigation to the rest of the class, comparing typical dishes from Spanish speaking countries with Ghanaian dishes.

Vocabulario/expresiones claves (Vocabulary/Key expressions)

- *la cocina peruana, los mariscos, el maíz morado, el ají, hervido, crudo, cocido, etc.*
- *tiene un sabor fuerte, se come frío, es muy tradicional en la costa, etc.*

Grammar in focus

Conectores simples (simple connectives): pero, también, aunque, y, porque, etc.

Frases comparativas (comparative expressions): es más... que, es diferente porque, se parece a..., etc.

Key Assessment: Homework

DoK level 3/4: Deberes y análisis

Escribe un texto de 50 a 60 palabras donde comparas un plato típico del mundo hispano (como el ceviche, la paella, las arepas, etc.) con un plato de tu país o cultura (como jollof rice, fufu, banku, etc.).

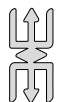
Luego, lee los deberes de tus compañeros. Dales una nota de 15 usando los criterios explicados por tu profesor.

**The teacher should give the learners a copy of the marking scheme below.*

PLC Session 14

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



Note

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

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

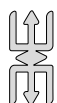
- The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

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

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

WEEK 15

Learning Indicator: Investiga sobre los platos típicos de un país hispanohablante. Luego haz una comparación entre estos platos y los de tu comunidad

FOCAL AREA: COMPARACIÓN DE LA GASTRONOMÍA

1. Estructuras gramaticales para comparar (más...que, menos...que, tan...como)
2. Vocabulario para comparar platos y hábitos alimenticios
3. Expresión de opiniones y preferencias
4. Uso del Presente e Imperfecto para Hábitos Alimenticios

Presente: describir hábitos alimenticios actuales y preferencias (ej. Hoy en día comemos waakye para el desayuno.).

Imperfecto: describir hábitos del pasado o tradiciones culturales relacionadas con la gastronomía (ej. Cuando era niño, siempre comíamos banku los viernes.).

Contrastar hábitos antiguos y actuales: Antes se comía más pescado; ahora preferimos el pollo frito

Learning Task

Compara dos platos típicos y di cuál prefieres y por qué.

Pedagogical Exemplars

1. Actividad de inicio (Starter activity)

El profesor/la profesora repasa estructuras gramaticales necesarias para comparar.

The teacher revises the necessary grammatical structures to compare.

Por ejemplo: más...que, menos...que, tan...como.

2. Actividad de Comparación

Los/las aprendices comparan platos típicos de Ghana con los de un país hispanohablante usando las estructuras repasadas al principio.

The learners compare typical dishes from Ghana with those of a Spanish speaking country using the structures revised at the start.

Ejemplos: El Waakye es más picante que el Aji de Gallina.

La paella de España es tan sabrosa como el Jollof Rice de Ghana.

3. Input

El profesor/ La profesora introduce el imperfecto a los aprendices (cómo se forma y cuándo se usa) El profesor/la profesora pone ejemplos con verbos relacionados a la gastronomía.

The teacher introduces the imperfect to the learners (how it's formed and when it's used). The teacher gives examples with verbs related to food.

Ejemplos:

<u>COMER</u>	<u>PREPARAR</u>
Comía	Preparaba
Comías	Preparabas
Comía	Preparaba
Comíamos	Preparábamos
Comíais	Preparabais
Comían	Preparaban

El profesor/ la profesora pide a los aprendices que apliquen las reglas que pueden ver en los ejemplos para formar otros verbos regulares en el imperfecto.

The teacher asks learners to apply the rules that they can see in the examples to form other verbs in the imperfect.

Uso del Presente y el Imperfecto para hábitos alimenticios (Use of the present and the imperfect to talk about eating habits)

- **Presente:** describe hábitos alimenticios actuales y preferencias
Describes current eating habits and preferences.
(ej. Hoy en día comemos waakye para el desayuno).
- **Imperfecto:** describe hábitos del pasado o tradiciones culturales relacionadas con la gastronomía.
Describes past habits or cultural traditions related to food.
(ej. Cuando era niño, siempre comíamos banku los viernes.).
- *Se puede contrastar hábitos antiguos y actuales usando ambos tiempos verbales a la vez.*
You can contrast old and current habits by using both tenses at the same time
(ej. Antes se comía más pescado; ahora preferimos el pollo frito.)

4. **Trabajo en Grupo/Aprendizaje Colaborativo (Group work):**

los/las aprendices, en grupos pequeños, preparan una lista de similitudes y diferencias entre la gastronomía ghanesa y peruana.

In small groups, the learners prepare a list of similarities and differences between Ghanaian and Peruvian food.

Resource material for group work- watch the video in links below: <https://www.youtube.com/watch?v=6p5-jU4u3yI>

<https://www.youtube.com/watch?v=nmB3YIILbgo>

5. **Expresión Oral (spoken expression):**

Cada grupo presenta sus comparaciones al resto de la clase y discuten cuál de los dos tipos de gastronomía prefieren y por qué, usando las estructuras comparativas aprendidas.

Each group presents their comparisons with the rest of the class and they discuss which of the two types of food they prefer and why, using the comparative structures that they have learnt.

6. Actividad escrita (Written activity):

Los/las aprendices escriben un breve ensayo comparando un plato típico de Ghana con uno de un país hispanohablante, utilizando el vocabulario y las estructuras gramaticales aprendidas.

The learners write a brief essay comparing a typical Ghanaian dish with one from a Spanish-speaking country, using the vocabulary and grammatical structures learnt.

Key Assessment: Exhibition

DoK level 4: Exposición y análisis

En grupos de 3-4, elejid un plato típico de vuestra comunidad. Comparad cómo se come el plato ahora con cómo se comía en el pasado. Podéis pedir vocabulario especializado a vuestro profesor/vuestra profesora.

- *Haced un póster con la información siguiente:*
- *Nombre del plato*
- *Ingredientes*
- *Cómo se prepara ahora*
- *Como se preparaba antes*
- *Cuándo / con qué frecuencia se come ahora*
- *Cuándo / con qué frecuencia se comía antes*
- *Por qué (no) os gusta*
- *Por qué (no) le gustaba a un miembro de vuestra familia cuando era más joven*

Luego, escuchad las exposiciones de vuestros compañeros. Dadles una nota de 24 usando los criterios explicados por vuestro profesor.

**The teacher should give the learners a copy of the marking scheme below*

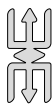
PLC Session 15

45 minutes

Planning & Reviewing the Learning Plan

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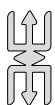
Note

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

10 minutes Content Exploration

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

By the end of this section, learners will not only be equipped to talk about their dietary habits and food preferences but also to recommend healthy options and articulate cross-cultural comparisons in food. This strengthens their communicative competence in Spanish while reinforcing awareness of global cultures.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 10

Marking scheme (16 marks)

	<i>Excellent (7–8 points)</i>	<i>Very Good (5–6 points)</i>	<i>Satisfactory (3–4 points)</i>	<i>Needs improvement (1–2 points)</i>
<i>Content</i>	<i>All points developed. Compares with two other people. Two opinions and reasons. Consistently clear and relevant.</i>	<i>All points covered. Compares with another person. An opinion and reasons. Mostly clear and relevant.</i>	<i>Most points covered. An opinion and attempt at a reason. Sometimes clear and relevant.</i>	<i>Some points covered. A basic opinion. Occasionally clear and relevant.</i>

	Excellent (7–8 points)	Very Good (5–6 points)	Satisfactory (3–4 points)	Needs improvement (1–2 points)
Grammar and vocabulary	A wide variety of vocabulary. Little repetition. Verb formations normally correct. A few minor errors.	A variety of vocabulary. Some repetition. Verb formations sometimes correct. Some minor and a few major errors.	Some variety of vocabulary. Occasional success with verb formations. Frequent minor errors and some major errors.	Repetitive. Verb formations rarely correct. Errors make it hard to understand.

WEEK 11

Marking scheme (16 marks)

Part 1 (2 marks) - 1 mark for comparison, 2 marks with comparison + reason

Part 2 (8 marks)	Excellent (4 points)	Very Good (3 points)	Satisfactory (2 points)	Needs improvement (1 point)
Content Grammar and vocabulary	Fully developed. Always clear and relevant. Accurate use of <i>tener que</i> and <i>hay que</i>	One of two points developed. Mostly clear and relevant. Generally accurate use of <i>tener que</i> or <i>hay que</i>	Attempts to develop points lack clarity. Generally relevant. Use of <i>tener que</i> or <i>hay que</i> with some success.	Short sentences. Lacks clarity. Little understanding of <i>hay que</i> / <i>tener que</i>

- Part 3 (8 marks)

	Excellent (4 points)	Very Good (3 points)	Satisfactory (2 points)	Needs improvement (1 point)
Content Grammar and vocabulary	Fully developed. Always clear and relevant. Consistently justified. Accurate use of <i>tener que</i> and <i>hay que</i> . Variety of language (opinions, adjectives comparatives etc.)	One of two points developed. Mostly clear and relevant. Mostly justified. Generally accurate use of <i>tener que</i> or <i>hay que</i> . Some variety of language (opinions, adjectives etc.)	Attempts to develop lack clarity. Relevant. Sometimes justified. <i>Tener que</i> or <i>hay que</i> used with some success. Attempts at variety (adjectives)	Short sentences. Lacks clarity. No justification. Little understanding of <i>hay que</i> / <i>tener que</i> . Little variety of language.

WEEK 12**Oral assessment rubric (15 marks)**

Criteria	Excellent (5 marks)	Very Good (4marks)	Satisfactory (3 marks)	Needs Improvement (1mark)
Grammar	Accurate use of present-tense verbs	Few errors in conjugation	Frequent errors in conjugation	Many errors affecting understanding
Content	Clear, complete response with all 6 elements	Mentions 4 elements	Mentions 3 elements	Mentions 1 element
Vocabulary	Varied and appropriate food-related vocabulary	Some attempt at variety. Generally appropriate food vocabulary.	Adequate vocabulary; some repetition	Limited or incorrect vocabulary

WEEK 13**Marking Scheme (13 marks)**

Part 1 (5 marks): 1 mark for every one of the bullet points covered without ambiguity

Part 2 (8 marks)

	Excellent (4 points)	Very Good (3 points)	Satisfactory (2 points)	Needs improvement (1 point)
Content Grammar and vocabulary	Fully developed. Compares with two other people. Always clear and relevant. Verb formations generally correct. Good variety of language.	Some information developed. Compares with another person. Mostly clear and relevant. Verb formations sometimes correct. Some variety of language.	Attempts to develop lack clarity. Sometimes clear and relevant. Verb formations occasionally correct. Attempt at variety of language.	Short sentences. Lacks clarity. Verb formations rarely correct. Repetitive.

WEEK 14**Marking scheme (15 marks)**

Criterion	Points
1. Content & Comparison Are ideas developed? Are ideas clear?	Up to 5
2. Vocabulary & Expression Is a range of language used (adjectives, connectives)? Are a range of structures used (negatives, comparisons, opinions)? Are verb formations varied? Are they accurate?	Up to 5

3. Organisation <i>Does the text have a clear beginning, middle and end?</i> <i>Are sentences/ paragraphs used with correct punctuation?</i> <i>Is the text easy to read?</i>	Up to 5
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WEEK 15

Marking scheme (maximum 24)

1) Information on the poster (14 points)

- a) Name of dish (1 point)
- b) Ingredients – minimum 3 (1 point)
- c) Explains how it's prepared now (2 points)
- d) Explains how it used to be prepared (2 points)
- e) Says when when/how often it's eaten now (2 points)
- f) Says when/ how often it used to be eaten (2 points)
- g) Why the group likes/doesn't like the dish (2 points)
- h) Why a member of their family used to like/dislike the dish when they were younger (2 points)

2) Presentation (up to 5 points)

- Is it clear, attractive and easy to read?
- Does it use visual aids (photos, drawings etc)
- How accurate is spelling and grammar?

3) Teamwork (up to 5 points)

- Did all members of the group speak?
- Did all members of the group contribute to the poster?
- Did the group work well as a team?

Section 3: Mi comunidad y el medioambiente

Strand: **Mi entorno y yo**

Sub-Strand: **La ciudad y el campo**

Learning Outcome: Después de esta sesión, el/la aprendiz será capaz de hablar de lugares y personalidades importantes en su ciudad/campo.

Content Standard: Hablar sobre el lugar donde vivimos

Hablar de los lugares importantes de tu ciudad/campo, líderes en tu ciudad/campo

Sub-Strand: **Descripción de lugares y objetos**

Learning Outcome: Después de esta sesión, el/la aprendiz será capaz de describir su ciudad/campo.

Content Standard: Describir los lugares importantes de tu ciudad/campo

Describir tu lugar favorito en la ciudad/el campo

Sub-Strand: **Hablar de los cambios climáticos**

Learning Outcome: Después de esta sesión, el/la aprendiz puede hablar sobre las causas y efectos de los cambios climáticos en su comunidad y las intervenciones para menguar los efectos.

Content Standard: Vocabulario asociado con los cambios climáticos. Hablar sobre cambios climáticos que hemos observado en nuestras comunidades.

Hablar de efectos, soluciones e intervenciones que han hecho algunas personas/ organizaciones o gobiernos sobre el tema.

INTRODUCTION AND SECTION SUMMARY

This section focuses on building learners' capacity to talk and write about their immediate environments. Through oral and written expression, learners will describe important places, identify notable personalities, and express their opinions about climate change and its impact on their community. The section also enhances environmental awareness and civic responsibility.

The weeks and the indicators covered by the section are:

- *Week 16, 17 & 18: Habla de lugares importantes en tu barrio/comunidad/ciudad/campo. (Expresión oral)*
- *Week 19, 20 & 21: Escribe un texto descriptivo sobre tu ciudad favorita /campo favorito. (Expresión escrita)*
- *Week 22, 23 & 24: Expresa tu opinión sobre los cambios climáticos en tu comunidad.*

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers are encouraged to use visuals, maps, and real-life examples to help learners talk about places and people in their communities. Guided discussions, group presentations, and descriptive writing tasks support learners in expressing ideas clearly. Climate-related topics are introduced through storytelling, videos, and class debates to encourage critical thinking and connection to real-life experiences.

ASSESSMENT SUMMARY

The assessments in this section target DOK Levels 2,3 and 4 focusing on oral presentations, descriptive writing, class discussions, and comprehension tasks. Learners describe important places and figures in their communities (Weeks 16–18), write descriptive texts about their favourite city or rural area (Weeks 19–21), and express informed opinions about climate change in their environment (Weeks 22–24). These tasks are designed to evaluate learners' ability to use appropriate vocabulary, organise ideas clearly, and demonstrate understanding of real-life issues through language.

Indicators	DOK Level	Assessment Strategy and/or Mode
<i>Habla de lugares importantes en tu barrio/comunidad/ciudad/campo. (Expresión oral)</i>	Level 2 Level 3	Week 16– Presentation Week 17– Reading comprehension Week 18– Debate
<i>Escribe un texto descriptivo sobre tu ciudad favorita /campo favorito. (Expresión escrita)</i>	Level 3 Level 4	Week 19 – Poster Week 20– Essay writing Week 21– Essay writing
<i>Expresa tu opinión sobre los cambios climáticos en tu comunidad.</i>	Level 3 Level 4	Week 22– Class test (Reading comprehension) Week 23– Discussion Week 24– Practice oral exam.

WEEK 16

Learning Indicator: *Habla de lugares importantes en tu barrio/comunidad/ciudad/ campo. (Expresión oral)*

Year 3	Recap Year 2	Recap Year 1
Week 16, 17 & 18 Learning indicator Habla de lugares importantes en tu barrio/ comunidad/ciudad/ campo. (Expresión oral)	Week 16: <i>Identifica y menciona objetos que hay en tu casa</i>	Week 18: <i>Lugares importantes en la escuela</i>

FOCAL AREA: **LUGARES IMPORTANTES EN MI CIUDAD O CAMPO**

1. Vocabulario de lugares importantes en la ciudad y en el campo
2. Descripción de lugares y sus funciones
3. Expresión de opiniones sobre lugares favoritos

Learning Task

Presenta tu ciudad o campo ideal (ubicación, clima, ambiente).

Pedagogical Exemplars

1. *Rompehielos (Icebreakers)*

Preguntas Iniciales (Starter questions)

¿Dónde vives?

¿Dónde vive tu familia?

¿Qué lugares importantes hay donde vives?

Modelo: *En mi barrio, hay un gimnasio, banco, hospital, supermercado, etc.*

2. *Input*

El profesor/la profesora proporciona vocabulario relacionado con lugares importantes.

The teacher shares vocabulary related to important places

Por ejemplo:

Playa, hotel, restaurante, teatro, cine, mercado, estación de autobús, oficina de correos, biblioteca, universidad, escuela, parques, librerías, ayuntamiento, estación de policía, etc.

3. *Actividad de Estímulo (Stimulation activity)*

El profesor/la profesora muestra imágenes de lugares importantes que hay en ciudades o en el campo y pide a los/las aprendices que destaquen los lugares proyectados que (no) están en su ciudad/pueblo.

The teacher shows images of important places in cities or in the countryside and asks learners to pick out the places that are or aren't in their city/town/village.

4. **Trabajo en Grupo/Aprendizaje Colaborativo (Group Work)**

Los/las aprendices, en grupos pequeños, crean un mapa de su ciudad o pueblo incluyendo los lugares importantes. Luego lo presentan a la clase.

In small groups the learners create a map of their city/town/village including the important places. Then they present it to the class.

Vocabulario necesario (Necessary vocabulary)

- | | | |
|-----------------------|-----------------------|--------------------|
| ● Biblioteca | ● Estación de policía | ● Mezquita |
| ● Escuela | ● Oficina de correos | ● Iglesia |
| ● Hospital | ● Ayuntamiento | ● Centro comercial |
| ● Parque | ● Banco | ● Plaza |
| ● Mercado | ● Supermercado | ● Aeropuerto |
| ● Restaurante | ● Hotel | ● Museo |
| ● Teatro | ● Playa | ● Farmacia |
| ● Cine | ● Librería | ● Panadería |
| ● Universidad | ● Campo de fútbol | ● Carnicería |
| ● Estación de autobús | ● Gasolinera | |
| ● Estación de tren | ● Granja | |

Key Assessment: Presentation

DoK Level 2

The recommended mode of assessment for Week 16 is essay. Refer to TAMT pages 94-97 for more information on how to use essay as an assessment strategy.

Prepara una presentación sobre tu ciudad o pueblo favorito. Incluye estos detalles:

- a. *¿Dónde está ubicada tu ciudad o pueblo favorito?*
- b. *¿Qué lugares importantes hay en ese lugar?*
- c. *¿Qué se puede hacer en esos lugares?*
- d. *¿Por qué te gusta ese lugar?*
- e. *¿Qué sientes cuando estás allí?*

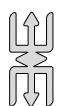
PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

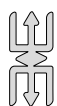
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - 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 presentation (NTS 3k-3q).

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

WEEK 17

Learning Indicator: *Habla de lugares importantes en tu barrio/comunidad/ciudad/ campo.*
(Expresión oral)

FOCAL AREA: **LÍDERES IMPORTANTES EN MI CIUDAD O CAMPO**

1. Identificación de líderes importantes en la comunidad
2. Descripción de las funciones y contribuciones de estos líderes

Expresión de opiniones sobre el impacto de los líderes en la comunidad

Learning Task

¿Quiénes son los líderes en tu instituto, familia o país?

Pedagogical Exemplars

1. *Actividad de Entrada (Icebreakers)*

El profesor/la profesora hace preguntas para iniciar la discusión:

The teacher asks questions to start the discussion:

¿Quiénes son algunos líderes importantes en tu ciudad o campo?

¿Qué roles tienen estos líderes en la comunidad?

2. *Input*

El profesor/la profesora proporciona vocabulario relacionado con líderes y sus responsabilidades.

The teacher shares vocabulary related to leaders and their responsibilities

Por ejemplo:

Alcalde, jefe de la comunidad, líder religioso, director de escuela, médico, etc.

3. *Lectura y Comprensión*

El profesor/la profesora presenta un texto sobre un líder importante en una ciudad o pueblo hispánico, luego los/las aprendices leen y discuten el texto.

The teacher presents a text about an important leader in a Spanish speaking city or town/ village, then the learners read and discuss the text.

4. *Trabajo en Grupo/Aprendizaje Colaborativo*

Los/las aprendices investigan sobre un líder importante en su comunidad y preparan una breve presentación sobre su vida y contribuciones.

The learners investigate an important leader in their community and prepare a brief presentation about their life and contributions.

Vocabulario clave (Key vocabulary)

- | | | |
|-------------------------|--------------------|------------------------|
| 1. Líder | 11. Voluntario | 21. Seguridad |
| 2. Alcalde | 12. Comunidad | 22. Responsabilidad |
| 3. Jefe de la comunidad | 13. Funciones | 23. Honestidad |
| 4. Líder religioso | 14. Contribuciones | 24. Compromiso |
| 5. Director de escuela | 15. Administración | 25. Motivación |
| 6. Médico | 16. Organización | 26. Escuchar |
| 7. Policía | 17. Apoyo | 27. Ayudar |
| 8. Bombero | 18. Protección | 28. Resolver problemas |
| 9. Profesor | 19. Educación | 29. Desarrollo |
| 10. Empresario | 20. Salud | 30. Calidad de vida |

Verbos claves (Key verbs)

Administrar – dirigir y organizar recursos o actividades.

Organizar – planificar y coordinar eventos o tareas.

Cuidar – proteger y atender a las personas o cosas.

Educar – enseñar y formar a los estudiantes o comunidad.

Proteger – cuidar para evitar daños o peligros.

Ayudar – apoyar a alguien en sus necesidades o problemas.

Escuchar – prestar atención a las opiniones o problemas de otros.

Motivar – incentivar a las personas para que actúen o mejoren.

Supervisar – vigilar que las actividades se realicen correctamente.

Guiar – dirigir o aconsejar a otras personas.

Resolver problemas – encontrar soluciones a dificultades o conflictos.

Informar – comunicar datos o noticias importantes.

Coordinar – unir esfuerzos para realizar una actividad conjunta.

Planificar – diseñar un plan para alcanzar un objetivo.

Promover – apoyar o fomentar iniciativas o proyectos.

Atender – cuidar o prestar servicios a las personas.

Representar – actuar en nombre de un grupo o comunidad.

Dirigir – liderar un grupo o proyecto.

Gestionar – administrar recursos para lograr un fin.

Inspirar – influir positivamente en los demás.

Comunicar – transmitir ideas, información o emociones.

Negociar – buscar acuerdos entre diferentes partes.

Colaborar – trabajar junto con otros para un objetivo común.

Supervisar – controlar el desarrollo de una actividad o trabajo.

Decidir – elegir entre varias opciones.

Informar – dar noticias o datos a la comunidad.

Participar – tomar parte activa en actividades o decisiones.

Proponer – sugerir ideas o planes.

Hacer trabajo voluntario – ofrecerse para ayudar sin recibir pago.

Inspirar confianza – generar seguridad y credibilidad en los demás.

Key Assessment: Quiz

Assessment: Reading comprehension

En mi ciudad, el alcalde es una persona muy importante. Él trabaja para mejorar la ciudad y ayudar a todos los habitantes. Organiza eventos para la comunidad y supervisa que los servicios públicos funcionen bien, como la limpieza, el agua y la seguridad. Además, escucha las necesidades de las personas y busca soluciones para los problemas. Todos respetan mucho al alcalde porque siempre está dispuesto a ayudar.

También en nuestra comunidad, el director de la escuela juega un papel fundamental. Él cuida que los estudiantes tengan una buena educación y que los maestros enseñen bien. El director organiza actividades para motivar a los jóvenes y mantener un ambiente seguro y agradable en la escuela.

Por otro lado, el médico es otro líder importante porque cuida la salud de todos. Atiende a los enfermos, da consejos para prevenir enfermedades y trabaja en la clínica local. Sin el médico, la comunidad no estaría tan saludable ni segura.

Preguntas

1. *¿Qué funciones realiza el alcalde en la comunidad según el texto? **2 puntos** (DoK level 1)*
2. *¿Por qué es importante el papel del director en la escuela? **3 puntos** (DoK level 2)*
3. *Explica cómo los líderes mencionados en el texto contribuyen juntos al bienestar de la comunidad. **3 puntos** (DoK level 3)*
4. *Compara las responsabilidades del alcalde y el médico y explica por qué ambos son necesarios en una comunidad. **3 puntos** (DoK level 3)*
5. *Imagina que eres un líder en tu comunidad; propone una actividad para mejorar la salud o la educación, y explica cómo la organizas y qué líderes necesitas involucrar. **5 puntos** (DoK level 3)*

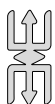
PLC Session 17

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
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 - a. explain the week's concepts in a practical way that will make it easier for learners to understand

- b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
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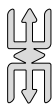
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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9. Remember to
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 18

Learning Indicator: *Habla de lugares importantes en tu barrio/comunidad/ciudad/ campo.*
(Expresión oral)

FOCAL AREA: **COMPARACIÓN DE CIUDADES Y CAMPOS**

1. Diferencias entre la vida en la ciudad y en el campo
2. Ventajas y desventajas de vivir en la ciudad vs. en el campo
3. Preferencias personales sobre dónde vivir

Learning Task

¿Cuáles son las ventajas de vivir en la ciudad y las ventajas de vivir en el campo?

Pedagogical Exemplars

1. **Rompehielos (Icebreakers)**

El profesor/la profesora pregunta:

The teacher asks:

¿Prefieres vivir en la ciudad o en el campo? ¿Por qué?

¿Qué ventajas tiene vivir en la ciudad? ¿Y en el campo?

2. **Input**

El profesor/la profesora repasa el vocabulario y estructuras para comparar.

The teacher revises vocabulary and structure to compare.

Por ejemplo:

Más... que, menos... que, tan... como.

3. **Lectura y Comprensión**

El profesor/la profesora muestra un vídeo de una ciudad y un pueblo en un país hispanico, luego los/las aprendices describen las diferencias y similitudes que observan.

The teacher shows a video of a city and a town/village in a Spanish speaking country, then the learners describe the differences and similarities that they observe.

Por ejemplo:

El pueblo es más verde.

4. **Trabajo en Grupo/Aprendizaje Colaborativo**

Los/las aprendices, en grupos pequeños, discuten las ventajas y desventajas de vivir en la ciudad y en el campo. Luego presentan sus conclusiones a la clase.

In small groups, the learners discuss the advantages and disadvantages of living in the city and in the countryside. Then they present their conclusions to the class.

5. *Expresión Oral*

Los/las aprendices preparan y presentan un breve discurso sobre si prefieren vivir en la ciudad o en el campo, utilizando vocabulario y estructuras comparativas.

The learners prepare and present a brief speech on if they prefer living in the city or in the countryside, using comparatives.

Vocabulario clave (Key vocabulary)

- | | | |
|----------------------|-------------------|-------------------|
| ● Ciudad | ● Aire puro | ● Vida rápida |
| ● Campo | ● Edificios | ● Vida lenta |
| ● Ventajas | ● Servicios | ● Comunidad |
| ● Desventajas | ● Tiendas | ● Vecinos |
| ● Transporte público | ● Trabajo | ● Seguridad |
| ● Contaminación | ● Oportunidades | ● Salud |
| ● Tráfico | ● Entretenimiento | ● Educación |
| ● Ruido | ● Cultura | ● Tecnología |
| ● Naturaleza | ● Tranquilidad | ● Recreación |
| ● Espacios abiertos | ● Estrés | ● Calidad de vida |

Gramática (Grammar)

Estructuras comparativas (comparative structures)

- *más... que (La ciudad tiene más servicios que el campo.)*
- *menos... que (El campo tiene menos contaminación que la ciudad.)*
- *tan... como (El campo es tan tranquilo como bonito.)*

Ejemplos (examples)

- **Ventajas de la ciudad (advantages of cities)**

Hay más trabajo que en el campo.

El transporte público es mejor.

Hay más opciones de ocio y cultura.

- **Desventajas de la ciudad (disadvantages of cities)**

Hay más contaminación que en el campo.

La vida es más estresante.

Hay más ruido y tráfico.

- **Ventajas del campo (advantages of the countryside):**

El aire es más limpio.

La vida es más tranquila y relajada.

Hay más contacto con la naturaleza.

- **Desventajas del campo (disadvantages of the countryside):**

Hay menos servicios y tiendas.

El transporte público es limitado.

Menos oportunidades laborales.

Key Assessment: Practice Paper 2

Debate

DoK level 3 (16 marks)

Debate en clase

Grupo A: Defiende las ventajas de vivir en la ciudad.

Grupo B: Defiende las ventajas de vivir en el campo.

Preparación (10-15 minutos):

1. *Cada grupo hace una lista con 3 ventajas y prepara argumentos para defenderlas.*
2. *Cada grupo tiene 3 minutos para presentar sus argumentos.*
3. *Luego, cada grupo tiene 2 minutos para responder a los argumentos del otro grupo.*
4. *Cada grupo hace una breve conclusión (1 minuto) reafirmando por qué su lugar preferido es mejor para vivir.*

Hint



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

Item Specifications and Instructions for Teachers

Spanish Practice Test

Paper 1 – MCQs

Total number of questions: 40

Part A – Vocabulary Test: 20 questions

Part B – Reading Comprehension: 20 questions

Time allocation: 1 hour

Points: 40 marks (1 mark each question)

Part A: Test of Vocabulary

Number of Texts: 4

Text Length: 80-120 words each

Number of Questions: 20 (5 per text)

Distribution of Questions

DOK Level	Number of Questions	Description
Level 1	6	Recognition and recall of isolated vocabulary items in simple contexts.
Level 2	8	Vocabulary interpretation using sentence-level clues or synonyms/antonyms.
Level 3	6	Inference of meaning based on broader text or implied context; analysis of word choice or function.

Items should be drawn from strands and sub strands covered in Years 1 through 3

Part B – Reading Comprehension

Number of Texts: 4

Text Length: 80-120 words each

Number of Questions: 20 (5 per text)

Distribution of Questions

DOK Level	Number of Questions	Description
Level 1	6	Recognition and recall of isolated vocabulary items in simple contexts.
Level 2	8	Vocabulary interpretation using sentence-level clues or synonyms/antonyms.
Level 3	6	Inference of meaning based on broader text or implied context; analysis of word choice or function.

Items should be drawn from strands and sub strands covered in Years 1 through 3

Paper 2 (Guided Essay Writing)

Number of questions Provided: 4 essay prompts

Number of questions to answer: 2

Time Allocation: 1 hour, 30 minutes

All questions in this paper are at DOK Level 2, Level 3 and Level 4 only.

Items should be drawn from strands and sub strands covered in Years 1 through 3

Paper 3(Performance-based assessment)

Section A: Reading Comprehension (Oral)

Section B: Oral Expression

Total Duration: 10 minutes per student

Note: Paper 3 is taken before Papers 1 and 2. Teachers should decide the most suitable time to conduct Paper 3, which may be two to three weeks, before Papers 1 and 2 are written.

Section A: Reading Comprehension (Oral)

Task Description:

Each candidate is given a short text (100-120 words) to read aloud and then answer 5 comprehension questions orally.

Note: Each candidate will randomly select one text from four options

All questions in this paper are at DOK Level 2, Level 3 and Level 4 only.

Section B: Oral Expression

Task Description:

Each candidate responds to a verbal prompt, image, or scenario provided by the examiner. This may include a follow-up 3-5 follow-up questions to test spontaneous speaking and interaction.

Note: Each candidate will select one prompt at random from four options for their presentation.

All questions in this paper are at DOK Level 2, Level 3 and Level 4 only.

Items should be drawn from strands and sub strands covered in Years 1 through 3

SPANISH EXAMINATION SET 2

Sample Table of Item Specifications for Paper 1

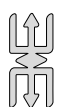
Focal Area(s)	Type of Questions	DoK Levels				Total
		1	2	3	4	
<i>Expresa tu opinión sobre los cambios climáticos en tu comunidad. (Year 3)</i>	<i>Section A closed text 1</i>	1	2	2		5
<i>Expresar gustos: rutina alimentaria (Year 3)</i>	<i>Section A closed text 2</i>	2	2	1		5
<i>Describe las partes de tu casa (Year 2)</i>	<i>Section A closed text 3</i>	2	2	1		5
<i>Mi deportista favorito/a (Year 2)</i>	<i>Section A – closed Text 4</i>	1	2	2		5
<i>Descripciones físicas y de carácter (Year 1)</i>	<i>Section B – Texto 1</i>	2	2	1		5
<i>Hablar de los deportes en mi comunidad (Year 2)</i>	<i>Section B Texto 2</i>	2	2	1		5
<i>Expresa tu opinión sobre los cambios climáticos en tu comunidad. (Year 3)</i>	<i>Section B texto 3</i>	2	2	1		5
<i>Escribe un texto descriptivo sobre tu ciudad favorita /campo favorito. (Year 3)</i>	<i>Section B texto 4</i>	1	2	2		5
<i>Total</i>		13	16	11		40

PLC Session 18

45 minutes	Planning & Reviewing the Learning Plan
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1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to

- a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).
4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
- a. The key assessment for the week is **Practice Paper 2**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).



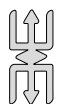
Note

- 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.

10 minutes

Content Exploration

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



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
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30 minutes	Enactment
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6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

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

WEEK 19

Learning Indicator: *Escribe un texto descriptivo sobre tu ciudad favorita /campo favorito.*
(Expresión escrita)

Year 3	Recap Year 2	Recap Year 3
Week 19 & 20 Learning indicator: Escribe un texto descriptivo sobre tu ciudad favorita /campo favorito. (Expresión escrita)	Week 19 Learning indicator Learning Indicator: Describe las partes de tu casa. (Expresión oral) Review: <i>Sey y estar</i> <i>Las preposiciones</i> <i>Adjetivos</i>	Week 19 Learning indicator Descripción de la escuela Review: <i>Sey y estar</i> <i>Las preposiciones</i> <i>Adjetivos</i>

FOCAL AREA: VOCABULARIO Y DESCRIPCIÓN DE LUGARES IMPORTANTES

1. Vocabulario de lugares importantes en la ciudad y en el campo
2. Uso de preposiciones para ubicar lugares
3. Descripción de lugares usando adjetivos
4. Uso contextual de los tiempos: **pretérito, imperfecto, presente**

Learning Task

Crea una mini cartelera de dos partes, titulada:

“Antes y Ahora: La historia de mi ciudad” y preséntala a tus compañeros.

Pedagogical Exemplars

1. Rompehielos (Icebreaker)

El profesor / la profesora comparte el texto abajo con los aprendices.

The teacher shares the text below with the learners,

“Cape Coast es mi ciudad favorita. Se encuentra en la región central de Ghana. Es una ciudad moderna y es bastante poblada. Hay muchos lugares importantes en Cape Coast, tales como Kaakum National Park, El Castillo de Cape Coast, La Universidad de Cape Coast entre otros. También, hay hospitales, hoteles, restaurantes y muchos barrios. En realidad, me gusta mucho Cape Coast porque hay platos muy deliciosos en los restaurantes. Cape Coast tiene playas y son lindas.”

Luego hace esas preguntas sobre el texto:

Then, he/she asks these questions about the text:

¿Dónde se encuentra Cape Coast?

¿Qué lugares importantes hay en Cape Coast?

¿Por qué al escritor le gusta mucho Cape Coast?

2. Repaso

El profesor/la profesora repasa vocabulario relacionado con lugares importantes.

The teacher revises vocabulary related with important places

Por ejemplo:

Playa, hotel, restaurante, teatro, cine, mercado, estación de autobús, oficina de correos, biblioteca, universidad, escuela, parques, librerías, ayuntamiento, estación de policía, etc.

Pasos para describir un lugar (steps to describe a place)

El profesor/ la profesora guía a los aprendices para que describan un lugar haciéndose estas preguntas entre ellos:

The teacher guides the learners to describe a place by asking each other these questions:

¿Qué es? (Menciona el lugar que vas a describir)

¿Dónde se encuentra? (Usa preposiciones para ubicar el lugar)

¿Cómo es? (Usa adjetivos para describir el lugar: colores, comparativos...)

¿Qué elementos hay en ese lugar? (Ejemplo: montes, ríos, casas...)

4. Trabajo en Grupo/Aprendizaje Colaborativo

Los/las aprendices, en grupos pequeños, eligen un lugar de su comunidad y crean una descripción detallada de él utilizando el vocabulario, las estructuras y los pasos aprendidos. Luego, presentan sus descripciones a la clase.

In small groups, the learners choose a place in their community and create a detailed description of it using the learnt vocabulary, structures and steps. Then, they present their descriptions to the class.

5. Input

El profesor / la profesora introduce verbos irregulares en el imperfecto para describir una ciudad / un pueblo en el pasado.

The teacher introduces irregular verbs in the imperfect to describe a city/town/village in the past.

- *Hacía*
- *Había*
- *Estaba*
- *Era*

El profesor / la profesora practica los verbos con la clase a base de juegos de memoria o repetición.

The teacher practices the verbs with the class through memory games or repetition.

Key Assessment: Poster

DoK Level 3

Imagina que haces una entrevista con un reportero o reportera local. Contesta a las preguntas sobre un lugar importante de tu ciudad o barrio (una plaza, mercado, parque, calle, escuela, etc.) en el pasado y ahora.

Preguntas

Parte 1: Antes (Pasado - Imperfecto)

- *¿Qué había en ese lugar?*
- *¿Qué hacían las personas?*
- *¿Cómo era el ambiente?*
- *¿Cómo eras antes?*
- *¿Qué hacía la gente en usted antes?*

Parte 2: Ahora (Presente)

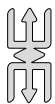
- *¿Cómo es ahora?*
- *¿Qué hace la gente hoy?*
- *¿Qué hay ahora en ese lugar?*
- *¿Qué hacen las personas?*
- *¿Cómo es el ambiente?*

PLC Session 19

45 minutes

Planning & Reviewing the Learning Plan

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



Note

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

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

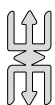
- The key assessment for the week is **poster**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the poster presentation (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

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

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

WEEK 20

Learning Indicator: *Escribe un texto descriptivo sobre tu ciudad favorita /campo favorito.*
(Expresión escrita)

FOCAL AREA: DESCRIPCIÓN DE TU LUGAR FAVORITO

1. Identificación y descripción de tu lugar favorito en la ciudad o el campo
2. Uso de adjetivos y comparativos para describir el lugar
3. El imperfecto

Learning Task

Escribe dos frases usando el imperfecto para describir cómo era tu lugar favorito cuando eras niño o niña.

Pedagogical Exemplars

1. Rompehielos (Icebreaker)

El profesor/la profesora hace preguntas para iniciar la discusión:

The teacher asks questions to start the discussion;

¿Cuál es tu lugar favorito en tu ciudad o campo?

¿Por qué te gusta ese lugar?

¿Qué haces allí normalmente?

2. Input

El profesor/la profesora repasa vocabulario relacionado con adjetivos y comparativos.

The teacher revises vocabulary related to adjectives and comparatives.

Por ejemplo: grande, pequeño, moderno, antiguo, bonito, feo, más... que, menos... que, tan... como.

Grammar-in-focus

More on the imperfect:

El profesor o la profesora explica más el imperfecto.

The teacher explains the imperfect tense more.

El imperfecto es un tiempo verbal del pasado.

Lo usamos para hablar de:

- Acciones habituales en el pasado
- Descripciones de lugares o personas en el pasado
- Situaciones que duraban un buen momento (sin indicar cuándo empezaron o terminaron)

The imperfect is a past tense.

- *We use it to talk about:*
- *Habits in the past (used to...)*
- *Descriptions of people or places in the past*
- *Situations that lasted a good amount of time (without indicating when they started or ended)*

3. **Lectura y Comprensión**

El profesor/la profesora presenta un texto sobre un lugar favorito en el pasado de una persona, luego los/las aprendices leen y discuten el texto.

The teacher presents a text about someone's favourite place in the past. Then, the students read and discuss the text.

4. **Expresión Escrita**

Los/las aprendices escriben un párrafo descriptivo sobre su lugar favorito en la ciudad o el campo, utilizando adjetivos y comparativos para dar más detalles. Luego, comparten sus descripciones con la clase.

The learners write a descriptive paragraph on their favourite place in the city and in the countryside, using adjectives and comparatives to give more details. Then, they share their descriptions with the class.

5. **Trabajo en Grupo/Aprendizaje Colaborativo**

En grupos, los aprendices eligen uno de sus párrafos escritos durante la tarea anterior. Trabajan juntos para cambiar los verbos del presente al imperfecto.

In groups, the learners choose one of their paragraphs written during the previous task. They work together to change the verbs from the present to the imperfect.

Ejemplo: La piscina es menos moderna que el cine --> La piscina era menos moderna que el cine.

Key Assessment: Essay

DoK level 4 Ensayo

Escribe un ensayo sobre un lugar importante de tu comunidad: compara cómo era antes y cómo es ahora. Analiza si es mejor ahora o si era mejor antes.

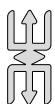
PLC Session 20

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

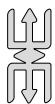
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes	Enactment
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6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
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5 minutes	Reflection
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7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
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9. Remember to
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 21

Learning Indicator: *Escribe un texto descriptivo sobre tu ciudad favorita /campo favorito.*
(Expresión escrita)

Year 3	Recap Year 2	Recap Year 1
Week 21 Learning indicator Learning Indicator: Es-cribe un texto descrip-tivo sobre tu ciudad favorita /campo favori-to. (Expresión escrita)	Week 20 Learning indicator Compara la casa de tu amigo con la tuya indicando las diferencias y/o similitudes entre las dos casas. (Expresión oral) Review: Las locuciones preposicionales El presente del indicativo	Week 19 Learning indicator De-scripción de la escuela Review: Sey y estar Las preposiciones

FOCAL AREA: USO DE PREPOSICIONES Y VERBOS SER Y ESTAR EN DESCRIPCIONES

1. Uso de preposiciones para describir la ubicación de lugares y objetos
2. Diferencia entre el uso de *ser* y *estar* en descripciones
3. Práctica de estructuras gramaticales en contexto

Learning Task

Completa las oraciones con la forma correcta de ser o estar en el presente o en el imperfecto.

Complete the sentences with the correct form of ser or estar in the present or imperfect tense.

**AHORA = NOW (present) / ANTES = BEFORE (imperfect)*

1. *Ahora la plaza _____ (ser) muy grande y bonita.*
2. *Ahora, la plaza _____ (estar) limpia y llena de flores.*
3. *Antes, la biblioteca _____ (estar) al lado del parque.*
4. *Antes el mercado _____ (ser) muy pequeño, pero ahora _____ (ser) moderno.*
5. *Antes la iglesia _____ (estar) delante de la escuela.*
6. *Antes, la calle _____ (estar) tranquila, pero ahora _____ (estar) llena de coches.*
7. *Ahora el museo _____ (ser) un edificio antiguo.*
8. *El parque _____ (estar) cerca del centro, y siempre _____ (estar) abierto.*

Pedagogical Exemplars

FOCAL AREA: USO DE PREPOSICIONES Y VERBOS SER Y ESTAR EN DESCRIPCIONES

1. *Uso de preposiciones para describir la ubicación de lugares y objetos*
2. *Diferencia entre el uso de ser y estar en descripciones*
3. *Práctica de estructuras gramaticales en contexto*

Pedagogical Exemplars

1. Actividad de Entrada (Icebreaker)

El profesor/la profesora presenta imágenes de diferentes calles, lugares y objetos, y pide a los/las aprendices que describan su ubicación utilizando preposiciones.

The teacher presents images of different places and objects and asks the learners to describe its location using prepositions.

Preguntas (Questions)

¿Dónde está el parque?

¿Dónde se encuentra la biblioteca?

2. Input

Preposiciones (Prepositions)

Delante de, detrás de, encima de, debajo de, a la izquierda de, a la derecha de, en el centro de, al lado de, cerca de, en medio de, enfrente de, al fondo de, lejos de, alrededor de, junto a.

El profesor/la profesora puede practicar las preposiciones con los aprendices usando repetición, brain gym o juegos de memoria.

The teacher can practice prepositions with the learners using repetition, brain gym or memory games.

Verbos Ser y Estar

Ser: para describir características permanentes (Es grande, es moderno)

Estar: para describir ubicaciones y estados temporales (Está en el centro, está limpio)

3. Práctica Gramatical

Los/las aprendices realizan ejercicios de completar oraciones utilizando ser y estar en contextos adecuados.

The learners complete gap-fill exercises using ser and estar in the correct form.

Ejemplos:

La playa _____ bonita y siempre _____ llena de gente.

El mercado _____ cerca de mi casa y _____ muy limpio.

4. Trabajo en Grupo/Aprendizaje Colaborativo

En grupos, los/las aprendices crean una descripción de un lugar utilizando preposiciones y los verbos ser y estar correctamente. Luego, ellos/ellas presentan sus descripciones y explican la razón de sus elecciones gramaticales.

In groups the learners create a description of a place using prepositions and the verbs ser and estar correctly. Then, they present their descriptions and explain their grammatical decisions.

Key Assessment : Essay Writing

(DoK level 3)

Describe un lugar importante en tu ciudad, explicando cómo era cuando eras niño/a y cómo es ahora.

PARTE A

Completa la tabla con la información correspondiente.

Pregunta	Antes (cuando eras niño/a)	Ahora
¿Qué lugar es?		
¿Cómo era el lugar?		
¿Qué había en el lugar?		
¿Qué te gustaba hacer allí?		
¿Vas todavía? ¿Por qué sí o no?		

PARTE B

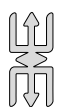
Escribe un ensayo sobre el lugar elegido usando los datos de la tabla.

PLC Session 21

45 minutes	Planning & Reviewing the Learning Plan
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- 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
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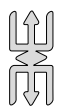
4. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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

Enactment

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5 minutes	Reflection
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WEEK 22

Learning Indicator: *Expresa tu opinión sobre los cambios climáticos en tu comunidad*

Year 3	Recap Year 2	Recap Year 1
Week 22 Learning indicator Expresa tu opinión sobre los cambios climáticos en tu comunidad	Week 21 Learning indicator Escribe sobre las actividades que podemos hacer durante diferentes estaciones del año <i>Review:</i> <i>Vocabulario relacionado con el clima</i> <i>El presente del indicativo</i>	Week 20 Learning indicator Menciona los días de la semana y los meses del año en español. <i>Review:</i> <i>Los meses</i>

FOCAL AREA: VOCABULARIO Y OBSERVACIÓN DE CAMBIOS CLIMÁTICOS

1. Vocabulario asociado con los cambios climáticos
2. Observación y descripción de cambios climáticos en la comunidad
3. Introducción al concepto de cambio climático
4. “El Clima: Ayer, Hoy y Mañana”

Gramática

Pretérito imperfecto

Pretérito perfecto

Futuro simple

Learning Task

Lee el texto sobre el clima en Ghana y contesta las preguntas.

Texto:

En los últimos años, en Ghana, el clima ha cambiado mucho. Antes, las lluvias comenzaban en abril, pero ahora llegan en junio. Ha habido muchas inundaciones en Accra y Tamale. También, ha hecho más calor que antes. La deforestación y las emisiones de carbono son causas del calentamiento global.

Preguntas

1. *¿Cuándo comenzaban antes las lluvias en Ghana?*
2. *¿Qué ha pasado en Accra y Tamale?*
3. *¿Cómo ha cambiado la temperatura?*
4. *Escribe dos causas del calentamiento global según el texto.*
5. *¿Cuál es el tema principal del texto?*

Pedagogical Exemplars

1. *Rompehielos (Icebreaker)*

Preguntas Iniciales (Starter questions)

¿Qué día es hoy?

¿En qué mes estamos?

¿Qué tiempo hace hoy?

Hace sol

Hace frío

Está soleado

Está despejado

A continuación el profesor/ la profesora hace esas preguntas más avanzadas. Se puede proporcionar ayuda en forma de frases para empezar o un formato donde los aprendices rellenan los huecos.

To continue, the teacher asks these more advanced questions. Help could be offered in the form of sentences starters or a template where students have to fill in the gaps.

En tus propias palabras, ¿qué es el cambio climático?

¿Qué cambios en el clima has observado en tu comunidad/país/mundo?

2. *Introducción al Tema*

A partir de estas preguntas, el profesor/la profesora introduce el tema de los cambios climáticos y muestra vídeos o imágenes sobre estos cambios.

Through these questions, the teacher introduces the theme of climate change and shows videos or images on these changes.

3. *Vocabulario Relacionado*

El profesor/la profesora presenta más vocabulario relacionado con el clima y los cambios climáticos.

The teacher presents more vocabulary related to the climate and climate change.

Por ejemplo:

Calentamiento global, efecto invernadero, emisiones de carbono, deforestación, sequía, inundaciones, huracanes, etc.

4. *Lectura y Comprensión*

El profesor/la profesora proporciona un texto auténtico o didáctico sobre los cambios climáticos y sus efectos observados en diferentes partes del mundo.

The teacher provides an authentic text or dialogue about climate change and its effects as observed in different parts of the world.

Preguntas de comprensión (comprehension questions) ¿Cuáles son algunos de los efectos del cambio climático mencionados en el texto?

¿Cómo han cambiado las estaciones según el texto?

5. Trabajo en Grupo/Aprendizaje Colaborativo (Group work)

Los/las aprendices trabajan en grupos para discutir los cambios climáticos observados en su comunidad. Cada grupo elige un efecto específico (como inundaciones o sequías) y prepara una breve presentación sobre sus observaciones y el vocabulario relacionado.

The learners work in groups to discuss the climate changes observed in their community. Each group chooses a specific effect (such as floods or droughts) and prepares a brief presentation about their observations and the related vocabulary.

6. Aprendizaje Vivencial + Escritura Guiada (Experience based learning and guided writing)

El/la profesor/a inicia una conversación con estas preguntas orales:

The teacher starts a conversation with these spoken questions:

- a. *¿Cómo era el clima en tu infancia? (Imperfecto)*
- b. *¿Qué ha cambiado en los últimos cinco años? (Presente perfecto)*
- c. *¿Qué crees que pasará en 10 años si no actuamos ahora? (Futuro)*

**El profesor/ la profesora tiene que sugerir posibilidades para ayudar los aprendices a contestar a la última pregunta como no han conocido todavía el futuro simple en sus estudios. Puede, por ejemplo, recordarles el futuro próximo (ir+a+infinitivo) que también se puede usar en este contexto: Si no actuamos ahora, en 10 años no vamos a poder cultivar arroz.*

The teacher has to suggest possibilities to help the learners answer the last question as they haven't yet seen the simple future in their studies. You can, for example, remind them of the near future (to go+to+infinitive) which can also be used in this context: If we don't act now, in 10 years we are not going to be able to grow rice.

*Luego, los estudiantes trabajan en parejas para **escribir una mini narración** titulada:*

Then the students work in pairs to write a mini account titled:

"El clima en Ghana: ayer, hoy y mañana."

Los aprendices deben usar el vocabulario contextual abajo:

Learners must use the contextual vocabulary below: Vocabulario contextual (verbal y visual): lluvias, calor, árboles, contaminación, soluciones

Se puede proporcionar ayuda en forma de frases para empezar o un formato donde los aprendices rellenan los huecos.

Help could be offered in the form of sentences to begin with or a template where students have to fill in the gaps.

Key Assessment: Comprensión de lectura

(DoK level 3)

Texto: El clima de mi comunidad: pasado, presente y futuro

Instrucción: Conjuga el verbo entre paréntesis en el tiempo verbal adecuado (presente, pretérito, presente perfecto) para completar el texto.

Durante muchos años, el clima en mi comunidad _____ (1. ser) estable. llovía mucho durante la estación de lluvias, y las temperaturas eran suaves. Sin embargo, en los últimos diez años, el clima _____ (2. cambiar) mucho. Las lluvias _____ (3. llegar) tarde el año pasado y muchas casas _____ (4. inundarse).

De otro lado muchas familias ya _____ (5. sufrir) pérdidas económicas debido a las sequías y al calor extremo.

Sin embargo aún quedan esperanzas, este año, los líderes comunitarios _____ (6. organizar) campañas para educar a la población sobre cómo proteger el medio ambiente. Ya _____ (7. sembrar) más de 500 árboles en las zonas afectadas por la deforestación.

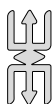
Yo creo que si todos _____ (8. colaborar), nuestra comunidad podrá adaptarse mejor al cambio climático. Ayer, por ejemplo, mi escuela _____ (9. participar) en una jornada de limpieza y plantación de árboles.

PLC Session 22

45 minutes

Planning & Reviewing the Learning Plan

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



Note

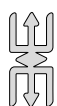
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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

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



Note

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

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

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

9. Remember to

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

WEEK 23

Learning Indicator: Expresa tu opinión sobre los cambios climáticos en tu comunidad

FOCAL AREA: EFECTOS DE LOS CAMBIOS CLIMÁTICOS

1. Identificación de los efectos de los cambios climáticos
2. Descripción de los efectos específicos en la comunidad
3. Comparación de efectos a nivel local y global
4. *Uso de los tiempos verbales para describir los efectos del cambio climático*

Subtemas

- Revisión de los tiempos verbales: pretérito, imperfecto, presente perfecto, futuro.
- Aplicación contextual al cambio climático.
- Uso de frases temporales: *hace años, actualmente, últimamente, en el futuro.*

Learning Task

¿Qué ha pasado con el clima de tu ciudad?

Pedagogical Exemplars**1. Rompehielos (Icebreaker)*****Preguntas para Iniciar la Discusión (Questions to start discussion)***

¿Cuáles son algunos efectos del cambio climático que has observado en tu comunidad?
¿Cómo ha afectado el cambio climático a la agricultura/infraestructura/vida diaria en tu comunidad?

2. Input***Vocabulario Relacionado con los Efectos (Vocabulary related to the effects)***

Inundaciones, sequías, incendios forestales, pérdida de biodiversidad, aumento del nivel del mar, migración climática, etc.

3. Lectura de un Texto (reading a text)

El profesor/la profesora presenta un texto o artículo sobre los efectos del cambio climático en una región específica.

The teacher presents a text or article about the effects of climate change in a specific region.

Preguntas de Comprensión (comprehension questions):

¿Qué efectos se mencionan en el texto?

¿Cómo ha respondido la comunidad a estos efectos?

4. Trabajo en Grupo/Aprendizaje Colaborativo (Group work)

Los/las aprendices trabajan en grupos para identificar y describir los efectos del cambio climático en diferentes partes del mundo, utilizando imágenes y datos proporcionados por el profesor/la profesora. Cada grupo prepara una presentación sobre los efectos observados y su impacto en la comunidad.

The learners work in groups to identify and describe the effects of climate change in different parts of the world, using appropriate images and data given to them by the teacher. Each group prepares a presentation on the observed effects and their impact in the community.

5. Aprendizaje vivencial (experienced based learning)

El profesor presenta imágenes del pasado (lluvias abundantes, ríos llenos, campos verdes), el presente (inundaciones, sequías, deforestación) y predicciones futuras (mapas de subida del nivel del mar).

Estudiantes describen las imágenes usando los four tiempos verbales.

Luego, trabajan en grupos para preparar sus observaciones y presentarlas oralmente.

The teacher presents images of the past (abundant rainfall, full rivers, green fields), now (floods, drought, deforestation) and future predictions (maps of the rising sea level).

Students describe the images using four tenses.

Key Assessment: Discussion

DoK level 4: Tarea del grupo

Presenten los efectos del cambio climático en su comunidad (por ejemplo, la región del norte, Ashanti, la costa),

- *cómo era/estaba antes,*
- *cómo es/está ahora,*
- *y qué pasará si no se hace nada.*

(Sample student output)

- **Pretérito:** *El año pasado, ocurrieron inundaciones en el norte de Ghana.*
- **Imperfecto:** *Antes, el río Volta era más caudaloso y tenía muchos peces.*
- **Presente perfecto:** *En los últimos cinco años, ha disminuido el nivel de lluvia en mi zona.*
- **Futuro:** *Si no plantamos más árboles, el calor aumentará y habrá más sequías.*

PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to

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

10 minutes

Content Exploration

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

Note

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

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

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

WEEK 24

Learning Indicator: *Expresa tu opinión sobre los cambios climáticos en tu comunidad*

Week 3	Recap Year 2
Week 24 Learning Indicator: Expresa tu opinión sobre los cambios climáticos en tu comunidad.	Week 24 Learning Indicator: Escribe sobre las actividades que podemos hacer durante diferentes estaciones del año Review: <i>El clima en mi ciudad</i>

FOCAL AREA: SOLUCIONES E INTERVENCIONES PARA MITIGAR LOS CAMBIOS CLIMÁTICOS

1. Soluciones individuales y comunitarias para mitigar los cambios climáticos
2. Intervenciones de organizaciones y gobiernos
3. Importancia de la acción climática

Learning Task

Instructions: Choose the correct answer.

1. ¿Cuál de las siguientes es una solución individual al cambio climático?
 - a) Aumentar la deforestación
 - b) Reciclar residuos domésticos
 - c) Quemar basura
 - d) Usar más combustibles fósiles
2. ¿Qué tipo de energía es más sostenible?
 - a) Carbón
 - b) Petróleo
 - c) Energía solar
 - d) Gasolina
3. ¿Qué significa “reforestación”?
 - a) Cortar árboles
 - b) Plantar árboles nuevos
 - c) Usar más papel
 - d) Construir carreteras en el bosque

Pedagogical Exemplars

1. *Rompehielos (Icebreaker)*

Preguntas Iniciales (starter questions)

¿Qué crees que podemos hacer para reducir los efectos del cambio climático?

¿Conoces alguna iniciativa o proyecto en tu comunidad para combatir el cambio climático?

2. Input

Vocabulario Relacionado con Soluciones e Intervenciones (Vocabulary related to solutions and interventions):

Energías renovables, reforestación, reducción de emisiones, reciclaje, conservación de agua, políticas verdes, educación ambiental, etc.

El profesor/la profesora puede practicar el vocabulario con los aprendices usando repetición, brain gym o juegos de memoria.

The teacher can practice the vocabulary with the learners using repetition, brain gym or memory games.

Lectura de un Texto

El profesor/la profesora presenta un texto sobre diferentes soluciones e intervenciones para mitigar los efectos del cambio climático.

The teacher presents a text about different solutions and interventions to mitigate the effects of climate change.

Preguntas de Comprensión (comprehension questions):

¿Qué soluciones se mencionan en el texto?

¿Cómo pueden las personas contribuir a estas soluciones?

Ejemplo del texto y preguntas

Texto: Soluciones para Mitigar el Cambio Climático

El cambio climático es uno de los problemas más graves que enfrenta el mundo hoy. Afecta la vida de las personas, los animales y las plantas. Para reducir sus efectos, muchas personas, gobiernos y organizaciones están trabajando en diferentes soluciones.

Una de las soluciones más importantes es el uso de energías renovables, como la energía solar y la energía eólica. Estas energías no contaminan y ayudan a reducir el uso de combustibles fósiles como el petróleo y el carbón.

Otra solución es plantar más árboles. Los árboles absorben el dióxido de carbono (CO₂) de la atmósfera y producen oxígeno. Por eso, muchas comunidades están haciendo campañas de reforestación.

Además, muchas ciudades están promoviendo el uso del transporte público y la bicicleta para reducir la cantidad de coches en las calles. Esto ayuda a disminuir la contaminación del aire.

Las personas también pueden ayudar desde sus casas. Por ejemplo, pueden reciclar, usar menos plásticos, apagar las luces cuando no las necesitan, y consumir productos locales para reducir el transporte.

Cada acción cuenta. Si todos colaboramos, podemos proteger nuestro planeta y tener un futuro más limpio y saludable.

Palabras clave útiles (Useful vocabulary)

cambio climático - climate change, energía renovable - renewable energy, energía solar - solar energy, energía eólica - wind energy, combustibles fósiles - fossil fuels, petróleo - oil, carbón - coal

Preguntas de Comprensión

1. *¿Qué tipo de energías ayudan a reducir el uso de combustibles fósiles?*
2. *¿Por qué es importante plantar árboles?*
3. *¿Qué medios de transporte ayudan a disminuir la contaminación del aire?*
4. *¿Qué acciones pueden hacer las personas en sus casas para ayudar al medio ambiente?*
5. *¿Cuál es el mensaje principal del texto?*

3. Trabajo en Grupo/Aprendizaje Colaborativo (Group work)**Investigación en Grupo**

Los/las aprendices, en grupos de cinco, investigan los efectos, soluciones e intervenciones que han hecho algunas personas, organizaciones, gobiernos o activistas con relación a los cambios climáticos.

In groups of five, the learners investigate the effects, solutions and interventions that some people, organisations, governments or activists have made regarding climate change.

Presentación (Presentation):

Cada grupo hace una presentación en español sobre sus hallazgos delante de la clase, describiendo las soluciones e intervenciones investigadas.

Each group makes a presentation in Spanish on their findings in front of the class, describing the solutions and interventions that they've investigated.

Además, los/las aprendices discuten en inglés con sus compañeros o profesores en su escuela sobre este mismo tema para ampliar su comprensión de él y su importancia.

Furthermore, the learners discuss this topic with their classmates or teachers in English to broaden their understanding of it and its importance.

Key Assessment: Practice oral test

(DoK level 3)

Imagina que eres un/a representante juvenil en una reunión comunitaria. Tu tarea es presentar tu opinión sobre el cambio climático en tu comunidad y proponer soluciones realistas.

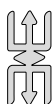
En tu presentación, deberás

1. **Describir** al menos dos cambios climáticos observados en tu comunidad.
2. **Expresar tu opinión personal** sobre el impacto de esos cambios.
3. **Proponer:** Una **solución individual**, una **solución comunitaria** o una **intervención gubernamental o de una organización**
4. **Explicar** la importancia de actuar ahora.
5. **Concluir** con una llamada a la acción: *¿Qué puede hacer cada persona?*

PLC Session 24

45 minutes
Planning & Reviewing the Learning Plan

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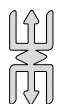
Note

- 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.

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

10 minutes
Content Exploration

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



Note

- This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?
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- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
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 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
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Section 3 Review

In this section, learners are encouraged to observe and describe their surroundings, express informed opinions, and recognise the importance of their natural and social environments. It emphasises the integration of language learning with real-life context and critical issues like climate change. The section also fosters collaboration, personal expression, and creativity through varied tasks such as oral presentations, written descriptions, and reflective discussions.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 16

Marking scheme (16 marks)

	Excellent (7–8 points)	Very Good (5–6 points)	Satisfactory (3–4 points)	Needs improvement (1–2 point)
Content Grammar and vocabulary	All points covered. Most developed. Nearly always clear and relevant. Generally accurate. Good variety of language.	All points covered. Some developed. Mostly clear and relevant. Sometimes accurate. Some variety of language.	One point not covered. Attempts to develop unclear. Sometimes clear and relevant. Occasionally accurate. Attempt at variety.	Some points not covered. Short sentences. Lacks clarity. Rarely accurate. Repetitive.

WEEK 17

Points	Criteria
5	Fully developed and decisions justified
4	Mostly developed and some decisions justified
3	Some development and decisions occasionally justified
2	Activity and necessary leaders stated
1	Activity mentioned. Unclear.

WEEK 18

Criteria	Excellent (4 points)	Very Good (3)	Satisfactory (2 points)	Needs improvement (1 point)
Group Preparation	The group prepares 3 clear advantages with arguments for each.	The group prepares 3 clear advantages with arguments for 1–2 of them.	The group prepares 3 clear advantages,	The group prepares 1–2 advantages and the arguments are unclear.
Argument Presentation (3 min)	Ideas are clear, with reasons or examples. The speaker is confident.	Ideas are mostly clear, with some reasons or examples. The speaker is fairly confident.	Ideas are mostly clear, with occasional reasons or examples. The speaker sometimes lacks confidence	Ideas are unclear or lack reasons.
Response to Other Group (2 min)	Listens and responds with relevant arguments to most points	Listens and responds to some points.	Listens and responds with relevant arguments to occasional points	Does not respond well or only repeats their own ideas.

<i>Conclusion (1 min)</i>	<i>Summarises their points well and clearly restates their position.</i>	<i>Summarises their points fairly well and reinstates their position with some success.</i>	<i>Summarises their points and attempts to restate their position.</i>	<i>Does not summarise well or fails to restate their position.</i>
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WEEK 19

Criteria	Excellent (4 points)	Very Good (3 points)	Satisfactory (2 points)	Needs improvement (1 point)
Uses Past Tense Correctly	<i>Uses the imperfect tense correctly to describe the past (e.g., había, era, hacía).</i>	<i>Mostly uses the imperfect tense correctly to describe the past (e.g., había, era, hacía).</i>	<i>Uses some verbs in the imperfect tense correctly to describe the past (e.g., había, era, hacía).</i>	<i>Uses little or no correct past tense. Many errors or missing answers.</i>
Uses Present Tense Correctly	<i>Uses the present tense correctly to describe what is happening now.</i>	<i>Mostly uses the present tense correctly to describe what is happening now.</i>	<i>Uses some verbs in the present tense correctly to describe what is happening now.</i>	<i>Uses little or no correct present tense.</i>
Answers All Questions Clearly	<i>Gives complete and clear answers to most or all of the 10 questions.</i>	<i>Gives complete and clear answers to 7+ of the 10 questions.</i>	<i>Gives complete and clear answers to 6+ of the 10 questions.</i>	<i>Skips several questions or gives vague/incomplete answers.</i>
Shows Comparison (Then vs Now)	<i>Clearly explains how things changed from before to now.</i>	<i>Attempts to explain how things changed from before to now are generally clear.</i>	<i>Attempts to explain how things changed from before to now.</i>	<i>Does not show clear differences between past and present.</i>

WEEK 20

Rubric (20 marks)

Criteria	Excellent	Very good	Satisfactory	Needs Improvement
Content (9 pts)	<i>9 points: Clear description of the place before and now, with good details and relevant ideas.</i>	<i>7 points: Describes both times with some details; may miss a few points.</i>	<i>5 points: Gives basic or unbalanced info (too much past or present only).</i>	<i>3 points: Little or no detail; unclear what place is described.</i>
Organisation (4 pts)	<i>4 points: Essay has intro, clear body, and ending. Logical flow.</i>	<i>3 points: Mostly organised, with some missing or illogical transitions.</i>	<i>2 points: Some organisation, but hard to follow at times.</i>	<i>1 point: Little or no structure or random order of ideas.</i>

Mechanical Accuracy (3 pts)	4 pts: Very few minor errors which does not affect understanding.	3 points: A few errors like “ella jugaban” and some missing accents.	2 points: Frequent errors with spelling.	1 point: Many major errors that make the writing hard to read.
Expression (5 pts)	5 points: Varied vocabulary and clear sentences (“ambiente tranquilo,” “espacio verde”)	4 points: Uses varied vocabulary with few lexical errors.	2 points: Basic words repeated a lot (“bonito,” “grande”).	1 point: Very confusing phrases; hard to understand.

WEEK 21

Marking scheme for presentation (10 points)

- a) Content – up to 3 points
 - Has all the data from the table been used?
 - Are answers developed?
- b) Clarity and organisation – up to 2 points
 - Are paragraphs used?
 - Are transitional phrases and linking words used?
- c) Language use (grammar & vocabulary) – up to 3 points
 - Is the language varied?
 - Are verb choices and formations accurate?
- d) Creativity – up to 2 points
 - Do they have their own style/flair?
 - Is it enjoyable to read?

WEEK 22

Answer Key: (9 marks)

1. es
2. ha cambiado
3. llegaron
4. se inundaron
5. han sufrido
6. organizan
7. han sembrado
9. colaboran
10. participó

Give 1 mark for each correct answer

WEEK 23*(12 marks)*

	<i>Excellent (4 points)</i>	<i>Very Good (3 points)</i>	<i>Satisfactory (2 points)</i>	<i>Needs improvement (1 point)</i>
Content	<i>Develops all points. Message consistently clear. Adds opinions</i>	<i>Develops most points. Messages normally clear. Adds an opinion.</i>	<i>Develops one point. Messages sometimes unclear.</i>	<i>Short sentences. Messages lack clarity.</i>
Range of language	<i>References four tenses. Wide variety of description and structures.</i>	<i>References three tenses. Variety of descriptions and structures.</i>	<i>References two tenses. Some variety of descriptions and structures.</i>	<i>References one tense. Repetitive.</i>
Accuracy	<i>Very accurate. Only minor errors. Verbs mostly correct.</i>	<i>Mostly accurate. Some minor and a few major errors. Verbs often correct.</i>	<i>Sometimes accurate. Frequent minor and some major errors. Verbs sometimes correct,</i>	<i>Rarely accurate. Frequent minor and major errors. Verbs rarely correct.</i>

WEEK 24

Criteria	Excellent (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Content	<i>Clearly describes at least 2 local climate changes, states a strong opinion, and proposes 1 individual, 1 community, and 1 government solution, all with clear explanations and relevance.</i>	<i>Describes 1–2 local climate changes, gives an opinion, and proposes 2–3 solutions, mostly relevant and somewhat explained.</i>	<i>Mentions 1 general climate change, gives a basic opinion, and proposes 1–2 vague or incomplete solutions.</i>	<i>Provides little or no description of climate changes; opinion is missing or unclear; few or no relevant solutions given.</i>
Vocabulary	<i>Uses 5 or more key terms from the climate topic (e.g., reforestation, renewable energy, recycling, emissions, green policies) correctly and in context.</i>	<i>Uses 3–4 key terms from the topic, mostly used correctly.</i>	<i>Uses 1–2 basic key terms; some are misused or unclear.</i>	<i>Uses no topic-related vocabulary, or vocabulary is mostly incorrect.</i>

Grammar	<i>Uses complete, correct sentences throughout (present tense, opinion phrases, verbs like <i>deber</i>, <i>poder</i>); minor or no errors that do not affect meaning.</i>	<i>Uses mostly correct grammar with occasional errors in sentence structure or verb forms.</i>	<i>Grammar errors are frequent, with some affecting meaning or clarity.</i>	<i>Grammar is consistently incorrect, making it hard to understand the speaker.</i>
Organisation	<i>Presentation has a clear structure: introduction (climate changes), middle (opinion + 3 solutions), conclusion (call to action); ideas flow logically.</i>	<i>Presentation has a mostly clear structure, though transitions may be awkward or out of order.</i>	<i>Presentation has some structure, but parts are missing or out of logical order.</i>	<i>Presentation lacks clear structure; difficult to follow the speaker's ideas.</i>