TEACHER'S RESOURCE PACK

English Language BASIC 7

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

NaCCA

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Contents

Part A

1.0 INTRODUCTION

1.1 HOW TO USE THIS PACK

This resource pack provides information about planning, teaching and assessments in English Language. The document serves as a guide for teachers who are the implementers of the curriculum, to first of all understand the content as well as the demands of the curriculum. Additionally, the resource pack provides guidance to teachers in lesson planning and delivery, and assessment of the performance of learners. It must be noted that the pack is a complementary document to the curriculum and **NOT** a substitute. Teachers are therefore encouraged to use it as such.

1.2 STRUCTURE AND ORGANISATION OF THE ENGLISH LANGUAGE CURRICULUM

The English Language Curriculum is organised into strands, sub-strands, content standards, indicators and exemplars.

Strands are the broad areas of the English Language content to be studied.

Sub-strands are the sub-divisions of the broad learning areas or strands.

Content standard refers to the expected level of knowledge, skill and/or attitude that a learner must attain at the end of each grade level.

Indicators are the distinct outcomes or milestones that learners must exhibit for each content standard. The indicators represent the minimum expected standard in a year.

Exemplars clearly explain the distinct outcomes or indicators. They support and guide the teacher/facilitator to help the learner to achieve the content standards.

The curriculum has five strands and twelve sub-strands as indicated in the table below:

S/N	STRAND	SUB-STRAND
1	Oral Language	1. Conversation/Everyday Discourse 2. Listening Comprehension 3. English Sounds
2	Reading	1. Comprehension 2. Summarising
3	Grammar Usage	1. Grammar 2. Punctuation and Capitalisation 3. Vocabulary
4	Writing	1. Production and Distribution of Writing 2. Text Types and Purposes 3. Building and Presenting Knowledge
5	Literature	1. Narrative, Drama and Poetry

2.0 PLANNING, TEACHING AND ASSESSMENT

Integrated Approach to Teaching of Skills

A key concept of this curriculum is the integrated approach to the teaching of the language skills. This is because Listening, Speaking, Reading and Writing complement one another in use, while Grammar simply sets the rules for speaking, reading and writing correctly. It is, therefore, advantageous, at this level, to adopt an integrated approach in the teaching of language skills. This means, for example, that as you teach a writing/composition lesson, relevant grammatical issues must be raised and explained in relation to the writing task. Similarly, such a lesson must have significant aural and oral components.

Another issue worthy of note is the integration of laudable human values. This is not to shift the focus of language lessons to preaching these values. Small doses of these values are fused into literature and composition as well as reading and oral work.

1.1 Creative and Learning Centred Teaching and Assessment/ Instructional Expectations.

Creative and Learning–Centred Pedagogy

The learner is at the centre of learning. At the heart of the national curriculum is the learning progression and improvement of learning outcomes for Ghana's young people, with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with their group, from B7 through B 10.

The curriculum encourages the creation of a learning-centred classroom, with the opportunity for learners to engage in meaningful "hands-on" activities that bring home to them what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for learners to discuss ideas and through the inspiration of the teacher, to also actively engage in looking for answers, working in groups to solve problems, researching for, analysing and evaluating information. The aim of the learning-centred class-room approach is to develop learner-autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

a. The teacher should create a learning atmos-phere that ensures

- learners feel safe and accepted; and
- learners are given frequent opportunities to interact with varied sources of infor-mation, teaching and learning materials and ideas in a variety of ways.

b. The teacher assumes the position of a facilita-tor or coach who

- helps learners to identify a problem suita-ble for investigation via project work;
- connects the problem with the context of the learners' world so that it presents authentic opportunities for learning;

- organises the subject matter around the problem, not the discipline;
- gives learners responsibility for defining their learning experience and planning to solve the problem;
- encourages learners to collaborate in learning; and
- expects all learners to demonstrate the results of their learning through a prod-uct or performance.

In a learning-centred classroom, it is more productive for learners to find answers to their own questions rather than have teachers provide their own answers and opinions.

Inclusion

Inclusion is ensuring access and learning for all learn-ers, especially, those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that their right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners' diversity and special needs in the learning process, which when effectively used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learn-ing experiences and different levels of motivation for learning. Planning, delivery and reflections on daily learning episodes should consider these differences. The curriculum, therefore, promotes

- learning that is linked to the learners' background and to their prior experiences, interests, potential and capacities;
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capa-bilities and solving the practical problems of everyday life); and
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

3.0 ASSESSMENT IN ENGLISH LANGUAGE

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. In the curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learners' response to instruction. Assessment is both formative and summative.

Formative assessment is viewed in terms of Assessment **as** learning and Assessment **for** learning.

*Assessment **as** learning*: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility for their own learning to improve performance. Learners set their own goals and monitor their progress.

*Assessment **for** learning:* It is an approach used to monitor learners' progress and achievement. This occurs throughout the learning process.

The teacher employs assessment for learning to seek and interpret evidence, which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

*Assessment **of** learning*: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period. The emphasis is to evaluate the learner's cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, one should try to select indicators in such a way that one will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When one develops assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a "Criterion-Referenced Assessment". In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure a teacher uses i.e. class assessments, homework, projects, etc. must be developed in such a way that the various procedures

complement one another to provide a representative sample of indicators taught over a period.

Examples of Assessments for learning used in English Language lessons include the following:

1. **Homework**
2. **Oral Presentations**
3. **Conferencing**
4. **Learning Tasks/Activities**
5. **Shared Writing and Process Writing**
6. **Projects**
7. **Portfolios**
8. **Self-Assessment**
9. **Peer-Assessment**

3.1 Homework

When marking learners' written homework or assessing their oral homework, teachers gain information on learners' strengths, weaknesses and progress in learning English. For example, learners who make spelling mistakes may be confused over a few letter sounds. Learners who do not articulate the final consonant sounds need to be reminded of the importance of these sounds in making differences in meaning in English. Teachers may use such information to provide timely and quality feedback to their learners, so that they understand how to improve their learning.

3.2 Oral Presentations

Oral presentations provide opportunities for learners to use language for purposeful communication. They help teachers collect evidence about learners' progress in areas such as communication skills, speaking skills and critical thinking skills. Oral presentations are the products of tasks which learners have been engaged in. For example, learners are asked to collect and present information about familiar topics such as their classmates' or family members' favourite food, and then to present the information collected orally. Through using an evaluation checklist, the teacher can assess learners' performance and give them feedback for improvement. Other learners can also be asked to comment on their classmates' performance based on the criteria listed in the checklist.

3.3 Conferencing

Conferencing involves a discussion between a teacher and an individual learner or small group of learners. During conferencing, teachers ask open questions that encourage discussions and give learners ample opportunities to express their views. It also provides opportunities for teachers to identify pupils' learning needs, monitor and discuss learning progress, and give feedback. Conferencing may have different objectives. For example, reading conferences are conducted to collect evidence of learners' progress in reading. In reading conferences, learners may be asked to read books of their own choice aloud or silently and, in the process, teachers can observe their reading behaviour and use of strategies. Teachers can then ask questions to check learners' response to the books, their general reading interests and their difficulties. They can help learners develop positive attitudes towards reading, discover their reading preferences, monitor progress and identify what to read next.

3.4 Learning Tasks/Activities

When taking part in well-designed learning tasks, learners demonstrate their progress towards the performance indicators. Such tasks may include show-and-tell, games, presentations, group discussions and dramatisation. In these tasks, teachers need to conduct appropriate pre-, while- and post-task activities along with other supporting language activities where learners are encouraged to actively engage in constructing and applying knowledge in order to complete the task satisfactorily. It is not always necessary to record learners' performance formally, but the evidence of learning collected forms the basis of feedback to promote further learning.

3.5 Shared Writing and Process Writing

Writing is considered a challenging task to the majority of learners at this level. Shared writing and process writing are two effective approaches that help learners develop skills and confidence in writing. They also provide opportunities for teachers to observe learners' performance, ask effective questions and give quality feedback. In shared writing, the whole class and the teacher compose a text collaboratively. There is less pressure on the learners as the teacher takes the class through the different stages of writing, making use of the opportunity

to identify learners' needs and provide timely and appropriate feedback to enhance their development of writing skills.

Shared writing can be followed by process writing. In process writing, learners experience that well thought out writing involves the recursive stages of planning (i.e. brainstorming, researching, outlining), drafting (i.e. writing, rewriting, revising) and finalising (i.e. editing). At appropriate stages of the writing process, the teacher can give feedback on learners' drafts. With adequate preparation, learners can also be asked to provide feedback on their own drafts or those of their classmates. Based on the feedback, learners can improve their drafts with suitable revisions. Initial feedback can focus on ideas, organisation and text type requirements. Thereafter, feedback can be given on language (grammar and mechanics) and style.

3.6 Projects

Projects provide suitable contexts for carrying out assessment for learning. Teachers should assess the process involved in carrying out the project as well as the product when evaluating learners' performance on projects. They can do so through a variety of means, such as observation, conferencing and looking at a learner's drafts in the writing process. Continuous feedback should be given with the aim of stimulating learners' critical reflection and helping them improve their learning. Areas to be considered in assessing projects should include the content, organisation and language use in the final product of the project. Learners' application of generic skills such as collaboration skills, critical thinking skills, creativity, and attitudes in the process of the project should also be assessed.

3.7 Portfolios

A portfolio is a collection of a learner's work that demonstrates progress in the development of knowledge, skills, values and attitudes in a given area. Portfolios provide useful information and invaluable evidence for teachers to keep track of what learners know and can do in the area being assessed in order to carry out assessment for learning. Samples of the learner's oral or written work such as recordings of oral presentations and writing tasks can be included in a portfolio. A good portfolio is characterised by clear learning intentions, a learner's involvement in choosing what goes into the portfolio and the use

of success criteria to define quality performance. It provides a basis for communication between learners, teachers and parents, and self-reflection through which learners share what they think and feel about themselves and their work.

3.8   Self-Assessment

Learners have an important role to play in assessment. Teachers should help learners develop the necessary skills to assess and monitor their own progress, so that they develop responsibility and ownership for their learning. Self-assessment has the advantages of enhancing intrinsic motivation for learning, and helping pupils learn how to learn. Techniques for self-assessment include editing and proofreading. Learners can read through their own writing and try to correct their own mistakes.

Learners can also assess their own performance through the use of checklists or self- assessment forms.

Additionally, learners can fill in a questionnaire to provide information about their learning, e.g. preferences for books and classroom language learning activities, evaluation about what they have learnt or read, and what they need to further work on or improve.

3.9   Peer-Assessment

Peer assessment is a valuable mode of assessment. In the process of peer assessment, learners are encouraged to give feedback on each other's work or performance. Peer assessment can also be conducted through the use of questionnaires or checklists. This kind of assessment enhances interaction among learners and enables them to have a better understanding of each other's points of view.

4.0   INSTRUCTIONAL EXPECTATIONS.

4.1   Teacher Expectations

Apart from being transmitters of knowledge, teachers have a key role to play in facilitating
English use and the development of an independent learning capability. To enable learners
assume greater ownership of their own learning, and to provide them with more opportunities to communicate effectively in English, in and outside the classroom, teachers are encouraged to:

- negotiate learning goals and content with learners;
- create a supportive, motivating and language-rich environment;
- act as a role model to the learner and user of English;
- adapt teaching to students' responses;
- enhance quality interaction in the classroom;
- provide appropriate scaffolding and quality feedback; and
- provide authentic assessment activities or tasks.

4.2   Learner Expectations

At the junior high level, learners should assume a central role in learning. However, as they are relatively more mature at the senior high level, they should be encouraged to take an even greater degree of responsibility in choosing what and how to learn. They should therefore be encouraged to
- set meaningful and realistic goals for their own learning;
- engage confidently and meaningfully in learning activities;
- reflect on their learning experiences; and
- monitor and evaluate their progress against set goals.

5.0   TEACHING ORAL LANGUAGE

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. Developing learners' oral language means developing skills and knowledge that go into listening and speaking. Here, the emphasis is more on listening and speaking English as well as acquiring effective skills in listening and speaking rather than writing.

5.1   SKILLS TO BE DEVELOPED IN ORAL LANGUAGE

Using the two main language modes LISTENING AND SPEAKING, the learner will acquire and demonstrate the skills of
- **a.**   appropriate use of language in specific situations.

b. listening to extended reading and identifying key information.

c. articulating English speech sounds confidently in connected speech.

5.2 SOME BENEFITS OF ORAL LANGUAGE

A solid foundation in oral language:
- will help learners become successful readers and strong communicators, and
- enable learners build their confidence and overall sense of well-being.

5.3 THE ROLE OF THE TEACHER

The teacher is to:
- help learners develop the various skills in Listening and Speaking by exposing them to a broad range of listening experiences using authentic listening materials;
- draw learners' attention to the use of spoken language in their daily lives; and
- help learners build confidence by providing them with learning experiences and activities which can make them successful.

6.0 GENERAL PRESENTATION OF ORAL LANGUAGE

6.1 STAGES OF PRESENTATION

6.1.1 Pre-presentation
- share learning outcomes with learners.
- introduce learners to the listening situation.
- do prediction activities
- activate background knowledge of what to listen to or talk about.

6.1.2 Presentation Stage
Teacher directs learners at this stage to acquire a range of speaking skills and strategies as they discuss/talk about what they heard.

6.1.3 After the Listening and Speaking Activity
Use the skills in participating in discussions and in connected speech.

7.0 SUGGESTED ACTIVITIES/ STRATEGIES

LISTENING ACTIVITIES	Recognition of words, stress and intonation patterns and their significance, speech rhythm, discrimination between speech sounds, changes in tone, follow directions, trace routes, locate areas or facilities on maps, listen to TV and radio and write headlines, write details in support of main ideas, the interpret speaker's intent through choice of words etc.
SPEAKING ACTIVITIES	Accuracy (speech sounds and intonation, stress, rhythm). Fluency (speak with reasonably "normal" speed). Appropriateness (the use of formal and informal language, cohesion and coherence, interaction strategies, look and talk about pictures, listen to and talk about songs, read a book or view a film/TV programme and share ideas, thoughts and feelings about it, listening to and imitating good examples etc.).

8.0 SUGGESTED PRACTICAL ASSESSMENT STRATEGIES FOR ORAL LANGUAGE

SKILL TO BE ASSESSED	ASSESSMENT GUIDE
1. PRESENTATION	• Material 　• Research material 　• Coherence of organisation 　• Use of correct format, vocabulary, language (formal or informal) and conventions • Voice 　• Tone of voice 　• Voice projection 　• Pace 　• Eye contact 　• Posture 　• Gestures
2. SPEAKING	Strategies: formal and informal discussions, conversations/dialogues, group work, role plays, interviews etc. Check how the learner 　• initiates and sustains conversations. 　• uses turn-taking conventions. 　• fills in gaps and encourages the other speaker(s). 　• clarifies meaning where necessary. 　• gives and support opinions of others. 　• shares ideas and experiences. 　• asks and responds to questions to sustain communication. 　• promotes the aims of the group work by taking on leadership and other roles. 　• responds to language, gestures, eye contact and body language. 　• signals (interest and attention) appropriately through expression, posture and gesture.
3. ARTICULATION OF ENGLISH SOUNDS	Assess correct pronunciation of sounds in • Words • Sentences • Continuous speech • Tone • Intonation • Stress
4. LISTENING COMPREHENSION	Check how the learner: • answers questions. • reviews notes; summarises texts. • uses information to complete activities in written mode, e.g. use of information to label a diagram, locate a place or treasure etc. • synthesises new information with prior knowledge. • draws conclusions; evaluates; gives own opinion.

9.0 TEACHING READING

9.1 Reading Strand

The Reading strand is arranged in two sub strands:
- Comprehension (learning and applying strategies for decoding and understanding text)
- Summarising (learning and applying knowledge of text features.)

9.2 The Reading process

Reading, the process of looking at a series of written symbols to make meaning, plays a pivotal role in the acquisition of the needed skills for further learning. It is therefore important that the needed strategies and activities are planned with the learner in mind for a smooth learning and teaching process. Through reading, learners seek information, develop thinking skills, enrich knowledge, enhance language proficiency and broaden perspectives. Reading should therefore be promoted in schools and integrated into regular English Language lessons with the other language modes of listening, speaking and writing. Emphasis should be placed on motivating learners and providing them with proper guidance and opportunities to enhance their enjoyment, learning capacity and personal growth through reading. The teacher must plan these lessons in such a way that the overall achievement of the learner is paramount and includes effective assessment sessions that are realistic.

Language teachers can help promote a reading culture through activities that encourage learners to read a wide range of texts with different content areas and to share their personal responses in class. Through these, learners will learn to appreciate the value of reading and become motivated to make reading a lifelong pleasure or for information. Learners can be encouraged to read notices, charts, display boards and advertisements in their surrounding environment. These materials can help to promote the development of functional reading skills and help learners relate English Language learning to their daily life.

9.3 GENERAL PRESENTATION

By B7, the learners should develop the basic skills to becoming confident, independent readers, making choices that interest them and appeal to their sense

of imagery. In teaching reading, three stages come to play; the pre-reading stage, the reading stage and the post-reading stage.

Reading instruction usually involves working through the reading process. This is a three-phase activity (pre-reading, reading, post-reading) which models independent reading strategies for decoding and understanding text. These processes help learners to develop an understanding and use of language appropriately.

9.4 PHASES OF THE READING PROCESS

9.4.1 Pre-reading stage
It is to activate learners' previous knowledge and introduce them to texts. The following activities/ strategies can be used:
- Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information, e.g. fonts and numbering, layout, icons, illustrations, graphs, charts, diagrams, maps, pull-down menus, keyword searches, etc.
- Skimming and scanning parts of a text book, e.g. title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.
- Predicting using the information gained from skimming and scanning.
- Dealing with any key vocabulary that may be unfamiliar to the learners.

9.4.2 Reading stage
This stage involves making meaning of the text and paying close attention to the language features. Activities done here will guide learners to achieve success at this stage. Learners
- read to make sense of the text;
- work out the meaning of unfamiliar words and images by using word attack skills and contextual clues;
- use comprehension strategies i.e. making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions (from lower to higher-order), visualising, inferring, reading for main ideas, attending to word choice and language structures, recognising the text

type by its structure and language features; and

- making notes or summarising main and supporting ideas.

9.4.3   Post–reading stage

This stage enables learners respond to the text as a whole. Activities include

- answering questions on the text from lower-order to higher-order,

- comparing and contrasting; synthesising information within and across texts, and

- evaluating, drawing conclusions and expressing own opinion.

Examples of question types

Knowledge questions	*What happened after...? Can you name the... Describe what happened at... Who spoke to...? What is the meaning of....?*
Comprehension questions	*Who was the key character ...? Can you provide an example of ...? Can you explain in your own words ....?*
Application questions	*Can you think of any other instance where ....? How would you explain the character's emotions in this line?*
Analysis questions	*How is this similar to ...? How is this different from ...? What is the message of ...? Why do you think.....?*
Synthesis questions	*We've learned a lot of different things about this character – What kind of person is he?*
Evaluation questions	*Which of these two texts do you prefer? Why?*

9.5   STRATEGIES IN TEACHING READING

During the reading process, learners apply a variety of strategies to decode and comprehend texts. Teachers must therefore provide guidance and support to learners through

- activation of learners' background,

- prediction activities, and

- vocabulary strategies and activities like

  - Use of dictionaries, thesauruses and other reference works to determine the meaning, spelling, pronunciation and part of speech of unfamiliar words.

  - Identification of the meanings of common prefixes (e.g. *pre-*, *un-* or *mis-*) and common suffixes (e.g. *– ness*).

  - Determining the meaning of words and their connection to word families using knowledge of common roots, suffixes and prefixes.

  - Use of textual context (e.g. in-sentence definitions), cues (e.g., commas, quotes) and graphic cues (e.g. smileys) to determine the meaning of unfamiliar words.

  - Recognising idioms and proverbs, e.g. *to kick the bucket.*

  - Distinguishing between denotation and connotation.

- Comprehension strategies and activities include

  - Identifying, explaining and analysing the meaning and functions of language structures and conventions in texts;

  - applying knowledge of genre and formal text study to understand the meaning, intention and effect of the whole text;

  - relating texts to their own experiences;

  - identifying the genre and its purpose, e.g. an argument which seeks to persuade;

  - identifying   and explaining author's attitude and intentions;

  - synthesising parts of texts or whole texts in order to reach conclusions; and

  - drawing conclusions, etc.

9.6   SUMMARISING

Learners apply their understanding of text features to summarise text. They include

- skimming and scanning for main ideas and theme,

- separating main ideas from supporting details, and

- paraphrasing and writing down the main ideas.

9.7 EXTENDED INDEPENDENT READING

Learners practise the strategies modelled in intensive reading and formal text study for extra-curricular independent reading for pleasure. Teacher guidance on access and level is crucial to this part of the reading. Learners

- access libraries and know more about books;
- provide evidence of extended reading in the form of speeches, storytelling, discussions and writing; and
- read a wide range of whole texts, e.g. books, magazines, newspapers both during and after class.

10.0 TEACHING GRAMMAR

10.1 GENERAL PRESENTATION

10.1.1 Aims/Purpose of Teaching Grammar

It is important to point out that at B7-B10 grammar is not learnt only by practising the item. It must be seen as an integral part of listening and speaking, and writing as well as a skill to acquire. The teacher's main task is to

- assist learners use the listed language/grammatical items correctly and fluently in speech and writing; and
- assist learners to learn to internalised grammatical rules.

10.1.2 Approach to Teaching Grammar

At this level, two methods of teaching grammar are recommended, namely, inductive and interactive methods.

Inductive Teaching

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples.

- No explanation of the concept is given beforehand.
- Students are expected to learn by recognising the rules of grammar in a more natural way during their own reading and writing.
- Discovering grammar and visualising how these rules work in a sentence allow for easier

retention of the concept than if the students were given an explanation that was disconnected from examples of the concept.

- The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

Interactive Teaching

Another method of teaching grammar is to incorporate interactivity into lessons.

- Using games to teach grammar not only engages students but also helps them to remember what they have learned.
- This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence.
- Other games can include word puzzles or fun online quizzes.

10.2 Stages of the Grammar Lesson

Introduction

During the introduction stage, the learner's knowledge and experience related to the new topic is recalled and linked to the new topic or structure. This gives the learner a foundation to build on. It, thus, makes it easier for the new language to be mastered. At this stage, the learner is presented with ample opportunity to the new topic/ structure. The learner, thus, has a model to follow.

Practice

This is the stage of the lesson when the learner has practice. The practice takes the form of various kinds of language drills and responses to appropriate situations to develop accuracy and fluency in use of the target structure.

Exercise

This stage is for evaluation/assessment. Learners may be assigned to do exercises for assessment. The exercises are oral and written.

10.3 SUGGESTED ACTIVITIES/STRATEGIES

10.3.1 Teaching Grammar in Context

Grammar should be taught in context, using task-based approach. In the task-based approach, grammar-focused work takes the form of authentic tasks, which provide learners with the language support they need to carry out tasks. Learners need to have a good command of language forms if they are to understand and express meanings effectively.

Grammar exercises and activities can be used at different stages of a task, depending on the needs of learners.

Pre-task stage is when particular language items or structures which learners will need in performing the task are introduced and practised, often through the teacher's direct instruction. Activities here include:

- Teacher introducing the topic with a short story.

- Teacher eliciting prior knowledge and engaging interest in the topic of the story by asking learners questions such as

  - What do you know about….?

  - Have you ever…?

  - How would you feel if…?

- Learners working in pairs or groups to carry out this brainstorm to answer these questions.

While-task stage is the stage where a new grammatical item/concept is introduced.

- Learners are given short story sheets to read aloud in pairs/groups, taking turns, a sentence each.

- Teacher moves round monitoring the reading to gain information on how well learners are reading.

- Teacher asks each pair/group questions to elicit understanding of the story.

- All pairs/groups will be reading to their partner(s) at the same time so that all learners are active.

- Teacher asks learners questions of their opinions of the story, who is who, what is happening etc.

Post-task stage is the stage where further practice on particular grammar items or aspects of language which learners did not use effectively during the task can be done. E.g.

- Teacher asks learners to discuss what the grammatical item is. If learners do not know, teacher writes a sentence from the story on the board. S/he underlines the item and asks learners what it refers to (e.g. if topic is on nouns, is the underlined item an object, a place, a person etc).

- Teacher asks learners to say what job the item is doing in the sentence (it tells us who/what is doing the verb). This way, both form and function of the grammatical item may be covered.

- Teacher uses more examples, if necessary, to ensure that all learners have understood.

- Ask pairs to identify the other nouns in the text (underlining them). All pairs will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again, where is the verb who/what is doing the verb etc.)

- Put some nouns from the story on the board and ask pairs to write their own sentences using these nouns.

In the task-based approach, grammar is seen as a means to an end and it is not taught as a system of rules or a stand-alone body of knowledge. In selecting the language items and structures to focus on, teachers should use tasks as a starting point and consider:

- what language support learners will need to carry them out

- ways of helping learners master the target structures and items effectively, which may include exercises on discrete items and contextualised grammar practice aimed at providing learners with the necessary language input to perform the task.

For the teaching of grammar to be effective, learners must be:

- given ample opportunities to apply their knowledge of grammar in interaction and communication. Formal explanation of grammatical rules in isolation and the use of decontextualised and mechanical drills are

not always useful in helping learners develop communicative competence; and

- learners should be helped to see the connection between forms and functions, and internalise the forms through meaningful everyday language use.

10.4   Composition of Grammatical Items

Concept	Purpose	Types and examples	Suggested Activities

Noun	Learners identify and use various types of nouns in communication	Common nouns: stones, bags, boy, woman, tables, house, mother, etc.
		
		Proper nouns: Kofi, Sophia, Accra, Kumasi Sports Stadium
		
		Countable nouns (e.g. *book, girl*)
		
		uncountable *noun* (e.g. *information, advice, furniture*)
		
		Number (singular and plural) e.g. *chair-chairs, leg-legs, child-children*
		
		Nouns that are same for singular and plural (e.g. *scissors, trousers, socks*)
		
		Abstract nouns (e.g. *beauty, love, joy, happiness*)
		
		Possessive forms of nouns e.g. *Mansa's, a dog's tail, James' bucket,*
		
		Collective nouns e.g. *a gang of thieves, a troupe of dancers*
			1. Introduce the topic through a short story.
			2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as:
			  What do you know about….?
			  Have you ever…?
			  How would you feel if…?
			3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading.
			4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active.
			5. Ask learners questions on their opinions of the story, who is who, what is happening, etc.
			6. Ask learners what a noun is. If learners do not know, write a sentence from the story on the board. Underline the noun and ask learners what it refers to (an object, a place, a person etc).
			7. Ask learners to say what job the noun is doing in the sentence (it tells us who/what is doing the verb). This covers form and function of nouns.
			8. Use more examples, if necessary, to ensure that all learners have understood.
			9. Ask pairs/groups to identify the particular type of nouns (being studied) in the text (underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again).
			10. Put some nouns from the story on the board (depending on the type being treated) and ask pairs/groups to write their own sentences using these nouns.
			11. Differentiation: ask different learners to write a different number of sentences using more/less familiar nouns to suit their level.
			12. Ask pairs/groups to swap sentences with another pair/group and identify the nouns in each other's sentences. Walk around and check.
			13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework.)
			14. When they have written their story, they identify (underline) all the nouns they have used. Alternatively, they can identify all the nouns in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities
Determiners	Learners identify and use various types of determiners correctly in communication	indefinite article: *a, an (e.g. **a** pen, <u>an</u> orange)* Definite article: the *(e.g.* <u>the</u> *boy,* <u>the</u> *luggage,* <u>the</u> *egg)* Demonstratives: *this, that, those, these (e.g.* <u>That</u> *bag is in my room.)* Quantity: *all, some, most, no, none both, either, neither, much, little, many, few, more, less, fewer, any, another, other, each, every (e.g.* <u>Each</u> *student has a pen,* <u>both</u> *teachers were sacked,* <u>most</u> *men like their lunch hot, There are* <u>many</u> *rooms in our house.)*	1. Introduce the topic through a short story. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? 3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. 5. Ask learners questions on their opinions of the story, who is who, what is happening, etc. 6. Ask learners what articles are. If learners do not know, write a sentence from the story on the board. Underline the articles and ask learners what it refers to. Ask them to look for other words that are acting like articles in the story and have them refer to them as determiners. 7. Ask learners to say what job the noun determiners are doing in the sentence (it modifies nouns). This covers form and function of determiners. 8. Use more examples, if necessary, to ensure that all learners have understood. 9. Ask pairs/groups to identify the particular type of determiners (being studied) in the text (underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 10. Put some determiners from the story on the board (depending on the type being treated) and ask pairs/groups to write their own sentences using these determiners. 11. Differentiation: ask different learners to write a different number of sentences using more/less familiar determiners to suit their level. 12. Ask pairs/groups to swap sentences with another pair/group and identify the determiners in each other's sentences. Walk around and check. 13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). 14. When they have written their story, they identify (underline) all the determiners they have used. Alternatively, they can identify all the determiners in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities

Pronouns	Learners identify and sort pronouns according to types
	
	Learners use various types of pronouns correctly in communication
		Personal pronouns as subject: *I, you, he, she, it, we, they (e.g. I like reading story books.)*
		
		Personal pronouns as object: *me, you, him, her, it, us, them (e.g. They saw me there.)*
		
		Reflexive pronouns: *myself, yourself, himself, herself, ourselves, yourselves, themselves (e.g. She admired herself in the mirror.)*
		
		Relative pronouns: *which, who, that, whose, (e.g. The dog that bite them is mine.)*
		
		Interrogative pronouns: *who, what, which, whose, whom (e.g. Which car are you driving tomorrow?)*
			1. Introduce the topic through a short story.
			2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as:
			   What do you know about….?
			   Have you ever…?
			   How would you feel if…?
			   Which word is replacing…in the story?
			3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading.
			4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active.
			5. Ask learners questions on their opinions of the story, who is who, what is happening, etc.
			6. Ask learners what a pronoun is. If learners do not know, write a sentence from the story on the board. Underline the pronoun and ask learners what it refers to (a noun, self, etc.).
			7. Ask learners to say what job the pronoun is doing in the sentence (it replaces a noun). This covers form and function of pronouns.
			8. Use more examples, if necessary, to ensure that all learners have understood.
			9. Ask pairs/groups to identify the particular type of pronouns (being studied) in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again).
			10. Put some pronouns from the story on the board (depending on the type being learnt) and ask pairs/groups to write their own sentences using these pronouns.
			11. Differentiation: ask different learners to write a different number of sentences using more/less familiar pronouns to suit their level.
			12. Ask pairs/groups to swap sentences with another pair/group and identify the pronouns in each other's sentences. Walk around and check.
			13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework.)
			14. When they have written their story, they identify (underline) all the pronouns they have used. Alternatively, they can identify all the pronouns in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities

Adjectives	Learners use various types of adjectives correctly in communication	Comparison of adjectives e.g. *tall, taller, tallest; beautiful, more beautiful, most beautiful (e.g. You are more beautiful than them.)*
		
		Position of adjectives: before a noun (e.g. *My* short *pencil writes well*).
		
		after a verb *(e.g. Joyce was* happy *at the party)*
		
		Adjectives ending in -ing (e.g. *interesting, shining, exciting; It was an* interesting *game).*
		
		Adjectives ending in -ed e.g. *a* molested *child, a* damaged *pride, a* broken *table, etc. e.g. The boy with the broken leg won the prize).*
			1. Introduce the topic through a short story.
			
			2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as:
			
			   What do you know about....?
			
			   Have you ever...?
			
			   How would you feel if...?
			
			   Which words are describing a noun ...in paragraph...?
			
			3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading.
			
			4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active.
			
			5. Ask learners questions on their opinions of the story, who is who, what is happening, etc.
			
			6. Ask learners what an adjective is. If learners do not know, write a sentence from the story on the board and underline the adjective.
			
			7. Ask learners to say what job the adjective is doing in the sentence (it modifies, complement a noun). This covers form and function of adjectives.
			
			8. Use more examples, if necessary, to ensure that all learners have understood.
			
			9. Ask pairs/groups to identify the particular type of adjectives (being studied) in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again).
			
			10. Put some adjectives from the story on the board (depending on the type being learnt) and ask pairs/groups to write their own sentences using these adjectives.
			
			11. Differentiation: ask different learners to write a different number of sentences using more/less familiar adjectives to suit their level.
			
			12. Ask pairs/groups to swap sentences with another pair/group and identify the adjectives in each other's sentences. Walk around and check.
			
			13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework).
			
			14. When they have written their story, they identify (underline) all the adjectives they have used. Alternatively, they can identify all the adjectives in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities
Adverbs	Learners identify and use various types of adverbs correctly in communication	Adverbs of manner e.g. *fast, carefully, rudely, painfully, quickly* Adverbs of time e.g. *now, yesterday, tomorrow, last year, last week, soon* Adverbs of frequency e.g. *always, usually, often, sometimes, never, daily* Adverbs of probability e.g. *certainly, definitely, maybe, perhaps, possibly* Adverbs of duration e.g. *still, yet, any more* Adverbs of degree e.g. *very, completely, strongly, totally, quite, rather, extremely* Adverbial phrases e.g. *after the party, near the hall*	1. Introduce the topic through a short story. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? Which words are describing verbs …in paragraph…? 3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. 5. Ask learners questions on their opinions of the story, who does what and how, what is happening, etc. 6. Ask learners what an adverb is. If learners do not know, write a sentence from the story on the board and underline the adverbs. 7. Ask learners to say what job the adverb is doing in the sentence. (Is it modifying or complementing verbs, adjectives, adverbs?) This covers form and function of adverbs. 8. Use more examples, if necessary, to ensure that all learners have understood. 9. Ask pairs/groups to identify the particular type of adverbs (being studied) in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 10. Put some adverbs from the story on the board (depending on the type being learnt) and ask pairs/groups to write their own sentences using these adverbs. 11. Differentiation: ask different learners to write a different number of sentences using more/less familiar adverbs to suit their level. 12. Ask pairs/groups to swap sentences with another pair/group and identify the adverbs in each other's sentences. Walk around and check. 13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). 14. When they have written their story, they identify (underline) all the adverbs they have used. Alternatively, they can identify all the adverbs in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities
Prepositions	Learners identify and use various types of prepositions correctly in communication	Prepositions of place and direction *e.g. under, in-front, above, below, in, at, on, behind, between, beside* Preposition with Adjectives (Adjective + preposition) e.g. **smart of**, **stupid of**, **good at**, scared *of, rude to* Noun + preposition e.g. misunderstanding of, relation to, questionnaire for, etc.	1. Introduce the topic through a short story. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? Where is…in the story? 3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask each pair/group questions to elicit understanding of the story. All pairs/groups should be reading to their partners at the same time so that all learners are active. 5. Ask learners questions on their opinions of the story, who is who, what is happening, where is it happening, etc. 6. Ask learners what a preposition is. If learners do not know, write a sentence from the story on the board and underline the preposition. 7. Ask learners to say what job the preposition is doing in the sentence (it shows position, possession, etc.). This covers form and function of prepositions. 8. Use more examples, if necessary, to ensure that all learners have understood. 9. Ask pairs/groups to identify other types of preposition in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 10. Put some prepositions from the story on the board and ask pairs/groups to write their own sentences using these prepositions. 11. Differentiation: ask different learners to write a different number of sentences using more/less familiar prepositions to suit their level. 12. Ask pairs/groups to swap sentences with another pair/group and identify the prepositions in each other's sentences. Walk around and check. 13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). 14. When they have written their story, ask them to remove all the prepositions from it leaving the gaps for another group to fill in with the right prepositions.

Concept	Purpose	Types and examples	Suggested Activities
Verbs	Learners identify and classify verbs into transitive and intransitive verbs use various transitive and intransitive verbs correctly in communication	Transitive and intransitive verbs e.g. *He sold the car*/*The man died.* Verbs with two objects (direct and indirect) e.g. *The headteacher sent **her** (**indirect object**) the letter (**direct object**)*	**1.** Introduce the topic through a short story. **2.** Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? What has … done? **3.** Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. **4.** Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. **5.** Ask learners questions on their opinions of the story, who does what, what is happening, etc. **6.** Ask learners what a verb is. If learners do not know, write a sentence from the story on the board and underline the verbs. **7.** Ask learners to say what job the verb is doing in the sentence (it shows the action performed by the subject, it shows a state of being, etc.). This covers form and function of verb. **8.** Use more examples, if necessary, to ensure that all learners have understood. **9.** Ask pairs/groups to identify the particular type of verbs (the one being studied) in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). **10.** Put some verbs from the story on the board (depending on the type being learnt) and ask pairs/groups to write their own sentences using these verbs. **11.** Differentiation: ask different learners to write a different number of sentences using more/less familiar verbs to suit their level. **12.** Ask pairs/groups to swap sentences with another pair/group and identify the verbs in each other's sentences. Walk around and check. **13.** Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). **14.** When they have written their story, they identify (underline) all the verbs they have used. Alternatively, they can identify all the verbs in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities
Verb -tenses	Learners identify and use various verbs tenses and aspects correctly in communication	Simple present tense e.g. We eat banku every day/ She washes the clothes on Fridays. Present progressive (or continuous) tense e.g. *They are playing ampe behind the house.* Present perfect tense e.g. *She has bought a new car.* Present perfect progressive (or continuous) tense e.g. *We have been watching this film all day.* Simple past tense e.g. *I broke the bowl yesterday.* **Past progressive (or continuous) tense e.g. *The dog* was barking *in the night.*** **Past perfect e.g. *They* had eaten *the food before I arrived.*** **Past perfect progressive (or continuous) e.g. *You* have been sweeping *here since morning.*** **Expressing future time:** **Will/shall + verb e.g.*I* shall go *home soon.*** **Going to + infinitive e.g. *It* is going to eat its lunch.** **Simple present tense used to talk about the future *e.g. The President* visits *Larteh tomorrow.*** **Future progressive (or continuous) e.g. *We* will be praying at dawn.** **Future perfect e.g. *By August, they* will have completed the building project.** **Future perfect progressive (or continuous*) e.g. I* will have been working *here for thirty years by tomorrow.***	1. Introduce the topic (e.g. simple present tense) through a short story. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? When do we usually …? 3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. 5. Ask learners questions on their opinions of the story, who does what and at what time, what is happening, etc. 6. Ask learners what verb tenses are. If learners do not know, write a sentence from the story on the board and underline the verb. Ask learners what the tense of the verb is referring to. 7. Ask learners to say what job the job the verb tense is doing in the sentence (it expresses the time of the action). This covers form and function of verb tenses 8. Use more examples, if necessary, to ensure that all learners have understood. 9. Ask pairs/groups to identify the particular type of verb tense (the one that is being studied) in the text (by underlining the verbs). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 10. Put some verbs from the story on the board (depending on the type of verb tense being learnt) and ask pairs/groups to write their own sentences in the tense of these verbs. 11. Differentiation: ask different learners to write a different number of sentences using more/less familiar verbs to suit their level. 12. Ask pairs/groups to swap sentences with another pair/group and identify the verbs tense in each other's sentences. Walk around and check. 13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). 14. When they have written their story, they identify (underline) all the verb tenses they have used. Alternatively, they can identify all the verbs tenses in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities
Concord	Learners use subject-verbs agreement correctly in communication	Subject-verb concord e.g. *He is my friend. / They are my friends.* *I have two sisters while she has one.*	1. Introduce the topic through a short story. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? 3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. 5. Ask learners questions on their opinions of the story, who does what and how, what is happening, etc. 6. Ask learners what concord is. If learners do not know, write a sentence from the story on the board and underline the subject and the verb. 7. Ask learners to say the relationship between the subject and the verb in the sentence (they agree in number). This should cover the various forms of concord. 8. Ask pairs/groups to identify the various types of subject-verb agreements in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 9. Put some subject- verb forms from the story on the board and ask pairs/groups to write their own sentences using these subject- verb forms. 10. Differentiation: ask different learners to write a different number of sentences using more/less familiar subject-verb forms to suit their level. 11. Ask pairs/groups to swap sentences with another pair/group and check the concord between each subject and its verb in each other's sentences. Walk around and check. 12. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). 13. When they have written their story, they check agreement between all the subjects and the verbs they have used.

Concept	Purpose	Types and examples	Suggested Activities
Modals	Learners identify and use various modal verbs correctly in communication	To express ability/inability e.g. C<u>an</u> *you cook yakayake?* To express permission e.g. **May** *we go for lunch?* **Could** *I leave early?* **Can** *I send the bowl?* To express instructions/requests: <u>Would</u> *you stop that noise for a moment?* <u>Could</u> *you let me in!* To express possibility/impossibility e.g. *This act* <u>can</u> *lead to teenage pregnancy.* *We* <u>could</u> *be home by noon.* To express probability/improbability e.g. They **may** *leave here by midnight* *You* **might** *be considered for the award next year.* To express certainty e.g. *They* <u>must</u> *have forgotten.*	1. Introduce the topic through a short story. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? 3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. 5. Ask learners questions on their opinions of the story, who does what and how, what is happening, etc. 6. Ask learners what a modal is. If learners do not know, write a sentence from the story on the board and underline the modal. 7. Ask learners to say what job the modal is doing in the sentence (it supports the main verb, it indicates ability, obligation, etc.). This covers form and function of modals. Use more examples, if necessary, to ensure that all learners have understood. 8. Ask pairs/groups to identify the particular type of modals in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 10. Put some modals from the story on the board (depending on the type being learnt) and ask pairs/groups to write their own sentences using these modals. 11. Differentiation: ask different learners to write a different number of sentences using more/less familiar modals to suit their level. 12. Ask pairs/groups to swap sentences with another pair/group and identify the modals in each other's sentences. Walk around and check. 13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). 14. When they have written their story, they identify (underline) all the modals they have used. Alternatively, they can identify all the modals in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities

Conditional sentences	Learners identify and use various types of conditional sentences	First conditional to express a real possibility e.g. *If you come, we will visit him.*
		
		Second conditional to express something that is unlikely or improbable e.g. *If I won the lottery, I would travel abroad.*
		
		Third conditional to express something that is hypothetical e.g. *If we had gone home earlier, we would have taken her to the hospital.*
			1. Introduce the topic through a short story.
			2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as:
			   What do you know about….?
			   Have you ever…?
			   How would you feel if…?
			3. Learners read the story aloud in pairs/groups, taking turns to read a sentence each. Move around monitoring the reading to gain information on how well learners are reading.
			4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active.
			5. Ask learners questions on their opinions of the story, who does what and how, what is happening, etc.
			6. Ask learners what a conditional sentence is. If learners do not know, write a sentence from the story on the board and underline the conditional clause and ask learners what it is referring to (giving a condition).
			7. Ask learners to say what job the conditional clause is doing in the sentence (it serves as the independent clause of the sentence, it gives a condition that affects the main clause). This covers form and function of conditional sentences.
			8. Use more examples, if necessary, to ensure that all learners have understood.
			9. Ask pairs/groups to identify the particular type of conditional sentences (being studied) in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again).
			10. Put some conditional sentences, from the story, on the board (depending on the type being learnt) and ask pairs/groups to write their own sentences using these as samples.
			11. Differentiation: ask different learners to write a different number of conditional sentences (more/less).
			12. Ask pairs/groups to swap sentences with another pair/group and check each other's conditional sentences. Walk around and check.
			13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework).
			14. When they have written their story, they identify (underline) all the conditional sentences they have used. Alternatively, they can identify all the conditional sentences in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities
Passive and active voice	Learners change sentences from active voice to passive voice and from passive voice to active voice	Simple present tense e.g. *The room* is swept *at 6 o'clock each morning.* Present progressive (continuous) tense e.g. *The room* is being swept *by her at the moment.* Present perfect tense e.g. the room has been swept ***by her***. Simple past tense e.g. *The room* was swept *for the holidays*. Past progressive (or continuous) e.g. The room was being swept by her. Past perfect e.g. T*he room* had been swept *by her*. Future time: e.g. the room will be swept by her.	1. Introduce the topic through a short story. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? 3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. 5. Ask learners questions on their opinions of the story, who does what and how, what is happening, etc. 6. Ask learners what a passive voice is. If learners do not know, write an active sentence from the story on the board and change it into a passive voice. 7. Ask learners to identify what happens in the passive voice sentence (object becomes the subject and the subject, the agent). 8. Use more examples, if necessary, to ensure that all learners have understood. 9. Ask pairs/groups to identify the passive voice sentences in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 10. Put some active voice sentences from the story on the board and ask pairs/groups to turn them into passive voice. Have learners write their own passive voice sentences. 11. Differentiation: Ask different learners to write a different number of passive sentences (more/less) to suit their level. 12. Ask pairs/groups to swap sentences with another pair/group and check the correctness of each other's sentences. Walk around and check. 13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). 14. When they have written their story, they identify (underline) all the passive sentences they have used.

Concept	Purpose	Types and examples	Suggested Activities
Reported speech	Learners change direct speech to indirect speech and vice versa.	Reporting statement, e.g. He said they would arrive late. Reported questions e.g. He asked me why I arrived late. 'That' clauses: He said they would arrive late. *He said that* they would arrive late.	1. Introduce the topic through a short drama. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about…? Have you ever…? How would you feel if…? 3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. 5. Ask class questions on their opinions of the story, who does what and how, what is happening, etc. 6. Ask learners what an indirect speech is. If learners do not know, write a direct speech from the story on the board and turn it into an indirect speech, e.g. Mary: I am late Indirect speech: Mary said that she was late. 7. Ask learners to say what changes occur in the indirect speech (changes occur in tense, pronoun, time and place words) This covers form and function of direct speech. 8. Use more examples, if necessary, to ensure that all learners have understood. 9. Lead pairs/groups to identify the direct speeches in the text (by underlining them) and turn them into indirect speeches. All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 10. Put some direct speeches from the story on the board and ask pairs/groups to turn them into indirect speeches/sentences. 11. Differentiation: ask different learners to write a different number of indirect sentences (more/less). 12. Ask pairs/groups to swap sentences with another pair/group and check each other's indirect speeches. Walk around and check. 13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). 14. When they have written their story, they identify (underline) all the indirect speeches they have used. Alternatively, they can identify all the indirect speeches in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities
Sentence structures	Learners construct variety of sentences	Statement: He is a teacher. Questions: Do you like mangoes? Command / imperative: Bring the food!	1. Introduce the topic through a short story. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? 3. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. 5. Ask learners questions on their opinions about the story, who does what and how, what is happening, etc. 6. Ask learners what a sentence structure is. If learners do not know, write a statement from the story on the board and ask learners to identify the features of the statement (begins with capital letter and ends with full stop). Do same to draw their attention to features of questions and commands. 7. Ask learners to say what job each of the sentence structures does (give command, ask questions, give information) This covers forms and functions of sentence structures. 8. Use more examples, if necessary, to ensure that all learners have understood. 9. Ask pairs/groups to identify the various sentence structures in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 10. Put some sentence structures from the story on the board (depending on the type being learnt) and ask pairs/groups to write their own sentences using these adverbs. 11. Differentiation: ask different learners to write a different number of sentences structures (more/less). 12. Ask pairs/groups to swap sentences with another pair/group and check each other's sentence structures. Walk around and check. 13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework). 14. When they have written their story, they identify (underline) all the various sentence structures they have used. Alternatively, they can check all the sentence structures in their partner's story.

Concept	Purpose	Types and examples	Suggested Activities
Punctuation	Learners punctuate given text appropriately.	hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses	1. Introduce the topic through a short story. 2. Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about….? Have you ever…? How would you feel if…? 3. Learners read the story aloud in pairs/groups, taking turns, reading a sentence each. Move around monitoring the reading to gain information on how well learners are reading. 4. Ask each pair/group questions to elicit understanding of the story. All pairs should be reading to their partner at the same time so that all learners are active. 5. Ask learners questions on their opinions about the story, who does what and how, what is happening, etc. 6. Ask learners what punctuations are. If learners do not know, write a number of well punctuated sentences from the story on the board and underline the punctuation marks. 7. Ask learners to say what job each punctuation mark is doing in the sentence (lists items, ends a sentence, etc.). This covers forms and functions of punctuation marks. 8. Use more examples, if necessary, to ensure that all learners have understood. 9. Ask pairs/groups to identify types of punctuation in the text (by underlining them). All pairs/groups will be doing this at the same time. Walk around checking and questioning to help learners reach the correct answers (do not tell them, but ask them to look again). 10. Put some punctuation marks from the story on the board and ask pairs/groups to write their own sentences using these punctuation marks. 11. Differentiation: ask different learners to write a different number of sentences using more/less familiar punctuation appropriately to suit their level. 12. Ask pairs/groups to swap sentences with another pair/group and check the use of punctuation in each other's sentences. Walk around and check. 13. Ask learners to write a story of their own – e.g. a continuation or a story on the same topic. (This can be finished for homework.) 14. When they have written their story, they identify (underline) all the punctuation marks they have used. Alternatively, they can identify all the punctuation marks in their partner's story.

10.5 ASSESSING GRAMMAR

Authentic assessment tasks are recommended in all forms of assessment in grammar.

Multiple-choice Assessment

- The most common selected response tasks present blank or underlined words in a sentence and the test taker must choose the correct response from the options that are given.

Discrimination Assessment

- Tasks that ask the learners to attend to inputs that can be either language or non-language and to respond in the form of a choice between or among contrasts or opposites, such as true/false.

Noticing tasks or consciousness-raising Assessment

- Learners are asked to indicate (underline or circle) that they have identified a specific feature in the language sample.

Gap-filling Assessment

- The language is presented in the form of sentence, dialogue, or passage in which a number of words are deleted. The learner must choose the appropriate response for the deletion or gap based on the context in which language is presented.

Short-answer Assessment

- The input is presented in the form of a question following a reading passage or oral/visual stimulus. The expected learner response can vary from single word to a sentence or two.

Dialogue-completion Assessment

- The input is presented in the form of a short conversation or dialogue in which a part of the exchange or the entire exchange is left blank and the expected response meant to be grammatically correct

11.0 TEACHING WRITING

Writing is the presentation of information, ideas, views, attitudes and feelings clearly, coherently and appropriately in a variety of written texts. Writing instruction will usually involve working through the writing process. However, not every step of the process will be used on every occasion. For example, if learners are writing a familiar text type, they will not need to analyse its structure and language features in so much detail. There may also be occasions when teachers need to focus on sentence construction or paragraph writing, or learners write texts without drafts in preparation for the examination.

11.1 GENERAL PRESENTATION

11.1.1 THE AIM

The aim of this strand of the English curriculum is to help/allow Ghanaian learners to take responsibility for their own learning and gradually move toward becoming functional literates through writing. It is to ensure that learners acquire and apply knowledge and skills of writing in ways that are meaningful to their own lives.

11.2 TEACHING STRATEGIES

- This strand will be taught using the following strategies:
  - group work
  - demonstrations
  - think, pair and share
  - discussions
  - concept mapping
  - Individual work and presentation
  - teacher modelling
  - brainstorming
  - brain writing
  - questioning
  - ICT (surfing the internet)

11.3 CORE AND TRANSFERABLE SKILLS AND CROSS-CUTTING ISSUES:

Apart from developing language skills, the above strategies will develop in learners, the following skills and cross-cutting issues:

- Digital literacy (searching online for information on the topic).
- Inclusivity/gender (including both male and female in each group).
- Collaboration (working in groups as a team).

- Enquiry skills (asking questions for clarification and school and community observation).
- Critical thinking (discussion and peer critiquing).
- Communication (through presentation and answering questions)

All writing lessons should be delivered in the following stages: pre-writing, writing, and post-writing stages.

11.4 THE WRITING PROCESS

In the English Language curriculum, a process approach to writing is recommended. This approach not only affords learners the opportunity to be actively engaged in their own writing but also, take ownership of their writing. The main stages of process approach are, planning, drafting, revising, editing and publishing.

11.5 PLANNING

The planning stage is the stage where, among others, the learner is guided to generate and organise ideas and plan the structure of their writing.

11.6 DRAFTING

At the drafting stage, an outline of the composition is developed using the points identified at the previous stage (Planning).

11.7 REVISING

During revision, the learner reads through the composition to effect any major changes regarding the content, the language and organisation of the piece.

11.8 EDITING

Editing involves going through the composition once more to identify and correct minor errors such as wrong choice of words, wrong spelling and incorrect use of grammatical structures.

11.9 PUBLISHING

Publishing is the final stage of the process when the finished work is delivered.

Teachers are encouraged to focus on ONE specific aspect of the writing process at a time. They should only ask learners to apply the whole process when they have gained mastery of all the strategies along the way.

11.10 SUGGESTED STRATEGIES AND ACTIVITIES

11.10.1 PLANNING (Pre-writing stage)

This is the stage where learners generate ideas.

- **Share learning outcomes of the lesson with learners.**
- **Use questions, discussions and explanation to assist learners to do the following:**
  - analyse the structure, language features and register of the text type that has been selected
  - decide on its purpose, audience and context
  - brainstorm ideas for the topic using, for example, mind maps
  - discuss the criteria that will be used to evaluate the piece of writing
  - select relevant information for the topic
  - identify main ideas and supporting detail
  - sequence ideas in a logical order so that they make sense

Drafting (writing stage)

- **At this stage, give learners the freedom to do the following at their own pace in groups, pairs or individually:**
- Write a rough first draft that takes into account purpose, audience, topic and text type;
- Choose appropriate words, for example, in a narrative use evocative words and phrases to make the writing vivid;
  - Organise ideas in a logical sequence so that the argument flows smoothly in an essay;
  - Organise ideas and/or images so that a story makes sense;
  - Establish an individual voice and style; and
  - Read drafts critically and get feedback from the teacher and classmates.

Revising, editing, proofreading

When revising, learners review and make changes to their draft (e.g. re-organisation of ideas, sentences, paragraphs and correction of grammar, spelling, and punctuation errors etc.) to make sure that the text is suitable for presentation to the reader.

Develop a feedback sheet to assist learners:

- evaluate their own and others' writing for improvement;

- refine word choice, sentence and paragraph structures;

- work on the sequencing and linking of paragraphs;

- eliminate ambiguity, verbosity and any offensive language;

- use grammar, spelling and punctuation correctly;

- prepare the final product including layout;

Peer and self-review

Learners work interactively in pairs or small groups to review each other's draft through questions, suggestions or comments, with the help of a feedback sheet to guide them through the review process. They can also work individually to review their own work and provide self-feedback, using a feedback sheet (teachers should collaborate with learners to develop the feedback sheet). An example of the feedback sheet is below.

Sample Feedback Sheet

	1	2	3
Content			
Is the content clear?	☐	☐	☐
Is the content relevant?	☐	☐	☐
Organisation			
Are the ideas put in paragraphs?	☐	☐	☐
Are the ideas presented in a logical way?	☐	☐	☐
Language use			
Are the grammatical structures appropriately used?	☐	☐	☐
Is the choice of words suitable?	☐	☐	☐

Additional comments:

11.10.2 PUBLISHING (POST-WRITNG STAGE) PRESENTING

Learners can:

- Present their work to the class;

- Display their work at a designated place in class for their peers to read;

- Publish their work in a class or school magazine.

Text types – structure and language features

Teachers should ensure that learners write a range of texts during the year. There should be a balance between short and long texts and writing for different purposes: creative, personal/interpersonal and work-related. Teachers should choose a text type and appropriate topic to write about, for example, a narrative essay on the topic 'The interesting adventure'

The tables below describe the range of text type that learners should be taught to write in B7 to B10. Other texts could also be included where appropriate.

11.11

Text type	Purpose	Text Structure	Language features
Narrative	To entertain	- introduction - Body - Conclusion	- Written in the first or third person - Written in the past tense - Events described sequentially - Connectives that signal time e.g. Early that morning, later on, once - Language used to create an impact on the reader e.g. adverbs, adjectives, images
Descriptive	To describe something in a vivid way	- identification: gives a general orientation to the subject - Description: describes features or characteristics of the subject	- May be written in any appropriate tense - Creates a picture in words - Uses adjectives, adverbs - Uses figurative language e.g. simile, metaphor, personification, alliteration

11.12   Longer and shorter transactional texts (personal/ interpersonal and business)

Text Type	Purpose	Text Structure	Language Features
Instructions, directions (Short)	To describe or instruct how something is done through a series of sequenced steps	- Goal: a statement of what is to be achieved - materials/equipment needed listed in order, sequenced steps to achieve the goal e.g. may have accompanying visual text e.g. storyboard, diagrams, etc.	- Written in the imperative, in chronological order - Use of numbers and bullet points to signal order - Expressions of cause and effect
Short report (Long)	To describe events	- A description of the event - may have accompanying visual text e.g. diagrams, photos	- Written in the appropriate tense - Moves from the general to the specific - May use technical vocabulary
Friendly letter (Long)	To inform and maintain a relationship	- Address, date and salutation - Content - Conclusion - Writer's name	- Usually informal in style but can vary - Language features will vary according to the purpose of message
Invitation cards (Short)	Invitation as an example: To invite someone to an event or to do something (and either accept or decline)	- may take the form of a personal letter or use an invitation card. includes: - Nature of the event - Where it will take place - Date and time - may include dress code - Name of invitee - May include RSVP - May have a visual, design element - The response may be in the form of a note or letter	- Can be formal or informal in style - Generally concise – brief and to the point - Makes use of conventional phrases - Response is polite

Text Type	Purpose	Text Structure	Language Features
Formal letter (Long)	To apply for a job or bursary; to complain, request, to invite, etc.	• Writer's address, date, recipient's address, salutation • May have a heading • Structure of message will vary depending on purpose e.g. letter to complain • complementary closure	• Usually formal in style • Makes use of language conventions e.g. *Dear Sir/Madam, Yours sincerely* • Generally concise – brief and to the point
Filling in forms (Short)	To apply for a job, admission to a higher institution, university, for scholarship, etc.	Will vary according to the purpose	The person completing the form should be concise, accurate, formal, neat (writing should be legible)
Flyer, poster (Short)	To persuade someone to buy something or use a service	• Small size e.g. A5 paper • Eye-catching headline, slogan or logo • Brief description of product • List of benefits or offers • Contact information e.g. website, telephone number • may have a visual, design element	• Speaks directly to the reader • Concise language • Language used to create an • impact on the reader e.g. adverbs, adjectives, figurative language such as alliteration, metaphor
Advertisement (Short)	To persuade someone to buy something or use a service	• Can take a variety of forms • make use of slogans and logos • Usually have a visual, design element • Use advertising techniques • Use design to make the advertisement eye-catching and memorable	• Figurative language and poetic devices used to create impact and make the language memorable e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm
E-mail (Short)	To inform and maintain a relationship	• The recipient's address–which, in most zthe server point, as well as the country in which the server point is based. For example, aziz65 *(name)* @ *gmail.* (server) gh *(country)*. • CC: these may be the recipients whose attention is called to the email. • Subject: This is a summary of the content of the email. • Message • Sender'sname. • NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a signature.	Speech-like communication
Dialogue (Long)	It is a record of the exchanges as they occur, directly from the speaker's point of view	When writing a dialogue: • Write the names of the characters on the left side of the page; • Use a colon after the name of the character who is speaking; • Use a new line to indicate each new speaker; • Advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken; • Sketch a scenario before you start writing.	• When the dialogue involves family or close friends, the "casual style" is used. Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used • When the conversation involves strangers, the consultative style is used. more elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement

Text Type	Purpose	Text Structure	Language Features
Speech (Long)	To inform, educate, enlighten and entertain the public	• Start and adapt the style to be used; When? Where? Why? (purpose), to Whom? (audience), and What? • Openers attract attention. • Develop points well and avoid clichés. • Balance criticisms with reasonable alternatives. • The conclusion is important, and is never a summary of what has been written.	Use short sentences with simple ideas, using familiar examples.

11.13 ASSESSING WRITING

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

The assessment of language skills should be integrated. The assessment of a comprehension passage should be linked with language use. The assessment of writing should incorporate topics about things that happen in real-life situations.

Informal assessment

- Informal assessment is an integral part of lesson delivery. It is:
  - assessment for learning whose purpose is for the teacher to continuously collect information on a learner's achievement that can be used to improve their learning;
  - a daily monitoring of learners' progress;
  - done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc.;
  - as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing;
  - used to provide feedback to the learners and to inform planning for teaching, but need not be recorded;
  - not separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks; and
  - also, assessment *as* learning where learners self-assess or peer-assess themselves in and outside the classroom. It allows learners to learn from and reflect on their own performance.

Note: Teachers are not required to formally record the results of these informal daily assessment tasks.

Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, writing tasks, oral presentations, demonstrations, performances, etc. While preparations for *formal assessment tasks* could be done outside the classroom, the final version should be done under controlled conditions, in the classroom.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

Assessing writing involves three issues, Hughes (2003: 83):

- Your writing tasks for learners should

  - properly represent the range of tasks you expect students to be able to perform;

  - elicit writing that is truly representative of the students' writing ability; and

  - be appropriately scored.

- Design writing tasks with specified themes and lengths. For example

  - Writing a letter;

  - Writing a description of something from a diagram or picture;

  - Writing a summary of the text;

  - Writing on a topic to a specified length in words or paragraphs;

  - Completing a partially written text;

  - Writing a paragraph using a given topic sentence;

  - Completing a paragraph;

  - Writing a criticism or a response to a piece of writing; and

  - Writing a story, based on an outline provided.

Scoring procedure of writing task

- You can use either of or a blend of the following scoring procedures to score learners' writings:

  - analytic scoring procedure; that is, a score is given for different aspects of a piece of writing, such as grammar, content and organisation;

  - holistic scoring method; that is where a single score is assigned to writing samples, based on an overall impressionistic assessment of the student's performance on the test.

Electronic support for scoring this is available with automated essay scoring (see https://criterion.ets.org/criterion ; last accessed February 6, 2020).

Portfolio assessment

Teachers should also make use of portfolios for the assessment of learners' writing. A portfolio is a col-

lection of learners' writings, assembled over time. It usually contains examples of the learners' best works and provides a collection of writing samples, rather than a single piece of work. It may also include a written reflection by the student on their progress in writing, as well as a self-assessment of their strengths and weaknesses in writing. Teachers should, therefore, assist and encourage learners to build their individual portfolios writing and gathering their sample writings for scoring.

12.0 TEACHING LITERATURE

12.1 PREAMBLE

The general aims of teaching Literature as a component of the Junior High School (JHS) to Senior High School (SHS) 1 English Language course is to aid learners to appreciate the forms of oral and written literature. Again, Literature is meant to help learners derive ethical values from literary works, cultivate the habit of reading, identify and appreciate literary terms in literary works, and apply literary techniques in creative writing to enhance their language skills. Literature in English is divided into Prose, Drama, and Poetry,

Some benefits of Literature to the student are as follows:

- it creates an awareness of the value and pleasure of reading good literary books

- it arouses in the learner an appreciation and deeper understanding of important human values and human relationships that help learners to expand an understanding of themselves and their encounter with others.

- it aids students to acquire the ability to respond to texts with reasons.

- it helps learners familiarise themselves with the genres of literature, literary expression, and this prepares them to study literature at an advanced level.

Teachers at the JHS-SHS 1 level are expected to assist learners to

- understand the content of the text

- recognise and understand the issues presented in the text

- understand the themes and messages in the text

- understand the plot in the text as in prose and drama

- describe the characters and interpret their interactions and relationships with others as in prose and drama

- understand and interpret the contribution of setting to the story

- understand the author's point of view

- identify common literary devices authors employ to achieve their effects

- communicate and inform personal response to the text

- produce a piece of work in response to the text studied.

1.2 GENERAL PRESENTATION

Three main stages are suggested for a prose lesson plan namely,

i. Pre-Presentation (before-reading)

ii. Presentation (while reading)

iii. Post Presentation (after reading)

Pre–Presentation (before–reading)
Pre-Presentation Stage: Teacher should
- *Share the learning outcomes with the students*

- *Revise learners' Relevant Previous Knowledge (RPK)*

- *Introduce learners to the text to be studied and guide them through the background of the author and his work*

- *Take learners through prediction activities*

Presentation (While reading)
- *Model read aloud as learners listen (Prose, Drama, Poetry)*

- *Guide learners to read aloud while others visualise the settings, scenes and/or characters*

- *Let learners pause their reading and use question and answer method to help them make predictions about what will happen next in the story/drama or what the poem is about*

- *Put learners into groups to identify and discuss concepts in*

- *Prose – subject matter, theme, plot, setting, narrative style, diction, character and characterisation, point of view;*

- *Drama – subject matter, theme, plot, setting, dramatic speech, character and characterisation, conflict;*

- *Poetry – subject matter, theme, point of view, setting, figures of speech, diction, mood, tone, attitude.*

- *Ask learners to relate their personal experiences to the prose/drama/poem*

- *Ask learners to brainstorm and point out moral issues in the prose*

Post Presentation (After reading) (Assessment)
Guide learners to
- *Answer written or oral comprehension questions that are based on the prose/drama/poetry elements such as characterisation, plot, setting, theme, narrative style, point of view, diction, figures of speech, and linguistic elements, etc in subsequent lessons*

- *Recreate a literary text read into another genre. E.g. from story into a drama or poetry and vice-versa*

- *Dramatisation or presentation*

- *Analyse selected concepts/topics/moral/contemporary issues indicated in the text under study*

- *Recreate their ideas in a graphic form to be displayed in class*

- *Express feelings towards the issues of the text*

- *Examine the effect of the structural, linguistic, and literary features on the meaning of text under study*

Part B

SAMPLE ORAL LANGUAGE LESSON PLAN 1

Date: 10/02/2020 Time: 9:00-10:00 Class size: 45	Period: 2 Class: B7	Subject: English language Strand: Oral Language Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.1.1.1: Demonstrate use of appropriate language orally in specific situations.		Indicator: B7.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	Lesson 1 of 5
Performance Indicator: Learners can interact in given formal situations using appropriate vocabulary for varied themes.		Core Competencies: Communication, problem solving, critical thinking, collaboration	

Time	Teacher/learner activity	Resources
Key words	appropriate register/language, everyday communication, standard language, formal, informal, colloquialism, jargon, slang	

Starter (preparing the brain for learning)
10 minutes
	• Sing a song containing lyrics both formal and informal
	• Put learners into groups and use semantic map to guide them find meanings of the key vocabulary.
	e.g. Semantic Mapping
	  • Write and circle each key vocabulary on card boards.
	  • Guide learners to generate a web by writing the meanings.
	• Learners present their answers.
		TLMs/Resources
		Songs on audios
		Words on card boards.

Main (new learning including assessment) 40 minutes	• Learners listen to a dialogue between two people, one using formal language and the other informal. • Learners in pairs discuss the differences in the language of the characters. • With probing questions elicit the features of formal language using the dialogue. • Explain appropriate register using a text on a selected theme e.g. making reservations in a hotel. **Assessment** Learners in groups role play scenarios using formal language on themes of their choice. Give feedback to guide them. **Home work** In pairs design dialogues using formal language and appropriate register on selected themes e.g. tourist centres, making reservations at hotels and event centres, travel by air. *Differentiation/ scaffolding* *The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed.* *Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks.*	TLMs/Resources Videos of conversations on formal and informal situations e.g. A business meeting-SRC executive and the Head teacher, a dialogue between to friends
Plenary/Reflections (Learner and teacher) 5 minutes	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have. Teacher leads a discussion to provide responses to learners' questions.	

SAMPLE ORAL LANGUAGE LESSON PLAN 2

Date: 10/02/2020 Time: 9:00-10:00 Class size: 45	Period: 2 Class: B7	Subject: English Strand: Oral Language Sub: Listening Comprehension	
B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information	Lesson 1 of 2
Performance Indicator: Learners can listen and identify key information.		CC7.5: Identify and analyse different points of view of speaker CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech PL6.8: Actively assist group to identify changes or modifications necessary in the group activities and work towards carrying out those duties. CI 6.7: Look and think about things differently and from different perspective	

Time	Teacher/learner activity	Resources
Key words	listening comprehension, attentively, key information	
Starter (preparing the brain for learning) 5 minutes	Use the game Musical Chairs. Learners (representatives from groups) dance and sit when the music stops.	TLMs/Resources Music videos recordings
Main (new learning including assessment) 40 minutes	Listen attentively to a familiar song for a minute and write ten words (nouns and adjectives) Discuss and talk about the importance of listening attentively. Listen to an audio text of 100 words in a minute and identify key points – intent or purpose of the message. In pairs, cross check the information written during a second listening. Read out information written and present in groups. **Assessment** Listen to an advertisement and write the words used to describe the product. Learners exchange their works for scoring and feedback. **Home work** Listen to the evening news and identify main ideas. *Differentiation/ scaffolding* *The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed. Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks*	Radio Texts from mass media Audios texts/ clips (100 words in a minute) Films, TV programmes (news, short interviews, Documentaries) Music videos recordings adverts
Plenary/Reflections (Learner and teacher) 10 minutes	Learners discuss their challenges and what they can do to ensure effective listening.	

SAMPLE READING LESSON PLAN 1

Date: 10/02/2020 Time: 9:00-10:00 Class size: 45	Period: 2 Class: B7	Subject: English Language Strand: Reading Sub Strand: Comprehension	
Content Standard: B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.		Indicator: B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts	Lesson 1 of 1
Performance Indicator: Learners can read different types of texts independently.	Core Competencies: CC8.2. Explain ideas in a clear order with relevant detail, using correct construction and structure of speech PL6.8. Actively assist groups to identify changes necessary in the group activities and work towards carrying out those duties. DL5.5. Evaluate the quality and validity of information		

Time	Teacher/Learner activity	Resources
Key words	Once upon a time…	
Starter (preparing the brain for learning) 10 minutes	• In groups, have learners retell stories they have read. • Have one member from a group share their story with the class.	TLMs/Resources Stories by learners
Main (new learning including assessment) 40 minutes	• In pairs give learners the opening paragraphs of a story. • Give each pair a list of questions to answer. The questions must elicit inferred meaning about the text e.g.: • What do you think the story will be about? How can you tell? • Who are the main Characters? What sort of people do you think they are? How can you tell? • What sort of story do you think it is? (genre)e.g. funny story, scary story, adventure story, etc. How can you tell? • Encourage learners to find words from the text to support their answers. • Share readers to learners. • Identify key vocabulary and help learners make meaningful sentences with them. • Let learners engage in prediction activities. • Use the title, pictures, keywords • Guess "The Big Ideas" to be learned • Set pre-reading questions on the board/ cards. • Have learners engage with narrative texts and create mental pictures to aid understanding. • Picture in one's mind's eye to form mental images (use sensory images) • Let the learners read fluently to build confidence and fluency. • Let learners engage in meaningful interaction with text and peers in pairs and groups. • Have learners read to monitor for understanding and self-correct where necessary. • Have learners make connections with what is read to their own experiences. • Have learners develop emotional connection with text.	• Textbooks • Markers • cards

	Assessment Teacher moves round, listening, questioning. Monitor learners' written answers to assess the achievement of the learner indicators. **Homework / project work** Learners build a portfolio on new vocabulary and find synonyms and antonyms of some key words. *Differentiation/ scaffolding* *The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed. Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks.*	
Plenary/Reflections (Learner and teacher 10 minutes	*Have learners do peer feedback on their mates' recordings on the large sheets.* Have learners modify the story and retell to suit their individual situations.	Writing materials
	Cross-curriculum links / cross-cutting issues • Generally, there is a connection between English Language lessons and other subjects through cross-curricular collaboration. The content to be taught in reading can come from any subject area. • Learners explore knowledge and gain experience in a comprehensive and integrative manner when they connect ideas and concepts. When they are able to connect the stories to their background, their motivation will be raised and their learning strengthened. Likewise, the knowledge they acquire, and the skills and positive attitudes they develop in each key learning area will be enhanced. • Cross-cutting issues: gender and inclusion	

SAMPLE READING LESSON PLAN 2

Date: 10/02/2020 Time: 9:00-10:00 Class size: 45	Period: 2 Class: B7	Subject: English Language Strand: Reading Sub Strand: Summarising	
B7.2.2.1: Demonstrate an understanding in summarising		Indicator B7.2.2.1.1. Use summarising to understand key ideas in a range of texts	Lesson 1 of 1
Performance Indicator: Learners can restate information in own words.		Core Competencies: CC8.2. Explain ideas in a clear order with relevant detail, using correct construction and structure of speech PL6.8. Actively assist group to identify changes necessary in the group activities and work towards carrying out those duties. DL5.5. Evaluate the quality and validity of information Communication and Presentation	

Time	Teacher/learner activity	Resources
Key words	main idea, supporting idea, etc.	
Starter (preparing the brain for learning) 10 minutes	Have learners read simple stories in their groups. Let them identify the main idea in the text. Let them share with the class and compare answers. Check for consistency	TLMs/Resources Text books
Main (new learning including assessment) 35 minutes	• Model the process: use the Think –aloud strategy • Have learners open to the page in the text • Demonstrate how you quickly scan the material text to search out a small piece of information (name, date, place) • Demonstrate your process of skipping past irrelevant information • Provide a common text. • Let learners read a variety of passages and identify the main ideas. • Have learners select an item of information to locate by quickly scanning. • Help learners limit the time for scanning; let them share and compare the results. • Learners analyse and decide what is important. • Do not write the same words as the author. • Think and write in your own words. • Ask, "What is the whole write up about?" • Have learners restate or map out the gist/main idea and key details. • Have learners put up a defence for their choice/answer. • Restate the main ideas in own words. **Assessment** Learners put their main points into a coherent paragraph. Teacher moves around, listening, questioning and monitors learners' written answers to provide feedback. Learners present the work for feedback from the class. *Differentiation/ scaffolding* *The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed. Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks.*	Text books Markers

Plenary/Reflections (learner and teacher) 10 minutes	*Have learners do peer feedback on their mates' recordings on the large sheets.* • Learners put a paragraph together and state the main information	Reading materials
	Cross-curriculum links / cross-cutting issues • Generally, there is a connection between English Language lessons and other subjects through cross-curricular collaboration. The content to be taught in reading can come from any subject area. Cross-cutting issues: gender and inclusion	

SAMPLE GRAMMAR LESSON PLAN

Date: 10/02/2020 Time: 9:00-9:50 Class size: 45		Period: 1 Class: B7	Subject: English Language Strand: Grammar Usage Sub-Strand: Grammar
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	Indicator: B7.3.1.1.1: Demonstrate command and application of nouns in texts		Lesson 1 of 3 (Based on peculiarities of the class)
Performance Indicator: Learners can identify and use proper nouns appropriately		Core Competencies: Problem Solving, Critical thinking, Collaboration	

Key words	specific names, identify, classify, mini story, company, gallery	
Time	**Teacher/learner activity**	**Resources**
Starter (preparing the brain for learning) 5 minutes	Use Lucky Dip game to have learners pick picture cards from a box/bag and name the object in the picture. **Lucky Dip game** Learners are called one after the other to pick a card, show it up to the class, and pronounce a word. A correctly read word wins an agreed number of points. **Note:** This can be a competition between/among teams. Learners are put into teams and representatives are made to pick cards in turns and read the words.	TLMs/Resources An empty carton or polythene bag, pictures of objects or real objects of smaller sizes (name pictures)
Main (new learning including assessment) 40 minutes	• Introduce the topic (Proper nouns) by telling a short story in which there are lots of proper nouns. • In pairs, give learners the story sheets and have them identify all the nouns in the story. Invite them to list the nouns on the board. • Using probing questions, have them tell you the features of the nouns that are on the board. E.g. they begin with capital letters; they name specific people, places, things, etc. • Have learners give examples of proper nouns according to the features they have provided. Put learners into groups and assign them to categorise their examples under the following headings: names of people, countries, cities, water bodies, teams, companies, languages, vehicles, holidays, religions, names of special awards, club names, ship names, landmarks and buildings, products, etc. • Have groups present their work for feedback from the class. **Assessment** Distribute different texts in which proper nouns begin with lower cases to learners. Have them identify the proper nouns and re-write the texts correctly. Have learners do peer-feedback. Learners present their work to the class for feedback. *Differentiation/ scaffolding* *The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed. Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks.*	Texts on pieces of paper.
Plenary/Reflections (Learner and teacher) 5 minutes	Revisit the objective for the lesson for learners to reflect on how far they get towards achieving the objectives.	Writing materials
Cross-curriculum links / Cross-cutting issues	Generally, there is a connection between English Language lessons and other subjects through cross-curricular collaboration. Learners develop skills at the linguistics level Cross-cutting issues: gender and inclusion, energy conservation, etc.	

SAMPLE WRITING LESSON PLAN

Strand: Writing
Sub-strand: Text Types and Purposes

Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2. 2.2 Compose informal writing (invitation, email) on given topics using appropriate format	**Lesson** 1 of 2
Performance Indicators (Lesson objectives) • can tell the relationship between a writer and the recipient of an informal letter • can identify features of writing an informal letter • can write informal letter		Core Competencies: Communication and collaboration Creativity and innovation
Key words	Naming ceremony, birthday, party, wedding, invitation, recipient, relationship	

Time	Teacher/learner activity	Resources
Starter (preparing the brain for learning) 5 minutes	• Partner talk: Pairs of learners brainstorm and share ideas on some social ceremonies in their communities. They then share ideas with the whole class. • Introduce the topic (Informal letter writing: invitation letters) and share lesson objectives with learners. • Review informal letter writing (features, the relationship between a writer and the recipient)	TLMs/Resources Pictures of events (birthday, naming marriage ceremonies)
Main (new learning including assessment) 40 minutes	• Put learners into groups of three. • Leaders of the groups ballot for topics. • Each group brainstorms, generates and organises ideas into introduction, body and conclusion. • Groups present their ideas to the whole class for peer feedback. • Groups draft their letter. using shared writing approach (one person writes the introductory paragraph, another, the body and another, conclusion). **Assessment** • Learners exchange their work and do peer editing/proofreading within groups to *check spelling, punctuation, coherence issues*. • Each group organises their paragraphs into a whole essay and exchanges their work with another group for peer editing/proofreading. • Teacher moves round to provide support to learners. ***Differentiation/ scaffolding*** The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed. Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks.	Large sheets of flip chart paper Markers or crayons of different colours
Plenary/Reflections (learner and teacher) 5 minutes	Have groups present final versions of their work for their peers' comments. Revisit the objectives for the lesson for learners to reflect on whether learners have achieved achieving the objectives.	Writing materials
Cross-curriculum links / Cross-cutting issues	Generally, there is a connection between English Language lessons and social studies themes.	

APPENDICES

Appendix A: GUIDELINES FOR THE FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The National Council for Curriculum and Assessment (NaCCA), as part of the strategies for an effective implementation of the Common Core Programme Curriculum for Basic 7 (JHS1) – Basic 10 (SHS1) has come out with guidelines for the formation of Professional Learning Communities (PLCs).

FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The focus of education in recent times has been on *transformation.* Currently, most countries are shifting from block scheduling to tele-collaborative projects, from discovery learning to authentic assessment, etc. In realising these transformation agenda, new ideas for efficient education delivery and best performance attainment levels come and fade away or metamorphose into other models. One of these is the concept of Professional Learning Communities (PLCs). This has taken the central stage in most advanced countries in their quest for making education delivery robust and responsive in meeting their developmental needs. Ghana is no exception.

An article published by *Glossary of Education Reform* describes the professional learning community (PLC), as a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of learners." According to Hord (1997b), "professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement." A PLC is a learning approach where teachers are activated as learning resources.

Generally, PLCs are considered as collegial groups of administrators and school staff who are united and committed to learners' learning. They function as an effective strategy for building school capacity around core issues of teaching and learning (Darling-Hammond, 1995). They serve as a mechanism to transform school culture. In other words, PLCs connect teachers with information, strategies, and best practices.

How is PLC formed?

- The head-teacher through consultation with his/her teachers and the major stakeholders (PTA, SMC, school improvement support officer (SISO), the education directorate, etc.) puts a committee in place.

- The committee is headed by a *curriculum lead* who must be a staff of the school.

What are the terms of reference of the committee?

The PLC in consultation with the entire membership and other stakeholders:

- agrees on the PLC session (or meeting) schedules for the term;

- identifies for PLC sessions, individual challenges in effective lesson delivery and innovative practices in teaching;

- creates common platform for members to share ideas, skills, knowledge and experiences;

- Identifies and invites facilitators for each session;

- Ensures that the focus of the school is changed from teaching to learning;

- Sets SMART goals for best practices in the school to meet expected performance outcomes and targets;

- collates data on all issues that relate to teaching and learning in the school for informed decisions;

- keeps records of attendance of members during PLC meetings;

- considers ways of changing the school's climate positively;
- plans and shares best practice lessons and integrated cross-curricular projects to all staff;
- creates a database on learner achievement scores that guides decisions for interventions;
- reviews and reflects on school data to plan instruction across the school curricular;
- considers extra-curricular experiences for learners.

What are some Characteristics of an Effective PLC?

- Shares values and norms.
- Creates time for collaborative work.
- Focuses collectively on learner's learning.
- Encourages collaborative work by creating common work spaces using proximity.
- Ensures leadership support for all PLC activities – school heads must be supportive.
- Respects and trusts one another.

What are the Guidelines for PLC's Activities?

- PLCs should be conducted once every week.
- The session should be for a minimum of one hour and should be set as the last hour of the day.
- The head of school will take the lead role.
- Roles should be assigned to encourage participation.
- The activities must focus on the Common Core Programme (CCP) Subjects-Curricula.
- The agenda for the next meeting should be developed at the end of each meeting for participants to prepare adequately for effective participation.

The minutes for each meeting should be made available after each session and sent to the regional PLC platform for headquarters' validation. The platform will be made up of the following officers from the Metropolitan, Municipal, District and Regional level:

- Training Officers

- Supervision and Monitoring (S&M) Officers
- Basic School Coordinators
- Heads of School
- School Improvement Support Officers (SISOs)
- Curriculum Leads

NB: PLC sessions should be conducted from the second week of the term through to revision week.

Who are the Key Actors in the PLC?

- District Education Oversight Committee (DEOC)
- MMD Director of Education
- MMD Head of Monitoring and Supervision,
- School Improvement Support Officer (SISO)
- Head of School
- Curriculum Lead
- JHS and SHS subject teachers

MMD Education Oversight Committee

- Validates the PLC programmes
- Develops guidelines for the effective implementation of all PLC programmes in the MMD
- Provides a supervisory role for the MMD Education Office in the performance of duties relating to PLC programmes and activities.

MMD Director of Education

- Approves the calendar for the integration of PLC activities into MMD plan
- Provides overall leadership and supervision of all PLC activities in the MMD and assigns targeted roles and responsibilities to subordinates.

MMD Supervision and Monitoring Officer

- Develops, in collaboration with DDE and School Improvement Support Officers (SISOs), a plan for monitoring Fidelity of Implementation (FOI) initiative and the overall evaluation of the success of the PLC initiative.

- Reviews (with support from SISOs) monitoring, evaluation & fidelity of implementation data for each term and implement needed changes. In consultation with the DDE, select/recruit curriculum leads for the PLC for each school.

School Improvement Support Officer (SISO)
- Participates in the selection/recruitment of curriculum leads for the schools.
- Collects, collates, and submits to the MMDEO M&E and FOI data (nature of data and regularity of collection and reporting to be determined by GES in consultation with NaCCA).
- Identifies the training needs of the heads of schools and subject-teachers in partnership with the MMD Training Officer.
- Trains the heads of schools and curriculum leads and refers matters relating to attitudes and behaviours that are detrimental or advantageous to the intervention to the MMD Head of Monitoring and Supervision for moderation, share/promote the experiences of the various interventions among schools under his supervision.

Head of School
- Attends initial training on PLC programme
- Ensures the support of the School-based Management Committee (SMC), Parents-Teacher Association (PTA) and other stakeholders for the PLC programmes.
- Ensures the active participation of all teachers during PLC Sessions, as well as the implementation of innovative lesson-delivery strategies and best practices discussed at PLC meetings.
- Identifies and puts in place measures to acknowledge teachers who make an effort to implement best practices discussed at PLC meetings.
- Puts in place measures to monitor and report on learners' progress concerning performance indicators and established national performance standards.
- Adopts the FOI of learning for accountability.

JHS and SHS Subject Teachers
- Participate actively in all PLC Sessions (activities and programmes).
- Follow the revised CCP Curriculum, prepare scheme of learning and lesson plans/notes according to specification and keep track of challenges or difficulties encountered.
- Try out new teaching activities, strategies and practices discussed during PLC Sessions.
- Share challenges and successes with teaching colleagues in future PLC meetings.

How Do We Conduct an Effective PLC Session?
Pre-Discussion
- Register and introduce participants and key facilitators if any.
- Nominate a PLC secretary to take note of discussion points.
- Identify and discuss challenging themes, i.e. themes evolving from the CCP Curriculum training and implementation.
- Identify and invite an expert or colleague with in-depth knowledge of the theme identified to facilitate a PLC session or lead the discussions.
- Assign specific themes to different teachers (members of the PLC) to research and lead future PLC sessions.
- Encourage mutual discussions and contributions by all members.

Discussion stage (action)
- The lead facilitator takes participants through the content and demonstration lessons (where applicable) associated with the theme.
- Facilitation should be participatory, engaging and interactive.

Post-Discussion Stage
- At this stage participants evaluate the content and demonstration lesson learnt and assess the extent of improvement through reflection and debriefing.
- The agenda for the next meeting should be developed (or agreed upon) at the end of each meeting for participants and the PLC

lead to prepare adequately for effective participation.

- Participants are expected to improve on their daily teaching skills through leading questions.

- Participants are encouraged to use group platforms strictly dedicated to PLC for professional learning and providing colleagues with useful professional materials.

Who Monitors the Activities of PLC?

- The Ghana Education Service (GES)
    - Headteacher
    - Circuit Supervisor
    - MMD Monitoring Officers
    - Regional Monitoring Officer
- National Inspectorate Board (NIB)
- National Teaching Council (NTC)
- National Council for Curriculum and Assessment (NaCCA)

http://www.allthingsplc.info/
http://www.sedl.org/pubs/change34/2.html
http://www.inspiringteachers.com

CONTINUOUS PROFESSIONAL DEVELOPMENT DAY (CPDD) FOR JHS BEGINNING 2020/21 ACADEMIC YEAR

Teachers in the Public JHS shall observe a Continuous Professional Development Day beginning 2020/21 Academic Year.

The observation of the CPDD shall help the teachers (facilitators) develop and/or adopt new strategies for teaching which will help them overcome identified challenges in their day to day activities as teachers (facilitators). Continuous Professional Development is in two folds:

1. **Professional Learning Communities (PLCs)**

   PLC, as explained earlier, is a group of educators and other stakeholders who meet regularly to share expert knowledge, skills and experiences for the improvement in the performance of learners, through effective lesson delivery and assessment. PLCs serve as an innovative mechanism for transforming the learning culture and social environment of the school. It connects and equips teachers from not only the same school, but from other schools within or outside the geographical location with information, learning and teaching strategies and best practices.

   About 50 minutes (one period of co-curricular activities) has been assigned to PLC activities every week on the school's timetable. It can be organised at the cluster or circuit level as well as subject-based. On PLC days, learners will close and go home while teachers meet at PLC sessions to learn and share ideas, concepts, skills, knowledge, and experiences to upgrade and improve themselves.

2. **Continuous Professional Development Days (CPDDs)**

   This will be organised once every quarter – 4 times a year. On these days, learners will be given a holiday to stay at home. Teachers will have a full training day to update their content knowledge, sharpen their lesson delivery and pedagogical skills, as well as share experiences and best practices – leadership for learning, conducive social environment, sustainable learning concepts, etc.

Appendix B: DESIGNING SCHOOL-BASED TIMETABLES

A **school timetable** is a table for regulating and coordinating activities of the learners, teacher and school. Timetables are cyclical. These activities recur every week or every fortnight (in cases of shift schools).

The timetable for the Common Core Programme (CCP) Curriculum to be rolled out in the 2020/21 academic year has the following characteristics.

1. Proposed Contact Hours (Time on Task)

Number of periods per day:	8 periods
Number of periods per week:	40 periods (8 periods × 5days)
Duration per period:	50 minutes

2. Length of School Day

Time on Task:	400 minutes (50 minutes x 8 periods)
Break Time	60 minutes (two breaks at 30 minutes each)
Extra-curricular activities	50 minutes per day
Total length of school day	510 minutes (8.5 hours)

3. Proposed options for Length of School Day

S/No	Lessons Start	Lessons Close	Extra-Curricula
1	7.00am	2.40pm	2.40pm – 3.30pm
2	7.30am	3.10pm	3.10pm – 4.00pm
3	8.00am	3.40pm	3.40pm – 4.30pm

4. Proposed Co-Curricular Activities

- Life and Psychosocial Skills:
  - *Sports and Games*
  - *Tourism, Arts and Culture Club*
  - *STEM Club*
  - *Creative Writers/Debaters Club*
  - *Human Rights Club*
  - *Friends of the Earth Club*
  - *NGO Activities: Talks and Sensitisation etc.*

- Research, Science, Agriculture (Gardening) and Community Project

- Entrepreneurship Development, Guidance and Counselling.

- Library, Sustainable Learning and Study Skills

- Professional Learning Community (PLC), CPD and School/Cluster-based INSET

5. Period Allocations for Subjects

Subject	No. of Periods
Mathematics	4
English	4
Ghanaian Languages	3
French/Arabic	3
Science	4
Computing	3
Social Studies	3
Religious and Moral Education	3
Career Technology	4
Creative Arts and Design	4
Physical Education	3
Worship and Library Studies	2
TOTAL	**40**

Timetable Template

	30m	1 50m	2 50m	**B1** 30m	3 50m	4 50m	5 50m	6 50m	**B2** 30m	7 50m	8 50m	Co-Curricular
M	A S S E M B L Y & R E G			B R E A K					B R E A K			
T												
W												
T												
F												

- **Things to consider when populating the Timetable**

  In populating the template to develop a school-based community friendly timetable, the officer should consider the following:

  - Local dynamics – average walking distance from home to school.

  - Socio-cultural and economic activities etc. within the community.

  - If possible, the periods for Mathematics and the languages should be completed before lunch.

  - Activity-based lessons such as Computing, Career Technology, and Creative Arts and Design can be organised after lunch.

  - PLC should be allocated one of the 5 slots for co-curricular activities.

For further inquiries contact
National Council for Curriculum and Assessment (NaCCA)
Tel. No. +233 302 909 071
Email: info@nacca.gov.gh
Website: www.nacca.org.gh

Appendix C: Assessment in the CCP Curriculum

The ultimate goal of Assessment is to improve Learner's learning

[This document was prepared by the Assessment Unit of NaCCA led by Antwi Aning]

Introduction: What is Assessment?

Assessment is the process of collecting information or evidence of learning and achievements and using it to improve teaching and learning. It is about getting to know our learners and the quality of their learning. It is an ongoing process for gathering evidence of learning and using it to enhance learners' learning.

Why assess learners in our classrooms?

Assessment is the bridge between teaching and learning and the central process in effective instruction.

Generally, we assess to find out:
- what learners know
- what learners can do, and how well they can do it
- improve learners' learning
- gather evidence of learning
- inform instruction
- yield information about areas of weakness and problems of teaching and learning
- show the strength and weaknesses of learners
- identify individual differences and achievement gaps among learners
- assist teachers in the process of remediation.
- determine whether expected outcomes have been met

The CCP curriculum will be assessed both formatively and summatively but the outcome of both assessments will be used to move learning forward.

Formative Assessment

Formative Assessment is a concept which covers various approaches for using assessment to improve learners' learning. Two of such approaches are assessment **for** learning and assessment **as** learning. Formative assessment deals with finding out on day-to-day basis, information about learners' progress and difficulties so that immediate measures can be taken.

Any instructional activity that allows teachers to uncover the way learners think about what is being taught and which can be used to promote improvements in learners' learning can serve a formative purpose. Formative Assessment supports learning during the learning process.

Characteristics of Effective Formative Assessment

- Clarifying, understanding, and sharing learning goals and criteria for success with learners.
- Creating effective classroom discussions, questions, activities, and tasks that offer the right type of evidence of how learners are progressing to the agreed learning goals.
- Providing feedback that moves learners forward.
- Activating learners as learning resources for one another.
- Activating learners as owners of their own learning.
- Using varied instructional methods to meet diverse learner's needs.
- Using varied approaches to assessing learner's understanding.

(Thompson & William, 2007)

Summative Assessment

It is an assessment which is generally taken by learners at the end of a unit, a term or semester, end of year or a course to demonstrate the "**sum**" of what they have or have not learned.

- Usually, it is called Assessment of Learning
- It compares learners' knowledge or skills against standards or benchmarks.
- It evaluates mastery of learning and offers information on what learners know and do not know.
- It provides educators with the metrics to know what's working and what's not.

- Usually, it is high stakes, for example when used for promotion, admission, certification, selection, accountability, etc.

- Can also be used formatively if it provides feedback to inform teaching and learning.

- Does not provide teachers with vital information to use in crafting remedial instruction.

- Plays a pivotal role in education by trouble-shooting weaknesses in the system despite its shortcomings.

- Provides educators with valuable information to determine the effectiveness of instruction for a particular unit of study, to make high-stakes decisions and to evaluate the effectiveness of schoolwide interventions.

- Works to improve overall instruction.
  - by providing feedback on progress measured against benchmarks,
  - by helping teachers to improve, and
  - as an accountability instrument for continuous improvement of systems (Hart et al., 2015).

Formative Assessment Approaches

1. Assessment for learning (AfL)

Assessment for Learning (AfL) is an approach, integrated into teaching and learning, which creates feedback for learners to improve learning. i.e. occurs when assessment and learning are integrated.

AfL is not a means of evaluating schools, teachers or learners, rather it is a feedback mechanism.

It provides learners with rich, meaningful and timely feedback on their learning and progress throughout a programme of study. Assessment for Learning is an ongoing part of teaching & learning in which both teachers and learners share the responsibility for learning. It can take many forms, and may be either formal or informal (Yorke 2003). With AfL, teachers can understand better how their learners are learning and use this to plan what they will do next with a class or individual learners. AfL helps the learner to see what they are aiming for and understand what they need to do to achieve those aims. AfL therefore focuses on the teacher and the learners' understanding.

Why is AfL important?

Assessment for learning is a key pedagogical tool for:
- establishing where the learners are in their learning
- establishing where they are going
- working out how to get them there

(William, 2009)

2. Assessment as learning (AaL)

In this approach, learners are their own assessors. They monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. AaL helps learners to take more responsibility for their own learning and monitoring future directions. Learners are able to learn about themselves as learners and become aware of how they learn. They reflect on their work on a regular basis, usually through self and peer assessment and decide what their next learning will be.

The teacher's role in assessment *as* learning is to:
- model and teach the skills of self-assessment
- guide learners in setting their own goals, and monitoring their progress towards them
- provide examples and models of good practice and quality work that reflect curriculum outcomes
- work with learners to develop clear criteria of good practice

Feedback in Assessment

Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and learners about how learners are doing relative to learning goals. Giving good feedback is one of the skills teachers need to master as part of good formative assessment. *(Ref: Susan M. Brookhart)*

For feedback to be effective for learners, they need the following:
- an understanding of the desired learning goal;
- evidence about their present position in relation to that goal;
- guidance on the way to close the gap between the two.

Effective feedback should:

- focus on what is being learned (learning outcomes) and how learners should go about it (success criteria)

- occur as the learners are doing the learning, i.e. be given at a time when the response will help the learner improve their learning

- provide information on how and why the learner has or has not met the criteria

- be phrased so the learner can understand how he/she should respond and;

- provide strategies or act as guidance showing how the learner can improve; and

- encourage a dialogue (where appropriate), so the learner can probe for clarification on next steps needed to progress their learning.

Success Criteria

It is important in the learning cycle that the learners and teacher are all aware of what will show that learning has taken place.

Why Are Success Criteria Important?

- Improve understanding

- Empower learners

- Encourage independent learning

- Enable accurate feedback

- Enhance quality assessment which is totally dependent on the use of success criteria

What Are Success Criteria?

'… success criteria summarise the key steps or ingredients the learner needs in order to fulfil the learning goal – the main things to do, include or focus on.' (Shirley Clarke)

Effective Success Criteria

- are **linked** to the learning intention;

- are specific to an activity;

- are measurable;

- are **discussed and agreed** with learners prior to undertaking the activity;

- provide a **scaffold** and focus for learners while engaged in the activity; and

- are used as the basis for **feedback** and peer-/self-assessment

Sample success criteria

B 2.1.2.3.1 Describe a solid-solid mixture and explain how to separate the components	Low	Medium	High
	I can correctly identify and give an example of a solid- solid mixture	I can form and describe a solid-solid mixture	I can separate a solid-solid mixture into its components

Assessment for Learning Strategies

The following are samples of activities that you can try in your classroom. These can be adapted to be applied to all subjects and stages of education.

Shared Learning Goals

Promote learner's autonomy over their learning progression by sharing with them the learning goals, and most importantly the success criteria.

Learners write or ask questions

For example –

- About what they would like to know on a new topic;

- To ask the teacher or other learners in order to assess their learning;

- To demonstrate their learning/misconceptions/areas they would like to further explore.

Lesson Target Setting

- Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do;

- These can be referred to through the lesson and/or revisited in the plenary;

- Learners could then show how they have met targets in the plenary and/or set targets for next lesson.

Making Learning Goals Clear

- Put lesson goals on the board at the beginning of the lesson;

- Talk to learners about why they are studying what they are studying;

- Contextualise short-term goals in long-term goals and make real life application clear (e.g. understanding the nature of things in the environment – living and non-living will contribute to our wider understanding of the world around us) and;

- Check with learners whether they understand the goals of the lesson.

Brainstorming

- Brainstorming is a technique used to determine what a learner may already know about a particular topic. Learners often feel free to participate because there is no criticism or judgment.

- Follow this with a clear description of what concepts to be covered in the lesson (to consolidate and clarify understandings)
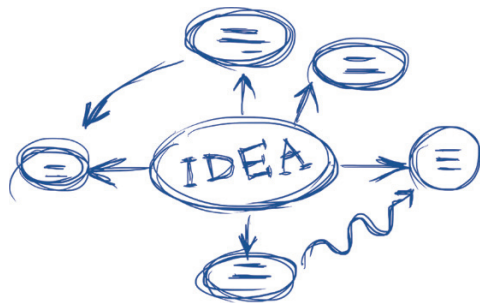
Devising Questions

Devise questions that –
- Challenge common mistaken beliefs about a topic (misconceptions)

- Create conflict that requires discussion

- Explore ambiguity and encourage discussion and clarification

Wait time

- Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.

- 2 types of wait time –

- Teacher speaks and then waits before taking learners' responses.

- Learner response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.

Observations

Teacher observations can be made in the course of delivery, during times of questioning and feedback and when learners are engaged in activities, either alone or with peers or groups. Look out for the look of confusion, nod or spark of understanding etc. We observe to be responsive and adjust to keep the learning going or notice when it is time to stop or recap a concept.

Tell your neighbour

- Learners 'tell their neighbour' as a means of articulating their thoughts.

- Ask a question, give thinking time and then ask learners to tell their neighbour their thoughts.

- This can either prepare whole class for 'hands down' questioning (where teacher asks randomly selected learner to contribute) or can precede a whole class discussion.

Think–Pair–Share

Give learners the opportunity to articulate their thinking before answering:

- Allow 30 seconds – 1-minute silent thinking before any answers

- Ask learners to write some thoughts down before answering

- Ask learners to brainstorm in pairs first for 2-3 minutes

- Then, get learners ready to talk about their own ideas or their group's ideas in a whole class discussion

Think–Pair–Square

- Think-Pair-Square is the same as Think-Pair-Share except that learners share their answers with another pair instead of the whole class.

Debates

- Debates enable the teacher to informally evaluate learners' oral work by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.

Post-It /Slate/ Mini-whiteboard/ Rough-workbook

Use post-it notes (or the other materials above) to evaluate learning. Groups, pairs or individuals can answer:

- Did I meet the success criteria?
- What should be done to improve next time?

Or:

- What have I learnt?
- What have I found easy?
- What have I found difficult?
- What do I want to know now?

K – W – L

- At the beginning of a topic let learners create a grid with three columns –

What They Know	What They Want To Know	What They Have Learnt

- They begin by brainstorming and filling in the first two columns and then return to the third at the end of the unit (or refer throughout).
- Variation – extra column 'How Will I Learn?'

Response Partners

- Paired or partnership oral marking. Learners invite a partner or a group to discuss or comment on their work. For it to be effective, learners should be aware of the learning goals and success criteria. They should also appreciate the role of a response partner – to offer positive and constructive feedback around the learning goals.
- Learners could be given prompt questions to ask the person who has done the work.

Exemplar Work

- When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.
- Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.

- Two stars = 2 things that are good about the piece of work.
- A wish = something they can improve to make it even better.

Traffic Lights

Use traffic lights as a visual means of showing understanding. Coloured card or paper could be used.

- Variation – Using smiley faces

Where coloured card is unavailable, simple face emojis can be used to communicate learners' understanding.
☺☺☹

Hand Signals

- Hand signals range from learners raising their hands to respond to a question posed by the teacher to a group to "thumbs up/down" signal to determine learners "acknowledged" understanding of a concept or process.
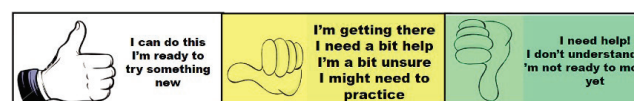
When using traffic lights or hand signal techniques, it is important to ask a few follow up questions to check learners' actual level of under-

standing. Learners who are confident can also be used to support or explain to others who are not as confident yet.

Show and Tell

- During teaching, you can use mini-whiteboards/slates/rough-work book so that every learner can write or draw their answer and show it to you (or their peers) immediately. Follow up with questioning to check for genuine understanding or to build upon answers especially in subjects like [insert subject] where there is often one answer.

Active Learners

Key to AfL is learners being active, engaged participants in their learning. Think of ways in which content can be manipulated for these ends, rather than the other way round. If the content seems boring make the approach fun or interesting.

Learners write Questions

For example –

- About what they would like to know on a new topic

- To ask the teacher or other learners in order to assess their learning

- To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where learners drop questions at the end of a lesson.

Or, a plenary could involve learners writing questions that the class then work on together, or forms the basis of the next lesson.

Learners ask Questions

Create opportunities for learners to ask questions. This could be of their peers, of the teacher or as a means to develop discussion.

A 'question box' for written questions offers a different means of communication for learners

Allow time for learners to ask questions about pieces of work. This helps open up assessment and eliminate ambiguity

Comment–only Marking

Comment-only marking provides learners with a focus for progression instead of a reward or punishment for their ego (as a grade does).

Comments could be made in books, in a table at the front of their books, in a learning diary or journal. The latter are helpful for teacher and learner to track the progression of comments and see improvement.

Comments should make it clear how the learner can improve.

Plan activities and work with feedback in mind – let the design assist the process.

Mid–unit Assessment

Having an assessment at the end of a unit may not provide time for you to go over areas learners have struggled with, or in which there are general misconceptions.

Timing assessment during a unit allows time to review, reflect and revisit. It also gives the teacher an opportunity to focus explicitly on areas of weak understanding supported by evidence.

Might

When questioning, insert the word 'might' to give learners greater opportunity to think and explore possible answers.

e.g.

What is meaning of democracy?

What might the meaning of democracy be?

The first infers a single answer known by the teacher whereas the second is inherently more open.
What might the Great Depression look like today?

Wait time

Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.

2 types of wait time –

i) Teacher speaks and then waits before taking learners' responses.

ii) Learner's response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.

Open vs closed

Closed questions can be useful however they are not great at facilitating the use of abstract thinking skills, encouraging talking or eliciting much understanding. Open questions are more likely to do this and thus improve learning. E.g.

Did you go out last night? - (How can you make this question open?)

What did you do after school yesterday?

Exemplar Work

When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.

Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

Learner Marking

By taking part in the process of assessment, learners gain a deeper understanding of topics, the process of assessment and what they are doing in their own work. This helps to make them more aware of 'what learning is' and thus see their own learning in this way.

Learners could self- or peer- mark homework or assessments.

This could be done in pairs or individually with a learner-made or 'official' mark-scheme.

Lesson Target Setting

Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do.

These can be referred to through the lesson and/or revisited in the plenary.

Learners could show how they have met targets in the plenary and/or set targets for next lesson.

2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.
Two stars = 2 things that are good about the piece of work
A wish = something they can improve to make it even better

Two stars and a wish

Articulate then Answer

Give learners the opportunity to articulate their thinking before answering –

- 30 seconds silent thinking before any answers
- Brainstorm in pairs first for 2-3 minutes
- Write some thoughts down before answering
- Discuss with your neighbour first

Tell your Neighbour

Learners 'tell their neighbour' as a means of articulating their thoughts.

- Ask a question, give learners time to think and then ask learners to tell their neighbour their thoughts.
- Tell learners what the new topic is and ask them to tell their neighbour everything they know about it.

Idea Thoughts

When you have received an answer to a question, open up the thinking behind it by asking what others think about the idea. E.g. "What do others think about _____'s idea?"

Devising Questions

Devise questions that –

- Challenge common misconceptions
- Create effective classroom activities, questions and tasks that prompt the right type of discussions
- Explore ambiguity and encourage discussion and clarification

Learning Journal

Create a learning journal in which learners can reflect and review their learning. It could include plenary activities, a target setting chart, aims and goals, etc.

Group Feedback

Group feedback to a teacher concerning peer-assessment of work can help make the teacher aware of learning needs in a manageable way.

If a group feeds back then it draws more attention and presents information that has already been ordered and sorted (meaning less repetition for the teacher).

Peer Marking

Learners mark each other's' work according to assessment criteria.

Encourages reflection and thought about the learning as well as allowing learners to see model work and reason past misconceptions.

Opportunities to do this throughout individual lessons and schemes of work.

Teach Collaboration

Peer assessment requires learners to act collaboratively. Indeed, AfL is a collaborative enterprise therefore, explicitly teach skills of collaboration.

This process can be assisted by discussing collaboration with learners and making it visible as a part of the classroom.

Traffic–Light Revision

When revising a topic or subject, work through the different areas with learners and ask them to traffic light according to their grasp of each.

Subsequently, learners should be able to target their revision more carefully and engage in it actively, rather than simply reviewing everything they have done or reading passively over their entire notes.

Group Answers

Learners work in small groups to agree on answers – when tests are returned or in other situations.

The process of agreeing should include reasoning over the validity of the consensus answer, as well as reasoned negation of misconceptions or wrong answers.

Think–through Talking

Talking allows learners to articulate their thoughts and thus to learn.

Encourage thinking through talking with –

- Discussion activities

- Structured group/pair work

- Modelling by teacher and learners (small group work increases the 'surface area' of talk in the classroom as opposed to whole class discussions)

Communication

Ask learners to communicate thinking through dif-ferent mediums – not just writing; drawing, drama, maps, sculpture etc.

The medium is the message and therefore circumscribes to some extent how communication can take place. Using alternative mediums allows the teacher to 'see' learners' understanding from different angles.
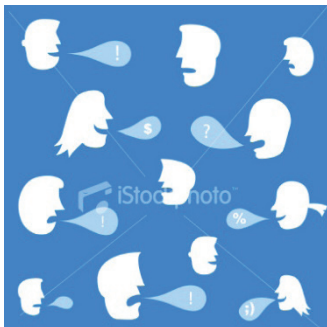
Appendix D: ABRIDGED GUIDELINES FOR THE FORMATION AND MANAGEMENT OF SCHOOL-BASED CLUBS AND SOCIETIES (SCS) FOR THE IMPLEMENTATION OF THE STANDARDS-BASED AND CCP CURRICULA

Introduction

These guidelines provide tips and ideas for teachers and learners on how to establish and manage **SCSs** at the pre-tertiary level of education in Ghana. They also suggest simple activities that the clubs can carry out. However, this is only a start since the real success of the club in your school will depend on the efforts of the leadership of the clubs being creative, thinking outside the box and coming up with innovative ideas, concepts, projects and activities. The innovations are expected to motivate and elicit in members, the desire go the extra mile while having fun as they learn.

What are School-based Clubs and Societies?

School-based clubs or societies are organised groups approved by the school authorities to offer learners the opportunity to participate in activities they enjoy, learn new skills, explore their talents, meet new colleagues, share experiences and engage in healthy competitions. Learners showcase their talents and acquire functional and lifelong skills. Through SCS activities, learners experience the life that exists outside the classroom and school walls. Majority of learners enjoy club activities because they get the occasion to spend time with their friends and engage in activities they consider as fun and interesting**.** School administrators and teachers also like to see learners participate in co-curricular activities as it helps them know the learners better. The learners demonstrate sterling qualities and skills such as leadership, communicative, organisational, critical thinking, problem solving, creative, innovative, collaborative etc. Every School-based club must have a teacher to supervise the club's activities and report to the school head. Learners are to be given leadership positions such as president, vice-president, secretary and organiser.

Why School-based Clubs and Societies?

The **SCS** seeks to:
- Equip the learner with foundational, functional and lifelong skills.
- Strengthen the acquisition and application of the of the 4Rs and core competencies:
  - critical thinking and problem solving skills;
  - creative and innovative skills;
  - collaborative and communication skills;
  - global citizenship;
  - entrepreneurial skills.
- Introduce the learner to research and project-based learning, enhanced community networking and linking of schools and learners.
- Equip learners with the spirit of volunteerism and community service.

What are the suggested SCS for our Schools?

- Community Service Club
- Digital Literacy Club
- Friends of the Earth Club
- Human Rights Club
- Literary Club (Debaters, Creative Writers and Drama)
- Sports and Games
- STEAM (STEM) Club (Currently, there is what is called STEAM Club. It aims to spark the excitement of young people for Science, Technology, Engineering, Art, Mathematics and More. The challenge is that learners focus more on the Sciences and forget about the interrelatedness between Science and the Arts)
- Tourism, Arts and Culture Club

Other clubs approved by the Ghana Education Service (GES)

How Do We Establish SCS?

1) *Planning, Consultation and Stakeholder Engagement:*

- Community engagement is key to the success of your club – this should be kept in mind as well for any community project.

- Talk to staff members, identify interests, hobbies, talents, and skills of learners, and decide with colleagues which club ideas learners will be comfortable participating in.

- Align the interest of colleagues to the interests, hobbies, talents, and skills you have all identified. Get them to commit to helping the club to develop.

- Arrange with the head of school and administration for permission to start a club or identified clubs.

- Talk to parents and other stakeholders (chief, assembly member, etc.) and seek their support.

- Speak to other volunteers in the school and community to get like-minded colleagues to help run the club with you.

2) *Choosing Club Members*

- Choosing club members should mainly be based on the interests, hobbies, talents, and skills of the learner.

- Decide on a class, form or grade level as target group with a focus on inclusion.

- Decide on gender mix; are you targeting more boys or more girls? Why?

- Targeting a particular class or grade level allows for effective monitoring and evaluation.

- It is always helpful to have learners from different classes and programmes represented, so they can learn from one another, and provide feedback about what they learn to their other mates.

- Get enough people interested - at least 1 teacher and at least ten (10) learners.

- Guide club members to elect club officials - president, secretary, organiser, financial secretary, ladies' rep etc.

- Paste names of elected officials on notice board.

- Inform them of their roles and responsibilities through an orientation.

3) *Branding the Club:*

- Get a name for the Club.

- Brainstorm on club's mission - What do you want to accomplish and how it can be done?

- Draw up action plan – what activities and projects will you carry out to accomplish the club's objectives?

- Make paraphernalia, souvenirs and create a Social Media presence on Facebook, Twitter, or a club web blog where you can host an online club magazine. These make learners feel special and have a sense of belonging.

4) *Invitation to Club Members*

- Get parents, CSOs, NGOs, other schools and school heads involved.

- Explain to parents and learners what the club stands for and the benefits it will offer the learner.

- Together with some learners who have bought into the idea of the club, design a membership form.

- Publicise club activities - announce upcoming events and updates of club activities on notice boards, during assemblies and through social media, etc.

- Invite 'specially targeted' learners to the club.

- Keep records of the club's activities – minutes, attendance, projects, etc.

5) *Launch the Club*

- Launch the Club and explain to the members the focus of the club.

- Make the club activities fun and engaging, and perhaps offer some incentives as long as these can be sustained.
- Ensure that the club activities do not become an extension of classroom learning activities.

6) *Keeping it Simple*

- Don't feel any pressure to run complicated activities.
- Simple projects work well for new clubs.
- Meet an hour once every week as captured on the school's timetable.
- Use the club's activities to discuss effective ways of doing things - 'Dos' and 'Don'ts'
- Regularly review your projects and revise your action plan accordingly.

NB: Sample club activities can be downloaded from the internet.

7) *Selecting Club Patrons*

- Club Patrons are volunteers who voluntarily offer their human and material resources to support the activities of the club.
- Consult and select patrons who are willing to support the activities of the club.
- Patrons should be persons whose interests, skills, and hobbies align with the aims, objectives and goals of the club.

8) *Celebrating Achievements*

- Celebrate members for actively participating in the activities and programmes of the club.
- Provide certificates and other souvenirs to members who dedicate themselves.
- These awards could be done during school assemblies and other social gatherings to help raise the profile of the club across the school and also to motivate other learners.
- A journal/diary should be designed to help learners reflect on what they do during club activities.

Community Service

Learners get motivated to practise what they learn at school when they are given the opportunity to undertake community service. They become agents of change in their communities and learn to be proactive citizens. During community service learners are guided to identify common challenges and the relationship between community resources and opportunities to an improved way of life. Some activities they can do are:

- Community projects on climate change, tree planting, clean-up exercises etc.
- Community sensitisation and awareness on emerging issues.

Excursions and Field Trips

Excursions and field trips help learners to gain more insight into socio-cultural and economic issues and offer them an opportunity to have a first-hand experience of what they only hear or read about. They learn about current situations and get informed about how they can improve their performance in other learning areas. Learners can visit:

- Historical and heritage sites;
- Industries and production units;
- Government institutions and departments;
- Botanical gardens or wildlife parks; and
- Power plants using alternative energy sources such as solar, wind, geothermal, etc.

Projects

- Robotics
- Creative Arts productions: art and craft works, theatre and musical concerts etc. to sensitise, educate and entertain
- Tree planting
- Renewable energy projects
- Essay competitions
- Climate change
- Research and surveys

For further information contact NaCCA
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Appendix E: FIDELITY OF IMPLEMENTATION OF THE COMMON CORE PROGRAMME (CCP)

KEYS (✓ TICK AS APPLIES): **YES**: Indicates indicator has been attained

NO: Indicates that indicator has not been attained

N**OT YET:** Indicates that the indicator is yet to be initiated

NEEDS SUPPORT: Indicates indicator where a teacher needs assistance from a SISO, Head teacher, a colleague, a resource person, Curriculum lead or any DEO. A teacher can tick any of the above three and this section. Write specific area the teacher needs support in the Remarks Column. *NB: Not applicable to all indicators*

A. TEACHERS CHECKLIST

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS
1.	Prepares and submits lesson notes on time					
2.	Applies differentiation and scaffolding in lesson delivery					
3.	Understands Assessment for Learning, Assessment as Learning and Assessment of Learning strategies					
4.	Frequently uses Assessment for Learning, Assessment as Learning and Assessment of Learning strategies in lessons					
5.	Gives immediate feedback to learners after assessment					
6.	Has teacher learner resource packs available for lesson planning and delivery					
7.	Understands issues of barriers to learning and takes measures to assist learners overcome them					
8.	Partakes in PLC meetings					
9.	Partakes in school clubs and societies					
10.	Assists learners as individuals with differentiated abilities, needs, achievement and learning styles					
11.	Shares learning goals and success criteria with learners before lessons					
12.	Maintains consistent and proactive discipline					
13.	Anticipates classroom challenges					
14.	Remediates where learners have learning difficulties					
15.	Assists learners to reflect and take responsibility of their own learning					
16.	Assists learners set their own goals					
17.	Works with learners to develop clear criteria of good practice					
18.	Supports school administration with assigned tasks and responsibilities effectively					

B. HEADTEACHER

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUP-PORT	REMARKS
1.	Understands the Core Competencies, 4Rs, Knowledge, Skills, Values and Attitudes					
2.	Specific remedial programmes are put in place to help learners with learning needs					
3.	Conducts classroom observation (*Select One*)					
4.	Provides feedback on classroom observation for teachers to improve teaching and learning					
5.	Supervises records keeping on PLC meetings					
6.	Takes part in INSETS and PLC sessions in the school this term					
7.	Has Curriculum Lead (CL) in the school					
8.	Takes measures to overcome barriers of learning in the school					
9.	Has functional clubs and societies in the school					
10.	Monitors activities of clubs and societies in the school					
11.	Teacher and Learner Resource Packs and other resources for each subject available					
12.	Teaches alongside administrative duties					
13.	Supports teachers to access additional resources for implementation of the CCP					
14.	Involves the community in the implementation of the CCP					
15.	The community provides support to the school in implementing the SBC					
16.	SISO supports the school in the implementation of the CCP					
17.	Aside the SISO, other District Education Officers come to this school to monitor facilities, teaching quality, or teacher attendance					

C. CURRICULUM LEAD

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUP-PORT	REMARKS
1	Organises PLC meetings in the school *(Select One)* A. Once a week B. Twice a week C. More than once a week C. Once every two weeks D. Once a month					
2	Keeps record of PLC meetings					
3	Partakes in INSET meetings in the school					
4	Develops and initiates capacity building programmes to support efficient implementation of the CCP					
5	Involves resources person to address challenges during PLC meetings					
6	Has resources to assist during PLCs meetings					

Appendix F: COMMON CORE PROGRAMME (CCP) CONCEPT

Introduction

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The CCP runs from Basic 7 through Basic 10.

The common core attributes of the learner, which describe the essential out-comes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to the learner's lifetime values, well-being, physical development, metacognition and problem-solving abilities. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core pro-gramme are shown in Figure 1. These are:

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches;
- learning context – engagement, service and project;
- learning areas – mathematics, science, computing, languages (English, Ghanaian Languages, French and Arabic), career technology, social studies, physical and health education, creative arts and design and reli-gious and moral education.
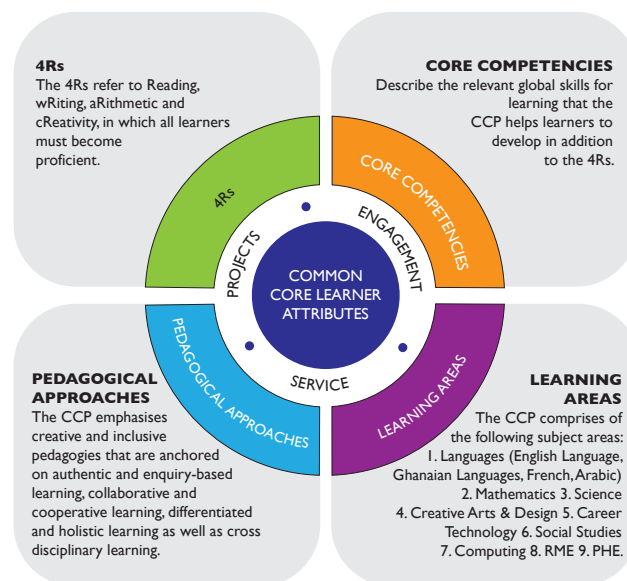

Figure 1: CCP Learner Attribute

These are elaborated subsequently:

Learning and teaching approaches

- **The core competencies**: Describe the relevant *global skills for learning* that the CCP helps learners to develop in addition to the 4Rs. The global skills for learning allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development.

- **Pedagogical approaches:** The CCP empha-sises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning and holistic learning as well as cross disciplinary learning.

- **The 4Rs across the Curriculum:** The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.

Learning context

The CCP places emphasis on engagement of learners in the classroom activities and projects (in and outside classroom).These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 10. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavour. Community service offers an opportunity for learners to nurture, love and care for, and solve problems in their community.

Learning Areas

The CCP comprises the following learning areas:

1. Languages (English Language, Ghanaian Languages, French, Arabic)

2. Mathematics

3. Science

4. Creative Arts and Design (CAD)

5. Career Technology

6. Social Studies

7. Computing

8. Religious and Moral Education (RME)

9. Physical and Health Education (PHE)

This document sets out the standards for learning Social Studies in the Common Core Programme (CCP). The standards in the document are posited in the expectation that the CCP (B7 – B10) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasises a set of high internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these competencies in Social Studies for post-secondary education, work- place training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

Case Study 1

Consider these two lesson scenarios and then discuss and answer the questions below:

Scenario 1

When the teacher enters her B3 class, some of the learners are shouting at each other; some are talking quietly; some are moving around restlessly; and others are quietly waiting for the lesson to begin. She claps her hands and the learners take out their books. The teacher asks the learners what they read yesterday. When they tell her, she asks them to go to the next story, 'The Hare and the Hyena'.

One of the learners, who has been chosen to always be the reader in this class, stands up and begins to read this story. While the boy is reading, some learners are still trying to find their book, and others are still talking; many of them do not have a book to follow. Only a few learners are paying attention to the text and listening to the boy read. While this is happening, the teacher completes the attendance register and occasionally looks up and shouts "Hey, look at your books and follow. I am going to ask some questions. All of those who do not answer the questions correctly will have extra homework."

When the text has been read aloud by the reader, the teacher asks a few questions about the text. Those who are listening and know the answers raise their hands and the teacher calls on them to give the answers. The teacher tells the learners to read the text again at home for homework, then the lesson ends.

Scenario 2

When the teacher enters her B3 class she spends a few minutes talking to the class, encouraging them to relax, interact, smile and laugh. The learners see she is carrying a book, 'The Hare and the Hyena' and the teacher holds the book up so all the learners can see it. Then the teacher introduces the book by asking questions about it to gain their interest. She asks questions at different levels for example:

'What colours are on the cover of this book?' 'What is on the cover of this book?'

'Who do you think are the main characters in this book?' 'What is the name of the book?'

'Who is the author?' What do you think the book is about?

She waits a moment after each question to give an opportunity for all the learners to raise their hands before choosing one to give the answer. Sometimes she asks a learner who hasn't raised their hand, if she thinks they will know the answer but are being lazy. The teacher goes on to ask other members of the class to explain what an author does, and then asks the learners to raise their hands if they know what a hare and a hyena are. She asks if any of the learners have seen these animals and what the animals did.

The teacher asks the learners what they think the hare and the hyena will do in the book. She then asks them to work in pairs to discuss what they think the story is about and how the story might begin and end. After a few minutes, the teacher asks one pair to give the results of their discussion. She asks if any other pairs think the same and they raise their hands. She then asks any of the remaining pairs for their thoughts. Finally, the teacher reads the first part of the story. As homework, she asks her learners to bring stories or information about the animals from their family, community members or elder peers for the next day. She tells them they will read and find out the end of the story tomorrow.

Discuss and answer:

1. Which of the two lessons do you think is most effective and why?

2. How does the teacher gain and maintain all learners' attention, participation and engagement?

3. What does the teacher do to accommodate all ability levels?

4. How does each teacher assess learning?

5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?

6. How does the teacher use existing material and human resources in an interesting way?

Case Study 2

Consider these two lesson scenarios and then discuss and answer the questions below:

Scenario 1

The Ghanaian Language teacher enters the JHS 1 class and shouts for everyone to sit down and listen. She waits while some of the learners take out their books. The teacher tells the class they will learn about naming systems. She asks the class to open to the specific page in the textbook. Then she calls one of the learners to read aloud, while the others follow the text in their textbooks.

As the student reads the text, the teacher marks the exercise books of another class. Although only few learners in the class paid attention to the reading, when it was complete, the teacher asks them to re-read the text aloud together. She instructs the learners to answer in their exercise books, the questions that follow the text.

The teacher continues to mark the exercise of the other class, until the end of the lesson. She stops and asks learners to show by hand those who have completed the exercise. Five learners raise their hands. The teacher says, "Good." She tells those who are yet to complete the exercise to take the exercise home as homework.

Scenario 2

The teacher starts her JHS 1 Ghanaian Language lesson by asking learners what they learned in the previous lesson. She encourages learners to engage and interact with each other. She asks them to submit their homework.

After this, she explains that they are going to talk about naming systems with the focus on child naming in Ghana. She tells the learners that, they will discuss the stages of naming and the items used at each of the stages. She asks learners to write what they know on child naming on a piece of paper and paste it on the walls in the classroom for a gallery walk.

She asks learners to discuss in pairs what they observed during the gallery walk. She calls on each pair of learners to share their experiences with the rest of the learners. She then shows a video of a traditional child naming ceremony and asks learners to pay attention to the various stages of the naming process. She asks them to also jot down the items used at every stage of the ceremony.

She puts learners into groups and assigns each group one stage of the naming ceremony. Each group is to write the items used at the assigned stage, as well as how they were used. Learners are also supposed to discuss why the items were used.

After the group discussions, she calls the groups to make presentations in turn. She leads the class to discuss every group's presentation and adds on to their views where necessary. She asks the learners to make a short sketch on child naming ceremony, before giving them as homework how child naming ceremony is done in modern day.

Discuss and answer:

1. Which of the two lessons do you think is most effective and why?

2. How does the teacher gain and maintain all learners' attention, participation and engagement?

3. What does the teacher do to accommodate all ability levels?

4. How does each teacher assess learning?

5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?

6. How does the teacher use existing material and human resources in an interesting way?

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