



TEACHER'S RESOURCE PACK

Social Studies **BASIC 7**



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





Writing Panel

NAME	INSTITUTION
Rev. Prof. Kankam Boadu	UCC, Cape Coast
Prof. Wilson K. Yayoh	UCC, Cape Coast
Alhaji Seidu Mahama	NaCCA
Dr. Lucy Atom	UEW, Wineba
Dr. Emmanuel Saboro	UCC, Cape Coast
Mr William Asamoah	GES
Mr. Osman Ibn Umar	GES
Mrs. Wilma Titus Glover	MOE



National Council for Curriculum and Assessment (NaCCA)

P. O. Box CT PMB 77 Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh



Contents

Teachers Pack Part A

5

1	Introduction.....	5
1.1	How to use this pack.....	5
1.2	Rationale B7 - B10.....	5
1.3	Teaching Philosophy.....	6
1.4	Learning Philosophy.....	6
1.5	Aims of Social Studies.....	6
1.6	Structure and organisation of the Social Studies curriculum.....	6
2	Planning, teaching and assessment.....	7
2.1	Creative and learning-centred teaching and assessment.....	7
2.2	Instructional expectations.....	8
2.3	Sample Yearly Overview.....	8
2.4	Sample Scheme of Learning.....	8
2.5	Sample lesson plan.....	10
2.6	Sample assessment tasks.....	11
2.7	Resources.....	11

Part B

12

APPENDICES

32

Appendix A: GUIDELINES FOR THE FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)	32
FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs).....	32
CONTINUOUS PROFESSIONAL DEVELOPMENT DAY (CPDD) FOR JHS BEGINNING 2020/21 ACADEMIC YEAR.....	35
Appendix B: DESIGNING SCHOOL-BASED TIMETABLES.....	36
Appendix C: Assessment in the CCP Curriculum.....	38
The ultimate goal of Assessment is to improve Learner's learning.....	38
Introduction: What is Assessment?.....	38
Why assess learners in our classrooms?.....	38
Characteristics of Effective Formative Assessment.....	38
Formative Assessment Approaches.....	39
Feedback in Assessment.....	39
Success Criteria.....	40
Assessment for Learning Strategies.....	40
Observations.....	41
Lesson Target Setting.....	44
Tell your Neighbour.....	44
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.....	47
Introduction.....	47

3



What are School-based Clubs and Societies?	47
Why School-based Clubs and Societies?	47
What are the suggested SCS for our Schools?	47
How Do We Establish SCS?	48
Community Service.....	49
Excursions and Field Trips.....	49
Projects	49
Appendix E: FIDELITY OF IMPLEMENTATION OF THE COMMON CORE PROGRAMME (CCP)	50
A. TEACHERS CHECKLIST	50
B. HEADTEACHER.....	51
C. CURRICULUM LEAD.....	52
Appendix F: COMMON CORE PROGRAMME (CCP) CONCEPT	53
Introduction	53
Learning and teaching approaches.....	53
Learning context.....	54
Learning Areas	54
Appendix G: LEARNING SCENARIOS.....	54
Bibliography	56



Teachers Pack Part A

1 Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed the Teacher Resource Pack as a complementary document to the Social Studies curriculum. Its aim is to serve as a source of reference for teachers during the preparation of their Scheme of learning, lesson planning as well as teaching and assessment. It is envisaged that the pack will provide many useful ideas to the teacher. With careful planning and innovation, the teacher can vary lessons, allocate sufficient time to every aspect of learning and introduce new and interesting ideas and activities which will make lessons lively, interactive and interesting. This pack will serve as an invaluable resource in the learning and teaching process.

1.1 How to use this pack

This resource pack is designed to serve as a guide to the teacher in delivering the new Standards-based Social Studies curriculum under the Common Core Programme (CCP).

To use the pack, teachers should:

- read thoroughly every activity captured under the various sessions to ensure that they have an understanding of the major concepts for each activity.
- note that the approaches suggested in the pack are not exhaustive. Therefore, teachers are encouraged to use other more creative strategies that can help in achieving their goals.
- synthesise the main ideas and develop them into lessons, considering the age, level and prevailing circumstances in the school community.
- use the pack together with the learner's pack for effective learning.

It is recommended that the core competencies are used the same way they are stated in the curriculum. Also, it is recommended that in a particular lesson, one or at the very most two competencies are identified as ones to focus on. Learners might usefully be told this at the start of the lesson. This will ensure that the core competencies are included in everyday teaching. For example, if some of the activities require the acquisition of a particular competence such as critical thinking and problem-solving skills, a suggested learner activity could be: learners suggest how problems of xxx could be solved.

1.2 Rationale B7 -B10

Social Studies is an academic discipline that equips learners with the knowledge, attitudes and values, that enable them to develop the skills to become engaged, active, informed, innovative and responsible citizens. Social Studies addresses the challenges or problems that confront and threaten the survival of the Ghanaian society. It does so, by providing the learner with the opportunity to apply concepts from a variety of relevant disciplinary areas to analyse problems, investigate them and come out with appropriate solutions. The exposure of learners to the learning areas within this curriculum will enable them to address contemporary social challenges of sanitation, climate change and environmental degradation, technology misuse, unhealthy living, and non-compliance of civic responsibilities. The Social Studies curriculum provides space for learners to further explore their immediate environment and the world at large to show their interconnectedness. It provides opportunity for learners to develop their skills in the 4Rs of **R**eading, **cR**eativity, **wR**iting and **aR**ithmetic through thematic and creative approaches to learning. Learning and learning progression are central to the Social Studies curriculum. Therefore, Social Studies facilitates a smooth transition of the learner from junior to senior high school.



1.3 Teaching Philosophy

The Social Studies curriculum will enable learners to develop knowledge, understanding, skills and competencies through a combination of social constructivism and social realism. These theories put emphasis on learning as an active process where the learner constructs knowledge rather than acquires it. Learners create their own knowledge or learn by constructing most of the things they learn and understand. Social Studies provides opportunity for teachers to adopt thematic and creative pedagogical approaches such as talk for learning, project-based learning, games, modelling, questioning, brainstorming, demonstration and role-play. These are necessary for achieving learning-centred classrooms and developing learners into creative, honest and responsible citizens. Social Studies lessons should be learner-centred where the teacher acts as a facilitator, introduces the topics for the day and assists learners to describe, examine, analyse, assess and evaluate issues. Learners will demonstrate the competencies in making independent and healthy choices regarding personal development and well-being, develop the awareness of the people in their immediate environment and the wider community and society, take responsibility for the climate and the environment, appreciate the richness and the diversity of Ghana's culture and willingness to take advantage of social changes relating to globalisation, technological advancement and digital literacy. Learners are to be guided to maximise the opportunities offered by new technologies to express their beliefs and further enhance their moral perspectives and values. The teacher should emphasise these important areas in the day-to-day learning as they are aimed at promoting higher order thinking among learners.

1.4 Learning Philosophy

The philosophy of learning Social Studies is based on the need to train citizens who are reflective, active and participatory to be able to fit into the ever-changing world and contribute their quota to the society. Social Studies will, therefore, provides avenues for learners to interact with people and interrogate issues to construct new knowledge and ideas, describe, analyse and evaluate issues that are critical to the survival of the human race. In addition, the subject offers opportunity that enable learners to examine patterns of human activities

and communicate their views on the effects of such activities on their immediate environment.

In essence, learners will understand that they relate directly to the environment in which they find themselves and from which useful lessons could be drawn. Through Social Studies, learners will specifically acquire:

1. critical thinking and problem-solving skills to be able to compare and contrast, analyse, evaluate and apply geographical knowledge with little or no supervision
2. creative thinking skills to be able to reconstruct important information confidently
3. digital literacy skills to be able to use ICT tools and resources efficiently for investigations and project work
4. effective communication skills to be able to share information at various levels of interaction
5. values to live as global citizens capable of learning and understanding other peoples and cultures of the world.

1.5 Aims of Social Studies

Social Studies aims to help young people from different multi-ethnic backgrounds make informed decisions as citizens of a democratic society in an ever-growing competitive global community. Specifically, learners will:

1. exhibit sense of belonging to the family and community
2. demonstrate responsible citizenship.
3. explore and appreciate their environment
4. show love and respect for rights and property
5. respect diversity for peaceful co-existence
6. ensure safety in the community
7. appreciate ICT as a tool for learning

1.6 Structure and organisation of the Social Studies curriculum

The Social Studies curriculum is underpinned by six (6) main strands that have been carefully selected to reflect areas within which contemporary challenges confronting the Ghanaian society exist or from





which the problems emanate. The strands are as follows:

- i. Environment
- ii. Family Life
- iii. Sense of Purpose
- iv. Law and Order
- v. Socio-Economic Development
- vi. Nationhood

2 Planning, teaching and assessment

Before introducing a lesson, gather all your teaching and learning resources appropriate for the activities.

Watch video(s)/picture(s) and visit all websites and research on the concept(s) in advance for effective lesson preparation. Prior to introducing a lesson under any strand, present the situation to learners hypothetically. Have them construct a mental picture of the situation or use videos/photos/stories (from the internet) and other artefacts to talk about the concepts. There are useful prompts for each content standard. Have learners think or write independently about how they would have responded to a particular issue arising from the content standard. For example, pose the scenario of a degraded environment and ask learners what they think their immediate response or that of the community would be. Example, trenches have been dug in your father's farm for illegal gold mining purposes. Put learners in groups and get them to discuss their responses to the threat of their environment as a result of the illegal mining activities (galamsey). Get learners to respect each other's views. Be sure to discuss how to respectfully agree or disagree. Groups could make a chart listing the reasons for their responses. Remember that learners don't have to give realistic responses or think out all possible consequences: just getting them to think and talk about their choices and those of their peers is enough to get them engage in critical thinking and have a problem solving orientation in a way that is developmentally appropriate.

ASSESSMENT

Assessment is an integral part of the teaching and learning process. It facilitates learning and improves instruction, which can take a variety of forms. The

typical classroom assessment model is generally divided into three types: assessment *for* learning, assessment *as* learning and assessment *of* learning. In order to derive maximum benefits from the teaching and learning process in Social Studies lessons, it is important to deal with learners' responses appropriately. This requires careful analysis of the issues learners are bringing out during the learning process. You will be able to do this by making assessment integral to your learning instructions.

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 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 of their own learning to improve performance. Learners are assisted to set their own goals and monitor their progress.

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 of time. The emphasis is to evaluate learners' cumulative progress and achievement.

2.1 Creative and learning-centred teaching and assessment

In using the creative and learning-centred teaching approach, the teacher has the responsibility for ensuring that the class is active and interactive. To do this, the teacher ensures that the class works through the following steps:

- maintain a democratic learning environment that encourages learners to express their views
- make sure that all views are respected •
- encourage learners to contribute meaningfully to the discussion
- encourage peer learning





2.2 Instructional expectations

- adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving learner-centred classrooms;
- nurture and develop learners into creative, honest and responsible citizens;
- provide opportunity for learners to develop their skills in the **4Rs** of **R**eading, **cR**eativity, **wR**iting and **aR**ithmetic through thematic and creative approaches to learning. Learning and learning progression are central to the Social Studies curriculum;
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of Social Studies learners.
- use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of Social Studies.
- put necessary arrangements in place to provide feedback to both learners and parents.

2.3 Sample Yearly Overview

Weeks	Term 1 (List term 1 Sub Strands)	Term 2 (List term 2 Sub Strands)	Term 3 (List term 3 Sub Strands)
1	Environmental Issues	Mapping Skills	Population
2	Environmental Issues	Mapping Skills	Population
3	Environmental Issues	Understanding Our Natural World	Population
4	Environmental Issues	Understanding Our Natural World	Independent Ghana
5	Adolescent Reproductive Health	Understanding Our Natural World	Independent Ghana
6	Adolescent Reproductive Health	Socialisation	Independent Ghana
7	Self-Identity	Socialisation	Independent Ghana
8	Self-Identity	Human Resource Development	Independent Ghana
9	Citizenship And Human Rights	Tourism	Independent Ghana
10	Citizenship And Human Rights	Tourism	Independent Ghana
11	Citizenship And Human Rights	Financial And Investment Issues	Independent Ghana
12	Examination	Examination	Examination

2.4 Sample Scheme of Learning

WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1	ENVIRONMENT	Environmental Issues	B7.1.1.1. Demonstrate skills in dealing with environmental challenges	B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment	Computer projector and screen videos and pictures of environmental challenges e.g. dump sites (refuse dump) Posters on poor sanitation practices in the community Posters on ways of managing sanitation problems in the community





WEEK	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
2	ENVIRONMENT	Environmental Issues	B7.1.1.1. Demonstrate skills in dealing with environmental challenges	B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment	Computer projector and screen videos and pictures of environmental challenges e.g. dump sites (refuse dump) Posters on poor sanitation practices in the community Posters on ways of managing sanitation problems in the community
3	ENVIRONMENT	Environmental Issues	B7.1.1.2. Examine the sources of energy and demonstrate the skills of conserving energy in Ghana	B7.1.1.2.1. Examine the sources of energy.	Computer, projector and screen Videos/pictures of the energy sources and household uses, bulbs.
4	ENVIRONMENT	Environmental Issues	B7.1.1.2. Examine the sources of energy and demonstrate the skills of conserving energy in Ghana	B7.1.1.2.1. Examine the sources of energy.	Computer, projector and screen, Videos/pictures of the energy sources and household uses, bulbs.
5	FAMILY LIFE	Adolescent Reproductive Health	B7.2.1.1. Demonstrate understanding of adolescent behaviour and reproductive health Issues	B7.2.1.1.1. Examine issues on adolescent behaviour and reproductive health	Computer, projector and screen, videos/pictures on adolescents committing themselves to education and other important things to develop themselves
6	FAMILY LIFE	Adolescent Reproductive Health	B7.2.1.1. Demonstrate understanding of adolescent behaviour and reproductive health Issues	B7.2.1.1.1. Examine issues on adolescent behaviour and reproductive health	Computer, projector and screen, videos/pictures of adolescents committing themselves to education and other important things to develop themselves
7	SENSE OF PURPOSE	Self-Identity	B7.3.1.1. Show understanding of self as a unique individual	B7.3.1.1.1. Exhibit knowledge of self-identity.	Computer, projector and screen, videos/pictures on individuals developing their capabilities, manila cards for drawing people developing their capabilities
8	SENSE OF PURPOSE	Self-Identity	B7.3.1.1. Show understanding of self as a unique individual	B7.3.1.1.1. Exhibit knowledge of self-identity.	Computer, projector and screen, videos/pictures on individuals developing their capabilities, manila cards for drawing people developing their capabilities
9	LAW AND ORDER	Citizenship and Human Rights	B7.4.1.1. Analyse the responsibilities of a citizen	B7.4.1.1.1. Examine the value of citizenship in nation building.	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.
10	LAW AND ORDER	Citizenship and Human Rights	B7.4.1.1. Analyse the responsibilities of a citizen	B7.4.1.1.1. Examine the value of citizenship in nation building.	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.
11	LAW AND ORDER	Citizenship and Human Rights	B7.4.1.1. Analyse the responsibilities of a citizen	B7.4.1.1.1. Examine the value of citizenship in nation building.	Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.
12	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION



2.5 Sample lesson plan

Date: 10-09-2020 Period: 9:00 -9:50am Duration: 50 Minutes Class: B7 Class size: 40		Subject: Social Studies Strand 1: ENVIRONMENT Sub-Strand 1: Environmental Issues	
Content Standard: B7.1.1.1 Demonstrate skills in dealing with environmental challenges		Indicator: B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment	
Lesson 1 of 2			
Performance Indicator: Can communicate how to deal with sanitation challenges in the environment can be dealt with, for example by provision of/preservation of clean drinking water supply and safe disposal of sewage.		Core Competencies: Critical Thinking and Problem solving (CP) CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion Communication and Collaboration (CC) CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group. Creativity and Innovation (CI) CI 5.1: Examine alternatives in creating new things	
Keywords: degradation, documentary, environment, management, photographs, pollution, refuse dump, refuse, sanitation, sewage			
Phase/Duration	Learners' activities	Resources	
Phase 1: Starter (preparing the brain for learning) 5 minutes	<ul style="list-style-type: none"> Find out what learners already know about sanitation challenges in the environment. Show images of a refuse dump and ask learners to say or write down on 'post-it' notes words they associate with it. 	Computer projector and screen videos and pictures of environmental challenges e.g. dump sites (refuse dump)	
Phase 2: Main (new learning including assessment) 40 minutes	<ul style="list-style-type: none"> watch videos, pictures and explain the word 'environment', types of environments, environmental problems and their causes share thoughts on observations made from the videos/pictures identify cultural practices and their related problems for sanitation in the community create posters on the effects of poor sanitation. Assessment <ol style="list-style-type: none"> Write three sanitation challenges in your community. Suggest two cultural practices that inhibit proper sanitation. 	Posters on poor sanitation practices in the community	
Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes	Let learners: <ul style="list-style-type: none"> share aspects of the lesson they found interesting talk about how they will apply knowledge and skills in their daily lives End the lesson		



2.6 Sample assessment tasks

B7.1.1.1 Demonstrate skills in dealing with environmental challenges.

Exercise 1. List four environmental problems.

Environmental Problems in Ghana

Exercise 2. Identify four cultural practices and problems of sanitation and propose solutions.

Cultural practice with sanitation problems	Solution

Exercise 3. What can you do to solve sanitation problems in your community?

Exercise 4 Use the images below and provide information using the following headings as a guide:

- Problem
- Cause
- Effect
- Solution



Problem

Cause

Effect

Solution



Problem

Cause

Effect

Solution



Problem

Cause

Effect

Solution

2.7 Resources

In the teaching and learning process, the choice of instructional resources is critical and as such careful attention should be paid in designing appropriate teaching and learning materials. The choice of instructional resources is dependent on the type of lesson to be delivered, but by and large, the common instructional material could include but not be limited to the use of overhead projectors for PowerPoint presentations, videos, pictures, charts and other relevant instructional resources from the environment.



Part B

With resources indicated within the document there is a distinction between those intended to support the teacher as they read on a strand, sub-strand, content standard or indicator and those which could be directly useful to learners in class. The resources

that are more helpful for teachers have the mortar-board icon (🎓) and a different icon, which shows a teacher with learners (👩🏫) for resources which can be directly used in class with learners.

STRAND 1: ENVIRONMENT			
Sub-Strand 1: Environmental Issues			
Content Standard: B7.1.1.1. Demonstrate skills in dealing with environmental challenges.			
Indicator(s): B7.1.1.1.1. Examine ways of dealing with sanitation challenges in the environment.			
Keywords/vocabulary: degradation, documentary, environment, management, photographs, pollution, refuse dump, refuse, sanitation, sewage			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>Find out the background of individual learners and identify their expectations for the lesson</p> <p>Let learners:</p> <ul style="list-style-type: none"> • watch videos, pictures and explain the word 'environment', types of environment, environmental problems and their causes • in groups, discuss the concept of 'sanitation' and cultural practices that inhibit sanitation • discuss cultural practices that promote sanitation • analyse how environmental challenges impact on men and women differently • undertake clean- up campaigns/ projects including designing of posters and communal cleaning exercises • in groups, identify a sanitation problem in the community and discuss possible ways of solving that problem • embark on project with the aim of managing sanitation problems in the community 	<p>🎓 'A recent study reported that poor sanitation affects 69 per cent of the Ghanaian public. The study found the Greater Accra Region to be the most affected by poor sanitation, where more than 90 per cent of residents are directly affected by its negative consequences. Again, the study reported that over 50 per cent of residents in the Ashanti, Northern, Upper West, and the Western Regions are also directly affected by poor sanitation'. (The example above was based on ghanaweb.com/GhanaHomePage/features/Poor-sanitation-river-pollution-the-most-threatening-environmental-problems-482910https://www.)</p> <p>👩🏫 Based on the extract above:</p> <ol style="list-style-type: none"> Guide learners to discuss in groups– How big a problem is poor sanitation for Ghana? Why should the Greater Accra Region be particularly badly affected? <p>👩🏫</p> <ul style="list-style-type: none"> • Computer • dust bin • projector and screen <p>👩🏫 Videos and pictures of environmental challenges e.g. dump sites (refuse dump). The website below can be of use www.thewaterproject.org/resources</p>		<ol style="list-style-type: none"> environment types of environment environmental problems causes of environmental problems sanitation cultural practices and problems of sanitation effects of poor sanitation practices ways of solving sanitation problems

**Assessment**

1. Write down **two** sanitation problems in your community.
2. Suggest **four** ways of solving sanitation problems in your community.

NB:

- The above activities and resources are just suggested ones. You can creatively use the ones that are applicable, having in mind the prevailing circumstances.
- Handle computers and projectors and other equipment with care.

Homework/project work/Community Engagement Suggestions**Homework**

- i. Identify sanitation facilities in their home.
- ii. Identify and list sanitation challenges in the individual homes.
- iii. Suggest **four** ways of improving sanitation challenges.

Project work

Create posters on environmental challenges and educate the community on how to solve such challenges.

Community Engagement

Undertake clean-up campaigns or projects including designing of posters and communal cleaning exercises and present report in class.

Cross-curriculum links/cross-cutting issues

Teachers can consult curriculum in Career Technology, particularly the Strand 1 on 'Environmental Health.'

Teachers can consult curriculum in Creative Arts and Design, specifically Strand 2 on 'Creative and Aesthetic Expression'

Potential misconceptions/learning difficulties

- Prejudices/superstition arising from cultural practices e.g. one is not allowed to sweep at night
- Biases/stereotype arising from gender roles e.g. females should clean the environment

Suggestion(s)

- No scientific basis. Educate learners
- Anybody can tidy up the environment



STRAND 1: ENVIRONMENT			
Sub-Strand 1: Environmental Issues			
Content Standard: B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana.			
Indicator(s): B7 1.1.2.1. Examine the sources of energy.			
Keywords/vocabulary: energy, fuel wood, household, hydro, non-renewable, renewable, solar, thermal			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>Learners should share their knowledge on energy uses in their homes and community.</p> <p>Let learners:</p> <ul style="list-style-type: none"> view a short video animation to learn about the concept of energy and its sources e.g. fuel wood, charcoal (coal), hydro, solar, thermal, wind in groups, identify six sources of energy and categorise them into renewable and non-renewable on manilla cards. Post the responses and embark on a gallery walk. discuss ways of using energy discuss how sun or wind can be used to heat or perform work discuss why Ghana sometimes imports energy. 	<ul style="list-style-type: none"> Seek permission before taking learners to the places of interest Computer, projector and screen, videos/pictures of the energy sources and household uses, bulbs. Handle computers and projectors and other equipment with care www.energysage.com www.video.nationalgeographic.com www.energy.gov/education/saving-energy-home-en-school 		<ul style="list-style-type: none"> i. energy ii. energy sources iii. categories of energy sources iv. benefits of using renewable and non-renewable sources of energy v. uses of energy vi. why Ghana sometimes imports energy
Assessment			
<ol style="list-style-type: none"> List two sources of energy in the community. Categorise four energy sources into renewable and non-renewable. Write your preferred sources of energy. Give two reasons for your choice. Explain three reasons why Ghana sometimes imports energy. 			
Homework/project work/Community Engagement Suggestions			
Homework			
<ol style="list-style-type: none"> Write down sources of energy in your home. Explain two ways of using energy in your home. 			
Project work			
<ol style="list-style-type: none"> Identify the various sources of energy in the community. Discuss common ways of using energy in the community. 			
Community Engagement			
<ol style="list-style-type: none"> Find out the reasons for using specific energy source(s) in the community. Discuss the effects of using specific energy source(s) in the community and present findings in class. Discuss the main sources of energy used in Ghana. 			
Cross-curriculum links/cross-cutting issues			
<p>Teachers can consult curriculum in Science, particularly the Strand 4 on 'Forms of Energy and their Applications', 'The Principles of Conservation and Conversion of Energy and their Applications in Real Life Situations'.</p> <p>Teachers can consult curriculum in Creative Arts and Design, specifically Strand 2 on 'Creative and Aesthetic Expression'</p>			
Potential misconceptions/learning difficulties		Suggestion(s)	
Running a fan all day cools a room at a lesser cost		Advise learners that a ceiling fan doesn't cool the room, it simply circulates air.	
It is best to leave lights on instead of switching them on and off when you leave the room.		Educate learners that if they want to conserve energy, they should turn off lights	





STRAND 1: ENVIRONMENT			
Sub-Strand 2: Mapping our Environment			
Content Standard B7.1.2.1. Demonstrate a range of mapping skills.			
Indicator(s): B7.1.2.1.1. Demonstrate skills involved in mapping and locating places in the environment			
Keywords/vocabulary: compass, direction, map, sketch, scale			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>Guide learners to:</p> <ul style="list-style-type: none"> explain the following concepts: “maps” “scale”. identify types of maps, including street maps, maps showing landscape features, explore the importance of maps to different people including airline manager, fisher folks, farmers, family who have moved from rural area to a city. identify components of maps including North arrow, scale, map key allowing representation of physical features sketch a map of the school compound locate some important landmarks 	<p> Computer, projector and screen, videos on various types of maps, Atlas, pencils, erasers, drawing sheets, manilla cards</p> <p> https://www.youtube.com/watch?v=yOv_6yyuJlg</p> <p>https://www.youtube.com/watch?v=NlSdlcSBNgo</p>		<ul style="list-style-type: none"> i. maps ii. scale iii. types of maps iv. features of maps v. sketching maps vi. importance of maps
Assessment Examine three importance of maps.			
Homework/project work/Community Engagement Suggestions			
<p>Homework</p> <ol style="list-style-type: none"> State the GPS address of your home. Sketch a map of your community and locate your home. <p>Project work</p> <p>Sketch a map of your community and locate various landmarks.</p> <p>Community Engagement</p> <p>Identify an outstanding landmark (market, police station, chief’s palace etc.) in the community and direct a visitor from that landmark to your school compound.</p>			
Cross-curriculum links/cross-cutting issues			
Teachers can consult curriculum in Mathematics, specifically Strand 3 ‘Geometry, Measurement and Construction’			
Potential misconceptions/learning difficulties		Suggestion(s)	
<ul style="list-style-type: none"> Improper layout of villages, towns and cities Difficulties in giving directions and locating places using appropriate landmarks Inadequate knowledge of accurate distance between places 		<p>Encourage learners to be observant and use outstanding landmarks in giving direction and locating places</p> <p>Place emphasis on the concept of scale</p>	





STRAND 1: ENVIRONMENT			
Sub-Strand 3: Understanding our natural world			
Content Standard: B7.1.3.1. Show understanding of the world around us.			
Indicator(s): B7.1.3.1.1. Examine major physical features of the earth.			
Keywords/vocabulary: earth, highlands, lowlands, oceans, physical features, rivers, mountains, hills, ridges, steep slopes, gentle slopes, valleys			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>Guide learners to:</p> <ul style="list-style-type: none"> identify some major features of the earth such as mountain ranges, rivers, oceans find the locations of major physical features discuss human activities that affect the major physical features discuss the effects of plastic pollution on water bodies including streams, ponds, rivers use videos/pictures to take an in-depth approach to a problem involving one of the physical features of the earth, E.g. oceans and plastic pollution or the disappearing rainforests identify physical features, including mountains, hills, ridges, steep slopes, gentle slopes, valleys. identify on a world map land higher than 2000 metres, including the Andes 	<p> Computer, projector and screen, videos/pictures on highlands, lowlands, rivers, oceans, lakes; Atlas https://www.youtube.com/watch?v=6ijzsSmUeR0</p> <p> Some examples of plastic pollution can be found using the links below: https://www.bbc.co.uk/newsround/42810179 https://www.bbc.co.uk/newsround/47445196 https://www.bbc.co.uk/bbcthree/clip/41ed0c9a-e295-4354-bffe-798fab6fed9a</p> <p>These BBC pages are examples of an age-appropriate introduction to the problem. Primaryhomeworkhelp.co.uk/mountains/ranges.htm is a useful website with simple statements which teachers could find useful for developing their own activities Card matching could be done, for example – ‘longest mountain range in the world’ could then be matched to a card with ‘Andes’, for instance.</p>		<ol style="list-style-type: none"> major features of the earth ocations of major physical features human activities that affect the major physical features effects of plastic pollution on water bodies
Assessment			
<p>1. Choose one of the following and explain three ways in which they can be protected.</p> <ol style="list-style-type: none"> rivers oceans lakes 			





Homework/project work/Community Engagement Suggestions

Homework

Identify five rivers in Ghana and indicate their sources.

Project work

1. Sketch the map of Ghana showing the following:
 - i. River Volta
 - ii. Lake Volta
 - iii. Akuapim-Togo Ranges
2. Identify five rivers outside of Ghana and indicate the following:
 - i. their sources
 - ii. the countries through which they flow
3. Identify on a world map **three** highlands above 2000 metres.

Community Engagement

Research into ways of protecting any one of the following-highlands, lowlands, rivers, oceans, lakes- in your community.

Cross-curriculum links/cross-cutting issues

Teachers can consult curriculum in Mathematics, specifically Strand 3 'Geometry, Measurement and Construction'
Teachers can consult curriculum in Creative Arts and Design, particularly Strand 2 on 'Connections on Local and Global Cultures'

Potential misconceptions/learning difficulties

Suggestion(s)

- | | |
|--|---|
| <ul style="list-style-type: none"> • Superstition arising from the belief that some of these natural features are gods limit access to those features • Teaching of natural features without accompanying resources makes the teaching appear to be abstract to learners | <ul style="list-style-type: none"> They are things created for human use Use multiple resources-videos/pictures/sketches to make the lesson interesting |
|--|---|



STRAND 1: ENVIRONMENT			
Sub-Strand 3: Understanding our natural world			
Content Standard: B7.1.3.2 Assess the issue of natural disasters and their management.			
Indicator(s): B7.1.3.2.1. Examine natural disasters in the environment.			
Keywords/vocabulary: disasters, documentaries, drought, earthquake, flood, landslide, natural, sea erosion, wildfire			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>At the beginning of the lesson, ask questions to elicit information from learners and encourage them to talk about their expectations</p> <p>Let learners:</p> <ul style="list-style-type: none"> • identify natural disasters they have observed • discuss documentaries on some natural disasters • use the internet sources to discuss the causes of natural disasters identified • suggest ways to manage natural disasters • Examine the role of institutions responsible for early detection and management of natural disasters in Ghana 	<p> Computer, projector and screen, videos/pictures on floods, droughts, earthquakes, volcanoes, landslides, wildfires</p> <p> https://www.youtube.com/watch?v=Cwse0gVI3U</p> <p> https://www.youtube.com/watch?v=x8JzM2XAJYI</p> <p> https://www.youtube.com/watch?v=M1PVe2JWCvM</p> <p> https://www.youtube.com/watch?v=x8JzM2XAJYI</p> <p> Consult sources of information e.g. https://www.gfdrr.org/en/ghana, from which this graphic is taken. Learners could model these or develop their own graphics to indicate natural disasters affecting Ghana.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Primary Hazards</p> </div>		<ul style="list-style-type: none"> i. natural disasters ii. identifying natural disasters iii. causes of natural disaster iv. ways of managing natural disasters v. role of institutions responsible for early detection and management of natural disasters
Assessment			
<ol style="list-style-type: none"> 1. Identify three natural disasters. 2. Examine three effects of natural disasters on human beings. 3. Discuss three ways of managing natural disasters in Ghana. 			
Homework/project work/Community Engagement Suggestions			
Homework			
<ol style="list-style-type: none"> 1. Design posters on natural disasters for discussion in class. 2. Compare the management of flooding in Ghana and Japan, Australia or Britain. 			
Project work			
Let learners choose one of the natural disasters and embark on a project to propose ways of managing that disaster.			
Community Engagement			
Guide learners to design posters appropriate for educating community members on how to manage natural disasters.			
Cross-curriculum links/cross-cutting issues			
Teachers can consult curriculum in Creative Arts and Design, specifically Strand 2 on 'Creative and Aesthetic Expression'			
Potential misconceptions/learning difficulties		Suggestion(s)	
Superstition arising from the belief that some natural disasters are the result of anger demonstrated by gods		Educate learners that these natural disasters have scientific basis	





STRAND 2: FAMILY LIFE			
Sub-Strand 1: Adolescent Reproductive Health			
Content standard: B7.2.1.1. Demonstrate understanding of adolescent behaviour and Reproductive Health Issues.			
Indic Indicator(s): B7.2.1.1.1. Examine issues on adolescent behaviour and reproductive health.			
Keywords/vocabulary: adolescence, adolescent, chastity, reproductive health			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>Guide learners to:</p> <ul style="list-style-type: none"> explain the concepts 'adolescence' and 'reproductive health' discuss adolescent behaviours including chastity that would support reproductive health. discuss in groups why healthy behaviour during adolescence is important, both for the individual and for the country as a whole. invite a resource person, such as a doctor or nurse, to talk about how some adolescent behaviour can harm their reproductive health and cause other problems. explain changes that adolescents go through (physical, cognitive, social and emotional) discuss some challenges faced by adolescents 	<p>Computer, projector and screen, videos/pictures on adolescents</p> <p> https://www.youtube.com/watch?v=Ulh0DnFUGsk</p> <p> https://www.youtube.com/watch?v=4viXOGvvu0Y</p>		<ul style="list-style-type: none"> i. Adolescence ii. reproductive health iii. adolescent behaviours iv. healthy behaviour during adolescence v. changes adolescents go through vi. challenges faced by adolescents
Assessment			
<ol style="list-style-type: none"> Explain the following concepts: <ul style="list-style-type: none"> i. Adolescence ii. Reproductive health iii. Chastity How is responsible adolescent behaviour good for the individual and good for Ghana? Examine four challenges adolescents face. Explain three benefits of adolescent chastity 			
Homework/project work/Community Engagement Suggestions			
Homework Ask learners to write four benefits of chastity to the adolescent/society.			
Project work Let learners design posters on how to promote good gender relations.			
Community Engagement Guide learners to design posters appropriate for educating parents on the challenges adolescents face.			
Cross-curriculum links/cross-cutting issues			
Teachers can consult curriculum in Religious and Moral Education, particularly Strand 5 on 'Developing good Manners and Learning how to apply them in their lives'			
Potential misconceptions/learning difficulties		Suggestion(s)	
Misconceptions about reproductive health		Educate learners that reproductive health education will help them to make informed decisions	





STRAND 2: FAMILY LIFE			
Sub-Strand 2: Socialisation			
Content standard: B7. 2.2.1. Exhibit knowledge of the importance of socialisation.			
Indicator(s): B7.2.2.1.1 Examine the place of socialisation in developing the individual.			
Keywords/vocabulary: agencies, agents, community, roles, socialisation			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>At the beginning of the lesson, ask questions to elicit information from learners and encourage them to talk about their expectations</p> <p>Guide learners to:</p> <ul style="list-style-type: none"> explain 'socialisation' (the process of interacting with others in accordance with the norms and values of a society). explain the terms: <ul style="list-style-type: none"> i. agencies ii. agents identify the agencies and agents of socialisation, including family, parents, schools, and teachers discuss the roles of agencies and agents in the socialisation process, including setting values, conflict resolution, etc. role-play and embark on a socialising project involving the school and the community. <p>Read the following scenarios and discuss skills that a learner will acquire through the process of socialisation</p> <p>Scenario 1</p> <p>Araba has a toy and she wants to keep it to herself and not share it with her friend, Ama. Ama is disappointed. Ama then brings a different toy which Araba would like to play with. Ama is prepared to share her toy, as long as Araba will share hers. The negotiations between Araba and Ama (or perhaps between the parents and the children) are part of the socialisation process.</p> <p>Scenario 2</p> <p>A new learner, Abu joins a class and he is keen to participate by shouting out answers to questions.</p> <p>Learners should discuss this behaviour and how they or the teacher might try to modify the new learner's behaviour.</p>	<p> Computer, projector and screen, videos/pictures on agencies and agents of socialisation</p> <p> https://courses.lumenlearning.com/sociology/chapter/agents-of-socialisation/</p> <p> https://courses.lumenlearning.com/boundless-sociology/chapter/agents-of-socialisation/</p> <p> http://www.psychologydiscussion.net/behaviour/top-6-agencies-of-socialisation-behaviorpsychology/2861</p> <p> Use of cartoons or actual images of families and other groups of people to draw understanding of socialization.</p> <p>https://www.youtube.com/watch?v=DpOXas_BqJl</p>		<ul style="list-style-type: none"> i. concept of socialisation ii. agencies of socialisation iii. agents of socialisation iv. roles of agencies and agents of socialisation v. importance of socialisation



**Assessment**

1. Explain the following concepts:
 - i. socialisation
 - ii. agencies of socialisation
 - iii. agents of socialisation
2. How can family and friends influence your character?
3. Examine **three** roles of the school in the process of socialisation.

Homework/project work/Community Engagement Suggestions**Homework**

Explain three roles of parents as agents of socialisation.

Project work

Let learners compose poems/songs on socialisation process.

Community Engagement

Design posters on agencies and agents of socialisation and educate members of the community on the role of parents as agents of socialisation.

Cross-curriculum links/cross-cutting issues

Teachers can consult curriculum in Religious and Moral Education, particularly Strand 5 on 'Developing good Manners and Learning how to apply them in their lives'

Potential misconceptions/learning difficulties

Misconceptions that socialisation leads to immoral behaviour

Suggestion(s)

Educate learners that socialisation does not necessarily lead to immoral behaviour.
It is intended to instil values, norms, and customs in the individual



STRAND 2: FAMILY LIFE			
Sub-Strand 3: Population			
Content standard: B7.2.3.1. Analyse the population structure in Ghana and its related issues.			
Indicator(s): B7.2.3.1.1 Examine the components of population growth.			
Keywords/vocabulary: birth rate, death rate, development, migration, population, population growth			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>At the beginning of the lesson, ask questions to elicit information from learners and encourage them to talk about their expectations</p> <p>Let learners:</p> <ul style="list-style-type: none"> • explain the concept of population growth • discuss how population in Ghana has changed in the recent past. • compare Ghana's population growth with that of some other countries in Africa/ other countries in the world. • discuss the following factors of population change: <ul style="list-style-type: none"> i. birth rate ii. death rate iii. migration • investigate the causes of the following in Ghana: <ul style="list-style-type: none"> i. high birth rates ii. high death rates 	<p> Computer, projector and screen, videos/ pictures on population of various places, manila cards, felt pens, drawing instruments</p> <p></p> <p>http://www2.statsghana.gov.gh/docfiles/2010phc/Projected%20population%20by%20sex%202010%20-%202016.pdf</p> <p></p> <p>https://www.indexmundi.com/g/r.aspx?v=24</p> <p></p> <p>https://scholar.google.com/scholar?q=population+growth/factors&hl=en&as_sdt=0&as_vis=1&oi=scholart</p> <p></p> <p>https://socratic.org/questions/what-factors-influence-population-growth</p> <p>http://www.edu.pe.ca/eastwiltshire/grass01/phys9b.htm</p>		<ul style="list-style-type: none"> i. population ii. birth rate iii. death rate iv. migration v. causes of high birth rate vi. effects of high birth rate
Assessment			
<p>1. Explain the following concepts:</p> <ul style="list-style-type: none"> • birth rate • death rate • migration <p>2. Examine three effects of high birth rate on national development</p> <p>NB: Use the Ghana Statistical Service Population and Housing Census report to guide the discussion.</p>			
Homework/project work/Community Engagement Suggestions			
Homework Examine three effects of high birth rate on the family.			
Project work Create posters on effects of high birth rate on the family.			
Community Engagement Use posters to educate members of the community on the effects of high birth rate.			
Cross-curriculum links/cross-cutting issues			
Teachers can consult curriculum in Mathematics, specifically Strand 4 on 'Handling Data, Probability or Chance'			
Teachers can consult curriculum in Creative Arts and Design, particularly Strand 2 on 'Connections on Local and Global Cultures'			
Potential misconceptions/learning difficulties		Suggestion(s)	
Misconceptions that giving birth to many children is an insurance for the future.		Educate learners that giving birth to many children is not necessary a guarantee for a secured future.	






STRAND 3: SENSE OF PURPOSE			
Sub-Strand1: Self-Identity			
Content standard: B7.3.1.1. Show Understanding of Self as a unique individual.			
Indicator(s): B7.3.1.1.1. Exhibit knowledge of self-identity.			
Keywords/vocabulary: peers, self, self-identity, self-worth			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>At the beginning of the lesson, undertake activities to prepare learners and encourage them to talk about their expectation</p> <p>Let learners:</p> <ul style="list-style-type: none"> explain the concepts “self” and “self-identity” identify attitudes that enhance self-worth including self-confidence, can-do spirit, positive attitude towards life. identify one’s strengths and weaknesses as unique individual and discuss with their peers. examine the reasons for knowing oneself including accepting oneself and identification of one’s potential and abilities. describe how an individual can develop their capabilities including education and training, counselling, continuous practice, etc. 	<p> Computer, projector and screen, videos/ pictures on individuals developing their capabilities, manila cards</p> <p> http://actforyouth.net/adolescence/identity.cfm</p> <p> https://www.hindawi.com/journals/tswj/2012/529691/</p> <p> https://www.psychologytoday.com/us/blog/compassion-mat</p>		<ul style="list-style-type: none"> i. self ii. self-identity iii. attitudes that enhance self-worth iv. one’s strength and weaknesses v. reasons for knowing oneself vi. developing one’s capabilities
Assessment			
<ol style="list-style-type: none"> Discuss three reasons for knowing oneself. Examine three ways of developing one’s capabilities. 			
Homework/project work/Community Engagement Suggestions			
Homework Draw yourself showing a skill that you possess.			
Project work Let learners create posters on people developing their capabilities.			
Community Engagement			
<ol style="list-style-type: none"> Identify people in the community who have developed their capabilities. Find out how some people in the community developed their capabilities. 			
Cross-curriculum links/cross-cutting issues			
Teachers can consult curriculum in Religious and Moral Education, particularly Strand 5 on ‘Developing good Manners and Learning how to apply them in their lives’			
Potential misconceptions/learning difficulties		Suggestion(s)	
Misconceptions that some capabilities are for a particular gender.		Educate learners that both sexes can exhibit any capability.	





STRAND 4: LAW AND ORDER			
Sub-strand 1: Citizenship			
Content standard: B7.4.1.1. Analyse the responsibilities of a citizen.			
Indicator(s): B7.4.1.1.1 Examine the value of citizenship in nation building.			
Keywords/vocabulary: citizenship, development, law, nation building, order, privileges, responsibilities, rights			
Suggested Activities for Learning	Equipment/Resources	Learner Resource page ref	Progression
<p>Guide learners to:</p> <ul style="list-style-type: none"> explain the concept of “citizenship”. discuss the various ways of acquiring citizenship in Ghana including citizenship by birth, by adoption, by registration, and by naturalisation. examine the responsibilities of a Ghanaian citizen including obeying rules and regulations, protecting state property, reporting crime, respecting national symbols, and payment of taxes. in groups, discuss good working attitudes, including honesty, reporting crime and being punctual and regular to programmes dramatise the various ways (communal labour, reporting crime) in which citizens contribute to the development of the country. 	<p> Audio-visual equipment (video cameras, tape recorders, mobile phones, computers, projectors, 1992 constitution</p> <p>Videos/pictures on citizens protecting state property, reporting crime, respecting national symbols or paying taxes.</p>		<ul style="list-style-type: none"> i. Citizenship ii. Acquisition of citizenship iii. Responsible citizenship iv. Contribution to national development as a citizen
Assessment			
<ol style="list-style-type: none"> 1. Explain three behaviours expected of a good citizen. 2. Draw someone exhibiting good behaviour. 3. Write a poem on responsible citizenship. 			
Homework/project work/Community Engagement Suggestions			
Homework			
Learners are to ask community members			
<ol style="list-style-type: none"> 1. About responsibilities they undertake as citizens 2. Developmental activities undertaken in the community 			
Project work			
Public education on responsibilities for nation building—produce leaflets, brochures, handouts and posters			
Community Engagement Suggestions			
Learners organise clean-up campaigns			
Cross-curriculum links/cross-cutting issues			
Teachers can consult curriculum in Religious and Moral Education, particularly Strand 5 on ‘Developing good Manners and Learning how to apply them in their lives’.			
Potential misconceptions /learning difficulties		Suggestion(s)	
Children must be seen and not heard.		Children should be involved in decision making	
Learners have restricted movement within the community because of fear of kidnapping, abuse, etc.		Children must be accompanied to places of interests	





STRAND 5: SOCIO-ECONOMIC DEVELOPMENT			
Sub-strand 1: Human Resource Development			
Content standard B7.5.1.1. Demonstrate knowledge of Human Resource Development in Ghana.			
Indicator(s) B7.5.1.1.1. Mention ways of developing human resource in Ghana.			
Keywords/vocabulary: development, education, employment, entrepreneurship, human resource, income, knowledge, labour, production, skills, socio-economic, specialisation, training			
Suggested activities for learning and assessment.	Equipment/Resources	Learner Resource page ref	Progression
<p>Ask learners to:</p> <ul style="list-style-type: none"> explain the concepts: <ol style="list-style-type: none"> human resource human resource development discuss the importance of human resource development in Ghana. discuss how human resource is developed in Ghana including education, training and retraining, career counselling, role taking, mentoring. Invite a resource person to discuss their progression through their career assess the challenges associated with human resource development in Ghana suggest solutions to problems facing human resource development in Ghana 	<p> Pictures of people from different occupational backgrounds, pictures of training institutions, data on employment in Ghana, data on the various occupations in Ghana</p> <p> Postcards and manila cards for learners</p> <p> Report on Population and Housing Census http://www2.statsghana.gov.gh/docfiles/2010phc/Projected%20population%20by%20sex%202010%20-%202016.pdf</p> <p> https://www.emerald.com/insight/content/doi/10.1108/09513550010350841/full/html</p> <p>https://www.ghanaweb.com/GhanaHomePage/features/The-Ghana-Dilemma-in-Human-Resource-Management-The-HR-Planning-Issue-190710</p>		<ol style="list-style-type: none"> The concepts of Human resource and human resource development Developing human resource in Ghana Importance of human resource development Challenges confronting human resource development in Ghana Solutions to human resource development problems in Ghana
Assessment			
<ol style="list-style-type: none"> Identify and list ten occupations in Ghana. Write five professions and institutions that train them. Write an essay giving reasons why it is important to develop our human resource. 			
Homework			
Find out and document the types of occupations available in the community			
Project work			
<ol style="list-style-type: none"> Why do men greatly outnumber women in highly paid jobs in Ghana? How is this affecting the development of the country? Suggest ways of addressing this challenge. Find out the following: <ol style="list-style-type: none"> the profession you like most the basic qualification for the profession you like most state one institution that trains those professionals give two reasons for choosing the profession 			
Community Engagement Suggestions			
Develop community project centred on promoting girl-child education with the view to enhancing female economic contributions to national development.			
Cross-curriculum links/cross-cutting issues			





Teachers can consult curriculum in Religious and Moral Education, particularly Strand 5 on 'Developing good Manners and Learning how to apply them in their lives'.

Teachers can consult curriculum in Creative Arts and Design, specifically Strand 2 on 'Creative and Aesthetic Expression'.

Potential misconceptions/learning difficulties

Suggestion(s)

Some jobs/types of work are meant for a particular sex .

Educate learners that both sexes can opt for any career.

Physically challenged people are often discouraged from pursuing certain career options.

Educate learners that physically challenged persons can opt for any career.



Strand 5: SOCIO-ECONOMIC DEVELOPMENT			
Sub-strand 2: Financial and Investment Issues			
Content standard: B7.5.2.1. Demonstrate understanding of Social Security and Pension Issues.			
Indicator(s): B7.5.2.1.1. Examine the importance of Social Security to the individual.			
Keywords/vocabulary: investment, social security, pension, pension fund			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
Learners are to: <ul style="list-style-type: none"> explain the concept of social security discuss the features of social security identify types of social security schemes, including the pension fund think-pair-share the benefits of social security to the individual create a poster on the benefits of social security 	Videos/pictures/documentaries on activities at social security branch offices		<ul style="list-style-type: none"> i. social security ii. features of social security iii. types of social security schemes iv. benefits of social security
Assessment			
<ol style="list-style-type: none"> 1. Explain the concept of social security. 2. Describe the features of social security in Ghana. 3. Describe the types of social security schemes in Ghana. 			
Homework			
Find out which social security/pension scheme their parents are investing in and assign reasons.			
Project work			
Develop posters and charts for awareness creation on the importance of investing in social security/pension plan.			
Community Engagement Suggestions			
Visit tourist the nearest Social Security branch office and find out the various pension schemes in Ghana			
Cross-curriculum links/cross-cutting issues			
Potential misconceptions/learning difficulties		Suggestion(s)	
Misconception that pensioners do not receive what is entitled to them.		There should be improved public education on the activities of social security pension schemes.	





Strand 5: SOCIO-ECONOMIC DEVELOPMENT			
Sub-strand 3: Tourism			
Content standard: B7.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development.			
Indicator(s): B7.5.3.1.1. Examine the role of tourism and leisure in socio-economic development of Ghana.			
Keywords/vocabulary: domestic tourism, economic growth, foreign exchange, hospitality, industry, leisure, national development, tourism, tourists			
Suggested activities for learning and assessment	Equipment/Resources	Learner Resource page ref	Progression
<p>Learners:</p> <ul style="list-style-type: none"> explain the concepts: <ul style="list-style-type: none"> i. tourism ii. leisure identify some attractive places or sceneries in the locality examine reasons for which people go on tour to different places discuss the economic and social importance of tourism to the nation's development explain challenges faced in the tourism industry suggest ways of solving the challenges faced in the tourism industry discuss ways of promoting tourism in Ghana 	<ul style="list-style-type: none"> Videos/pictures/documentaries on tourist sites in Ghana Ghana Tourism Authority Website The Ministry of Tourism, Arts and Culture Website https://www.youtube.com/watch?v=hNb_ODldWwg 		<ul style="list-style-type: none"> i. The concept of <ul style="list-style-type: none"> • Tourism • leisure ii. Tourist sites iii. Importance of tourism iv. Ways of solving tourism challenges v. Ways of promoting tourism
Assessment			
<ol style="list-style-type: none"> Why is tourism important in Ghana's socio-economic development? What opportunities exist within the tourism industry and how can these be developed? 			
Homework			
<ol style="list-style-type: none"> Write an essay on what a young person looks for in a tourist attraction. Write an essay on what would make a tourist attraction exciting for you to visit? 			
Project work			
Develop posters and charts showing tourists sites and their locations within the country.			
Community Engagement Suggestions			
Visit tourist(s) sites or potential ones in the community and suggest ways of improving the sites.			
Cross-curriculum links/cross-cutting issues			
Teachers can consult curriculum in Creative Arts and Design, specifically Strand 2 on 'Creative and Aesthetic Expression'			
Potential misconceptions/learning difficulties		Suggestion(s)	
Some cultural restrictions can limit access to some tourist sites.		Educate learners that tourist sites are national resources.	
Tourists are all rich.		Educate learners that anybody can be a tourist irrespective of the socio-economic background.	
Tourists are mainly foreigners.		Educate learners that tourism is not for only foreigners.	





Strand: 6: NATIONHOOD			
Sub-strand: 1. Independent Ghana			
Content standard: B7.6.1.1. Demonstrate Understanding of how Ghana became an independent nation.			
Indicator(s): B7.6.1.1.1. Explain how events after the 1948 riots speeded up the move towards independence. B7.6.1.1.2 Recount the formation of the Convention People’s Party (CPP) in 1949.			
Keywords/vocabulary: British Government, constitution, dissatisfied, ex-service, Government business, independence, nationhood, riots, portfolio			
Suggested activities for learning	Equipment/Resources	Learner Resource page ref	Progression
<p>Let Learners:</p> <ul style="list-style-type: none"> watch documentaries/pictures or listen to personal accounts, on the 28th February riots in Accra / Visit/watch pictures of the spot where the ex-servicemen were killed. use the internet to identify members of the Watson commission. discuss the key recommendations made by the Watson Commission discuss in groups the reasons for the formation of the Watson commission role play these ex-service men (gallant patriots) watch documentaries/pictures/ videos on Kwame Nkrumah, Kojo Botsio and K.A. Gbedemah as leaders of the CPP examine the activities of groups including trade unions, ‘veranda boys’, young pioneers under the CPP (show excerpts of Kwao Ansah’s <i>Heritage Africa</i>) listen to a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens) to tell learners about the relevance of the ‘positive action’ 	<ul style="list-style-type: none"> Use the internet to identify the governor in the Gold Coast at the time when the 1948 riots occurred. Audio-visual equipment (video cameras, tape recorders, mobile phones, computers, projectors, 1992 constitution, pictures, videos, documentaries, symbols) YouTube- https://www.eaumf.org/ejm-blog/2018/2/15/february-13-1951-gov-sir- BBC World Service radio programme ‘Ghana veterans and the 1948 Accra riots’ https://www.bbc.co.uk/programmes/p01t10s9 		<ol style="list-style-type: none"> Highlights of the 1948 riots The formation of the Watson commission The three ex-service men and the 1948 riots Roles played by groups such as trade unions, veranda boys, market women, young pioneers in the activities of the CPP The relevance of “positive action” The release of Kwame Nkrumah from prison The role of Kwame Nkrumah as leader of Government Business The 1954 constitution and its features-power sharing arrangement and portfolios The composition of the 1957 and 1960 cabinet The advantages and disadvantages of the nature of Government in 1957 and July 1960

**Assessment**

1. Write a short essay describing the 28th February cross-road shooting incident.
2. Examine the impact of the cross-road incident on the political development of Ghana

Homework

Find out from the community/parents what is meant by 'positive action'.

Project work

1. Research and produce the bio data of the three ex-service men (Sergeant. Nii Adjetej, Private Odartey Lamptey and Corporal Attipoe) and how this can inspire the learners.
2. Research on Kwame Nkrumah, K. A. Gbedemah and Kojo Botsio and produce
 - i. Biodata
 - ii. Posters to be displayed in class rooms for gallery walk

Community Engagement Suggestions

Interview CPP 'Young Pioneer' and 'Veranda Boys' activists.

Cross-curriculum links/cross-cutting issues

Teachers can consult curriculum in Creative Arts and Design, specifically Strand 2 on 'Creative and Aesthetic Expression'.

Potential misconceptions/learning difficulties

History is difficult because there is the need to memorise dates.

Suggestion(s)

Educate learners that it is not difficult to remember dates of important events.

Dates help us to discuss past events in their proper contexts.



Strand: 6: NATIONHOOD			
Sub-strand: 1. Independent Ghana			
Content standard: B7.6.1.1. Demonstrate understanding of how Ghana became an independent nation			
Indicator(s): B7.6.1.1.3. Discuss the outcome of the 1951, 1954 and 1956 elections B7.6.1.1.4 Analyse the nature of government from 1957 to 1960.			
Keywords/vocabulary: British Government, constitution, dissatisfied, ex-service, Government business, independence, nationhood, riots, portfolio			
Suggested activities for learning	Equipment/Resources	Learner Resource page ref	Progression
<p>Let Learners:</p> <ul style="list-style-type: none"> Discuss the composition of the Coussey Committee, including Dr. J.B. Danquah, Mr. Arko Adjei, Mr. William Ofori Atta, Mr. Edward Akuffo Addo, Mr. Obetsebi Lamptey Discuss how the recommendations of the Coussey Committee formed the basis of the 1950 Constitution Discuss key events in the videos / documentaries on the outcome of the 1951 elections Identify specific roles played by Nkrumah as leader of Government business (1951 up to 1952) discuss the main concerns of the CPP with regard to 1950 constitution enact a parliamentary scene depicting the power-sharing arrangement between the British Government and elected Ghanaian officials list the advantages and disadvantages of the nature of government from 1957 to 1960 	<ul style="list-style-type: none"> Use the internet to identify the Governor in the Gold Coast in 1951. Audio-visual equipment (video cameras, tape recorders, mobile phones, computers, projectors, 1992 constitution, pictures, videos, documentaries, symbols) YouTube- https://www.eaumf.org/ejm-blog/2018/2/15/february-13-1951-gov-sir BBC World Service radio programme 'Ghana veterans and the 1948 Accra riots' https://www.bbc.co.uk/programmes/p01t10s9 		<ul style="list-style-type: none"> i. Roles played by groups in the activities of the CPP ii. The relevance of "positive action" iii. The release of Kwame Nkrumah from prison iv. The role of Kwame Nkrumah as leader of Government Business v. The 1954 constitution vi. The composition of the 1957 and 1960 cabinet vii. The advantages and disadvantages of the nature of Government in 1957 and July 1960
Assessment Explain why Ghana was still not a Republic until 1st July, 1960.			
Homework Find out from the community/parents what is meant by 'positive action'.			
Project work Research on Kwame Nkrumah, K. A. Gbedemah and Kojo Botsio and produce <ul style="list-style-type: none"> i. Biodata ii. Posters to be displayed in class rooms for gallery walk 			
Community Engagement Suggestions Dramatise the independence declaration.			
Cross-curriculum links/cross-cutting issues			
Teachers can consult curriculum in Creative Arts and Design, specifically Strand 2 on 'Creative and Aesthetic Expression'.			
Potential misconceptions/learning difficulties		Suggestion(s)	
History is difficult because there is the need to memorise dates.		History is not just about dates; it helps us understand who we are today. Dates help us to discuss past events in their proper contexts.	



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 × 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 troubleshooting 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	Low	Medium	High
Describe a solid-solid mixture and explain how to separate the components	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

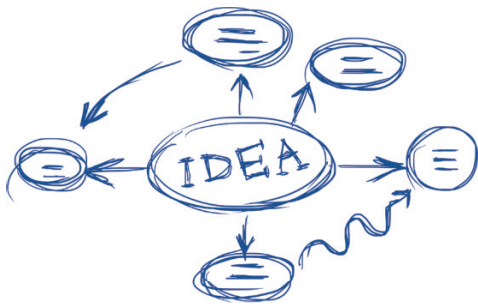
- Put lesson goals on the board at the beginning of the lesson;



- 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 <u>K</u> now	What They <u>W</u> ant To Know	What They Have <u>L</u> earnt
------------------------	--------------------------------	-------------------------------

- 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.



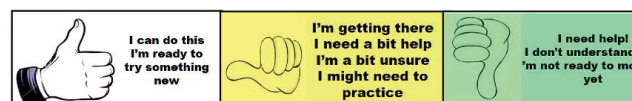
- Variation – Using smiley faces

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 –

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



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.

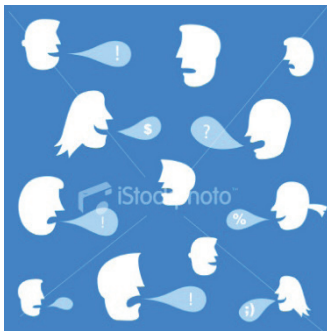


Think-through Talking

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 different mediums – not just writing; drawing, drama, maps, sculpture etc.





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
Tel: +233 (0) 302 909 071 / (0) 302 909 8662
Email: naccaghana@gmail.com



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

NOT 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 SUPPORT	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 (<i>Select One</i>) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>A. Once a week</td> </tr> <tr> <td>B. Twice a week</td> </tr> <tr> <td>C. More than once a week</td> </tr> <tr> <td>C. Once every two weeks</td> </tr> <tr> <td>D. Once a month</td> </tr> </table>	A. Once a week	B. Twice a week	C. More than once a week	C. Once every two weeks	D. Once a month					
A. Once a week											
B. Twice a week											
C. More than once a week											
C. Once every two weeks											
D. Once a month											
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 SUPPORT	REMARKS					
1	Organises PLC meetings in the school (<i>Select One</i>) <table border="1"><tr><td>A. Once a week</td></tr><tr><td>B. Twice a week</td></tr><tr><td>C. More than once a week</td></tr><tr><td>C. Once every two weeks</td></tr><tr><td>D. Once a month</td></tr></table>	A. Once a week	B. Twice a week	C. More than once a week	C. Once every two weeks	D. Once a month					
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 programme 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 religious and moral education.

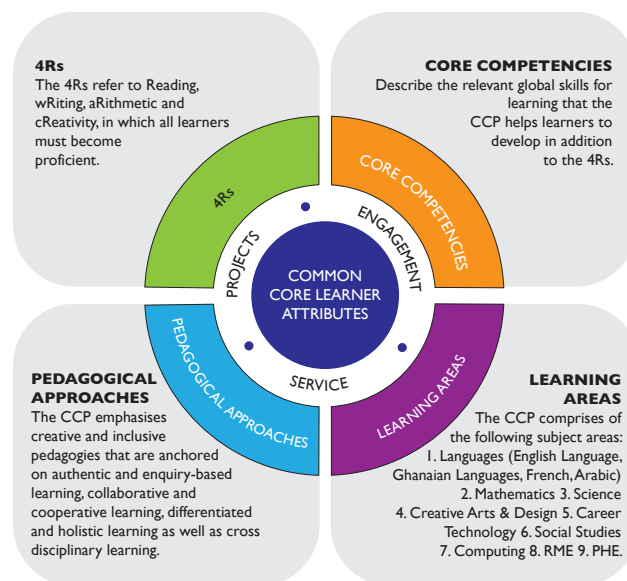


Figure 1: CCP Learner Attribute

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. In addition to produce digitally literate, culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development.
- **Pedagogical approaches** in the CCP emphasise 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** 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 carefully set with the expectation that the CCP (B7 – B10) will offer quality education for all 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, world of work training or both. The curriculum is 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.

Appendix G: LEARNING SCENARIOS

Case Study I

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

Scenario 1

Teacher enters the classroom and writes topic on the board. Teacher commands class to stand up and sit, two times. She announces to the class. 'We are going to learn about the environment today'. She explains the meaning of environment and writes on the board. She also shows pictures of types of environment to learners. The textbooks were given out and identified learners called to read aloud relevant pages on environment. Learners were then allowed some time to do silent reading and answer the following questions:

- i. List ten different things in the environment
- ii. If you were to classify things in the environment into two types, what will they be?
- iii. In your own words explain the environment.

The teacher sits back to mark exercises from another class and intermittently announces time left to stop work. Unnoticed to the teacher, learners were comparing notes and reproducing material from the textbook.

Scenario 2

The lesson was introduced with a poem on creation. Learners were taken out on a field trip of the school compound. They were asked to note things seen, felt and heard as they walk around the compound.



Back in the classroom learners were put into groups and asked to discuss and write down their observation. The groups were further collapsed and leaders of the groups compiled their results and findings were written on manila cards.

The leaders and secretaries of the larger groups presented their work to the whole class. The groups were further tasked to come out with their own explanation of environment. The teacher summarizes their work using question and answer e.g.

1. What things did you find in your school?
2. What things do we find in our community?
3. When we classify the things in the school compound what did we get
4. Write down 5 examples in each category
5. Explain environment in your own words

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

A few minutes after the school bell rang for break over, the teacher enters the class and ask the students to sit down and get ready for the next lesson. She writes the topic for the days lesson, adolescent behaviour and reproductive health on the board. She goes on to give a lecture about the concept governing adolescent behaviour and reproductive healthy after which she gave them questions to answer as home work

Scenario 2

The teacher enters the class with a box containing molds of part of the reproductive system. She makes enquires about how well each learner feels. She went on to engage them with question and answer; on how one must take good care of the body to feel healthy and strong including exercising. She asked them to get up and stretch out a little; after which she tells them the topic, areas to be studied. She introduces the topic of adolescent behaviour and reproductive health.

She takes the relias from the box and passes them round for the learners to have a look and touch them. She tries to situate these parts within the body for the learners to clearly understand how the parts function in the body.

Being quite a sensitive area, she encourages the students to share stories on issues they have encountered in this area. She also asked questions about they having noticed behavioural changes among their friends as she had earlier indicated.

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?





Bibliography

- CEBM (2016) Bloom's Taxonomy Teacher Planning Kit [Online] www.cebm.net/wp-content/uploads/2016/09/Blooms-Taxonomy-Teacher-Planning-Kit.pdf
- Gershon, M. (2018) Assessment for Learning Toolkit V1. [Online] www.tes.com/teaching-resource/assessment-for-learning-toolkit-6020165
- Ideas photo credit www.libguides.butler.edu/c.php?g=117303&p=1940722
- Moersch, C. (2008). *Assessment Strategies: A-Z for the Math Classroom*. LoTi Connection [Online] www.docplayer.net/14740246-Informal-assessment-strategies-a-z-for-the-math-classroom.html
- Thompson, M., & William, D. (2007). Tight but loose: A conceptual framework for scaling up school reforms. In *annual meeting of the American Educational Research Association*. Chicago, IL.
- William, D. (2009). From ten classrooms to ten thousand: heuristics for scaling up formative assessment. In *Presentation at the annual meeting of the Association for Educational Assessment-Europe, November 2009: Malta* [Online] <https://www.udir.no/globalassets/filer/vurdering/vfl/andre-dokumenter/felles/scaling-up-formative-assessment.pdf>