



TEACHER'S RESOURCE PACK

Arabic **BASIC 7**



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





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1. Introduction

1.1 How to use this Resource Pack

This Resource Pack has been designed and developed according to the language standards and practice which shape the teaching and learning process of foreign languages in Ghana. It should be used in conjunction with the Arabic Common Core Programme Curriculum and the Learners Resource Pack. The Resource Pack adopts a more balanced approach in which both structure and function of the language have been interlinked to produce the desired proficiency.

The curriculum aims at teaching Arabic as a medium of understanding, expression, communication, and research. It means learners would have to acquire the language both in theory and practice. The modules equip learners to communicate orally and in writing and to comprehend both oral and written language. In essence the teaching and learning of Arabic puts the focus on the communicative skills of listening, speaking, reading, and writing.

Grammar & Culture

The approach adopted here enjoins teachers to avoid providing grammatical rules explicitly, especially in the early stages. Instead, teachers are to provide the context and practices to develop the learners' own grammar according to their individual capabilities and aptitudes. However, at the advanced stages, learners could be provided explicit explanations of the rules to guide correct usage and appropriate constructions of the Arabic language.

One of the important components of this curriculum is the inclusion of cultural knowledge. It allows learners to not only participate in a culturally appropriate manner in their interactions with Arabs, but it also interprets the concepts, ideas, and opinions expressed by Arabs in various media outlets. It therefore incorporates pragmatics, register, style and other elements that contribute to clarity of communication in various contexts.

Numeracy

In teaching Arabic, the teacher should help learners draw on their knowledge of particular contexts and circumstances in deciding when to use mathematics. Learners should be encouraged to use their numeracy skills to communicate in everyday

situations, and to develop that skill in recognising the meanings of symbols such as number and measurement.

It must be borne in mind that numeracy skills help learners in applying logical thinking to the development of ideas, and at the same time develop their capacity to record, organise and present materials in different formats such as charts and graphs. Learners would eventually benefit in using analytical methods to make judgements about the relevance of detail in texts.

1.2 Rationale

The introduction of Arabic language into the school curriculum of Ghana is timely and appropriate considering its present global status as a modern foreign language. Modern Standard Arabic is the current official language used for public and official purposes in the Arabic speaking world. It is the appropriate medium of communication for science and commerce. With appropriate strategy in teaching and learning the language, the Ghanaian learner will ultimately be equipped with the ability to articulate and analyse the world around them so as to bring their knowledge to bear positively on their lives and those of their compatriots. Learning Arabic broadens the employment opportunities for the Ghanaian child and enables him/her to become a more effective and valuable member of the Ghanaian work force. Learners would not only demonstrate originality and independent thinking, but appreciate the intricacies of local and international geopolitics.

1.3 Teaching Philosophy

- Teaching serves as a guide to knowledge, facilitating access to information rather than acting as the primary source of information. Learners of Arabic are guided to discover for themselves their own knowledge and to construct their own skills. With the recognition that each individual is endowed with peculiar skills and capabilities, teaching is, therefore, tailored to respond to the needs, abilities, and aptitudes of each child so that all learners can feel capable and successful.
- Teaching strategies focus on learners' interests and what is relevant to their lives, in order to boost motivation and stimulates the





passion to learn. Through class interaction and dialogue learners generate ideas and set goals for maximum performance.

- Class interactions and dialogue facilitate learners' expression of their own opinions and nurture their own ideas, thereby develop respect for themselves, others, and their environment, while accepting and embracing the differences between people as the core of what makes life fascinating.
- Teaching is essentially driven by the need to equip learners with requisite knowledge, skills and values to not only realise their potentials and achieve their goals in life, but to empower them to participate meaningfully in nation-building.

1.4 Learning Philosophy

- Each child is a unique individual who needs a secure atmosphere in which to grow and mature emotionally, morally, intellectually, physically, and socially. They therefore require support in providing an environment that is conducive to meet their fullest potential in these areas.
- While an equitable learning environment is provided for all learners, each learner adopts an approach that adequately responds to their needs, abilities, aptitudes, and would therefore be responsible for and in control of their learning and its outcome.
- Learners apply abstract theories from class textbooks to what they practically experience in their everyday world, where, by the use of oral and written skills, they articulate ideas and process concepts in ways that are meaningful to them.
- It is important for learners to learn to work together. Opportunities are provided for learner-collaboration in some of the writing assignments, which require working in groups. This gets learners to discuss what they are learning and allows them to work together to uncover answers and discover new knowledge.

1.5 Aims of learning Arabic Language

- i) To enable learners develop knowledge and understanding and to acquire the four communicative skills such as listening, reading, speaking and writing, necessary for effective interaction in Arabic.
- ii) To help learners achieve a high level of fluency in Arabic with commitment to academic research, using critical thinking, and ethical engagement so as to become part of the new generation of global communicators and scholars.
- iii) To develop the learner's intellect, creativity and potentials to become part of world-class human resources with capabilities and enhanced career opportunities.
- iv) To develop a better awareness of diversity of cultures by gaining direct insights into the cultures of the Arabic-speaking world.
- v) To enable learners respond actively to the opportunities and challenges of this rapidly changing world by acquiring requisite knowledge, skills and values to not only realise their potentials and achieve their goals in life, but to empowers them to participate meaningfully in nation-building and geopolitics of the world.

2 Planning, teaching and assessment

2.1 Creative and learning-centred teaching and assessment

Teachers of Arabic are to provide learners with opportunities in the context of everyday classroom activities, as well as planned assessment events, to encourage individual learning progress and growth. Methods and techniques of teaching in this curriculum have been tailored to be more learner-centred, such that learners are actively involved in all activities conducted in the classroom. Pedagogical activities have also been altered to accommodate new trends and expectations. The focus on repetition and mastery of the various constructions have been dramatically minimised and limited to the beginning phases of learning activities. Contextualised activities have been emphasised





where creative use of language is encouraged at the expense of mechanical and decontextualized drills.

The resource pack provides an opportunity for the teacher to adopt the appropriate teaching strategy that encourages learners to develop an interest in learning Arabic. That strategy should be able to extend and refine the level of their knowledge and the skills of listening, reading, speaking and writing in Arabic.

The teaching and learning of Arabic recognises that the most effective delivery of language learning is characterised by continuous, sequenced, high quality instruction. When using this pack, teachers should consider the following factors:

1. The relationship between Arabic at Basic 7 - 9 and the current Senior Secondary Schools.
2. The maximum usage of and concord between the teacher and learner resources.
3. Consultation and ongoing relationships with the wider community.
4. Application of contemporary pedagogical approaches, and examples of best practice.

2.2 Instructional expectations

Teachers are often required to cater for a diverse range of learners. This pack, therefore, may be regarded as a more compact resource to fulfill that requirement. Here, two cohorts of learners are identified: The first cohort describes those with no experience of Arabic; while the second refers to those with some level of proficiency. Through sustained experience of learning, the first cohort develops an understanding of the nature of the language and how to learn it with increasing independence, while they benefit from members of the second cohort who have established many of the general learning strategies that are needed to ensure progress to the next level.

Teachers should, therefore, ensure that teaching strategies at this level takes account of any prior experience, including knowledge of other languages like English which is compulsory for all learners in the system of education in Ghana. The outcomes described for each level should be regarded as the basis for the development of knowledge, understanding and skills in Arabic for subsequent stages. The professional judgement of teachers is crucial in determining the learning opportunities

that should be provided in order to enable learners achieve outcomes described in this pack.

The Teacher's Resources Pack is based on the assumptions that:

1. learners will benefit most from lessons that are continuous, sequenced and of the highest quality, and
2. the cumulative nature of Arabic learning makes it essential for learners to have achieved the outcomes described for earlier stages, before progressing to the next stage.

At the end of six years of learning Modern Standard Arabic (MSA), the learners will have attained the following:

- Proficiency to communicate (orally and in writing) effectively in MSA on a variety of topics and in a variety of settings, using appropriate registers.
- Skill to read and understand a variety of authentic materials written in MSA.
- Knowledge of the structures (syntax, phonology, morphology) of written MSA and the appropriate language used for various contexts.
- Knowledge of cultures where Arabic is used.

2.3 Assessment

Assessment in the curriculum consists of two interrelated elements:

- Strands and Sub-strands showing what is to be learnt.
- Descriptions of levels of achievement of that learning.

Exemplar tasks and learners work samples help to elaborate standards through indicators that contribute to a developmental sequence in which learners are challenged to acquire new knowledge, understanding and skills.

The content standards are judiciously set for six years of schooling and set high, but realistic. They will help teachers and learners to set targets, monitor achievement, and eventually make changes to strategies to improve each learner's progress.

Assessment is designed to enhance teaching and improve learning. It gives learners opportunities to produce the work that leads to development of their knowledge, understanding and skills. It involves





teachers deciding how and when to assess learners achievement, as they plan the work learners will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Self-Assessment

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

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

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

Peer Assessment

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

In essence, the components of assessment

- are an essential and integrated part of teaching and learning.
- involve setting teaching and learning goals with learners, teachers, and parents.
- help learners know and recognise the standards they are aiming for.
- help the teacher assess and re-examine teaching strategies to achieve desired outcome.
- involve learners in self-assessment and peer assessment.
- provide feedback that helps learners take steps to overcome learning challenges.



2.4 Sample lesson plan

Date: Duration: 30 Minutes Class: B7	Period: 2 Class size: 40	Subject: Arabic Language Strand 2: Speaking Sub-Strand: B7.2.1 Everyday Oral Communication
Content Standard: B7.2.1.1. Demonstrate speech skills through appropriate responses to greetings, courtesies and requests.		Indicator: B7.2.1.1.1. Identify appropriate expressions for greetings, and their appropriate time, e.g. good morning, good afternoon, good evening. Indicator: B7.2.1.1.2. Recognise the use of appropriate expressions and intonations to respond to courtesies like, <p style="text-align: right;">”لا بأس“ ”عفوا/لا شكر على واجب“</p>
Performance Indicators: <ul style="list-style-type: none"> Learner understands greeting exchanges and imitates same. Learner can perform a role in a play on greetings and gestures. 		Core Competencies/Values: <ul style="list-style-type: none"> Personal development and leadership Critical thinking Communication and collaboration.
Key words/expressions		
Phase /Duration	Learner activities	Resources
Phase 1: Starter (preparing the brain for learning)	Open the class with familiar Arab greetings to learners. After a few familiar exchanges, prepare them to watch a 15-minutes-long video/or listen to an audio clip on everyday personal interactions, including greetings, gestures, etc, as a reminder to a previous listening drill.	
Phase 2: Main (new learning, including assessment)	<ol style="list-style-type: none"> Repeat what has been said in the video/ audio for learners. Let them repeat all the greetings after you a number of times. Mention the time of day and ask learners to tell the relevant greeting. Mention the occasion and ask them to tell the appropriate wishes and expressions. Ask the learners to walk around greeting each other with a handshake or a wave where appropriate. Then, ask the actors to greet each other in a specific way and encourage them to continue walking around the room, greeting different people for different times, and getting responses. You can continue this exercise by creating a staged scene. Ask learners to take the stage in turns, and assign them roles on the occasion of a naming ceremony, funeral, festival, etc. Begin with a greeting, then continue the scene...action!) 	



	Assessment 1. Learners sharp recall: Ascertain who quickly remembers what they heard and can reproduce them. 2. Use of appropriate greetings at appropriate time and occasion: Find out who produces the right form of greeting at the right time. 3. Active participation and good performance: Engage the inactive or less active learners more, and encourage participation.	
Phase 3: Plenary/Reflections (learner & teacher)	Respond to learners enquiries, curiosities and other expectations: Elicit learners expectations and assess whether they have been met.	
Homework / project work / community engagement suggestions		
Ask learners to observe personal interactions in their communities and identify occasions of various greetings and gestures expressed in Arabic, and present it in class.		

2.5 Sample assessment tasks

أذكر التحية المناسبة كما في المثال:

الوقت / المناسبة	التحية	الرد
صباحا	صباح الخير	صباح النور
نهارا	.....	.....
مساء	.....	.....
في مناسبة عيد الفطر أو عيد الأضحى	.....	.....
في مناسبة الزواج	.....	.....
في التعزية	.....	.....

2.6 Structure and organisation of the Arabic curriculum

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

Strands are the broad areas/sections of the Arabic content to be studied.

Sub-strands are the topics within each strand under which the content is organised.

Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicators are clear outcomes or milestones that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplars serve as support and guidance, which clearly explain the expected outcomes of indicators and suggest what teaching and learning activities could support the facilitators/teachers in the delivery of the curriculum.

STRAND	SUB-STRAND	B7	B8	B9	B10
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Listening	Phonics of Arabic Language	✓	✓		✓
	Listening Comprehension and Participation	✓	✓	✓	✓
Speaking	Everyday Oral Communication	✓	✓	✓	✓
	Oracy and Aesthetics	✓	✓	✓	✓
	Integrated Grammar		✓	✓	
Reading	Characters of Arabic Language / Textual Features and Symbols	✓			
	Phonological awareness / Oral Reading Fluency		✓	✓	✓
	Reading Comprehension	✓	✓	✓	✓
	Critical Reading		✓	✓	✓
	Integrated Grammar	✓	✓	✓	✓
Writing	Handwriting and Calligraphy (Al-Khatt)	✓	✓	✓	✓
	Composition	✓	✓	✓	✓
	Creative Writing			✓	✓





Strand: B7.1 Listening

Sub-strand: B7.1.1 Phonics of Arabic Language

Content standard: B7.1.1.1 Recognise the Arabic alphabet and the audio representation of each letter in words, phrases and simple sentences.

Indicator(s):

B7.1.1.1.1. Identify the 28 sounds of Arabic consonants and vowels, and the various sound groupings.

B7.1.1.1.2. Show ability to listen to and identify phonemes as shown in the examples.

B7.1.1.1.3. Demonstrate understanding of diversity of language syllables by sifting and selecting peculiar Arabic sounds, features and rhythm.

B7.1.1.1.4. Demonstrate understanding of the relationship between Arabic consonants/long vowel patterns and pronunciation

Key words / vocabulary:

(ق) حقيبة صندوق بطاقة مقعد قلم
(خ) خريطة أخضر خبز دخان خياط
(غ) غرفة غريق غنم غراب غريب
(هـ) هاتف طاهر ذهب فاكهة نمر

Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> Read out scripted or printed letters a couple of times, followed by learners' repetitions after you. Names of letters and their corresponding sounds are explained. Ask learners at random to point out a read-out letter, until each learner is able to have their turn. Play an audio-visual material at a reasonable speed for learners to listen or watch. Learners then work in groups to write down constituent sounds in words they have heard. Write the words learners claim they heard on the board, and then correct them if they are wrong. <p>Sound game of elimination – In turns, each learner mentions one sound at a time in an alphabetical order. A learner unable to do this is eliminated until a winner is found. If after various rounds no winner emerges, a reverse order of the alphabet is applied.</p>	Audio-visual materials Listening text Flash cards	Pages 8 to 11	<ul style="list-style-type: none"> Names of Arabic letters. Representative sounds. Sound representation in words.

Homework / project work / community engagement suggestions

- Learner should listen to an audio material at home and record on phone their own voice of the audio, and present it in class
- Learner should compare the sounds of various languages in the community and register on paper those that are similar to Arabic sounds.

Cross-curriculum links / cross-cutting issues





- Common Arabic and English sounds, and some distinct differences: Ask learners to compare and contrast sounds of Arabic letters and those of English.
- Common Arabic and local language sounds and their peculiar differences. Ask learners to compare and contrast sounds of Arabic letters and those of any local language they are familiar with.

Potential misconceptions / student learning difficulties

- Initial difficulty in articulating peculiar Arabic sounds like voiceless velar fricative (خ), voiced uvular fricative (غ), voiceless unaspirated uvular stop (ق), etc. Give a repeated drill in the articulation of these sounds, and continue the drills with weaker learners at any opportunity until they master the sounds.
- Confusion between Modern Standard Arabic (MSA) intonation and those of the vernacular regional versions of the language. Play an audio reading of the same text from both MSA and one of the vernaculars for comparison. After a reasonable period of listening, see if learners can tell which is which.





Strand: B7.1 Listening

Sub-strand: B7.1.1 Phonics of Arabic Language

Content standard: B7.1.1.2 Identify audio representation of words and phrases about domestic animals, birds and insects.

Indicator(s):

B7.1.1.2.1 Recognise the constituent sounds of letters in the names of domestic animals, like cat, dog, mouse, sheep, etc.

B7.1.1.2.2 Identify and follow a range of utterances, vocabulary and instructions related to common birds and insects.

B7.1.1.2.3 Show awareness of the differences in intonation between a question and a statement.

Key words / vocabulary:

كَلْب - خُرُوف - مَاعِز - بَقْرَة - بَطَّة - حَمَار - حِصَان - قِطَّ - جَمَل -

حَمَامَة - دِيك - دِجَاج - بَطَّة - غُرُغُر -

بَعُوضَة - نَمَلَة - عَنَكِبُوت - نَحْلَة - صِرْصُور -

Suggested activities for learning and assessment.

Equipment / Resources

Learner Resource page ref

Progression

- Read out scripted or printed names of birds and animals a couple of times, followed by learners' repetitions after you.
- Invite learners at random to point out a read-out word, until each learner is able to have their turn.
- Play an audio-visual material at a reasonable speed for learners to listen or watch. Learners then work in groups to write down words they have heard. Write the words the learners claim they heard on the board, and then correct them if they are wrong.
- Dual dictation - Learners work in pairs to write down words from each other. A member of each pair who is able to mention and write down more words competes with the best from other groups until the overall winner emerges.

- Listening text
- Audio-visual materials

Pages 12 to 16

- Separate individual Sounds
- Combine sounds to form words like names of domestic animals and insects
- Known animals to known insects

Homework / project work / community engagement suggestions

- Learners look for domestic animals at home and use their phones to take pictures with voice over of their names.
- Learners listen to two audio materials at home, one with an MSA and the other with a regional accent, and make their observations in class.

Cross-curriculum links / cross-cutting issues

- Ask learners to list common words for names of animals and insects in Arabic, English and Hausa

Potential misconceptions / student learning difficulties

- Samples of animals and insects in Arab lands that cannot be found in learners' environment. Show pictures of animals that are peculiar to Arab lands, and tell the names of those that are only found in learners' environment.





Strand: B7.1 Listening			
Sub-strand: B7.1.1 Phonics of Arabic Language			
Content standard: B7.1.1.3 Identify audio representation of words, phrases and simple sentences about classroom and school tools.			
Indicator(s): B7.1.1.3.1 Identify the letter patterns and pronunciations of names of classroom items within simple phrases and sentences. B7.1.1.3.2 Recognise the sounds and meanings of words in everyday simple questions. B7.1.1.3.3 Demonstrate understanding of the sounds and their phonological and phonetic features.			
Key words / vocabulary: قلم - كتاب - مسطرة - قلم - رصاص - حقيبة - كراسة			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none">Read out scripted or printed names of classroom and school items a couple of times, followed by learners' repetitions after you.Invite learners at random to point out a read-out word, until each learner is able to have their turn.Play an audio-visual material at a reasonable speed for learners to listen or watch. Learners then work in groups to write down words they have heard. Write the words learners claim they heard on the board, and then correct them if they are wrong.Dual dictation - Learners work in pairs to write down words from each other. A member of each group who is able to mention and write down more words competes with the best from other groups until the overall winner emerges.	<ul style="list-style-type: none">Listening textAudio-visual materials	Pages 17 to 19	Additional vocabulary for the classroom environment.
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none">Learners use their phones at home to record a replica of the audio used in class and replay in class the following day.			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none">Common names of classroom items for Arabic, English and French.			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none">Monotony of listening to raw voice of the teacher may create boredom. This could be alleviated with songs and riddles.			





Strand: B7.1 Listening			
Sub-strand: B7.1.1 Phonics of Arabic Language			
Content standard: B7.1.1.4 Identify audio representation of words, phrases and simple sentences about classroom and school activities.			
Indicator(s):			
B7.1.1.4.1 Identify various sounds that form words and phrases relating to learning activities			
B7.1.1.4.2 Identify various sounds of Arabic letters that form words and phrases that represent teaching acts.			
B7.1.1.4.3 Demonstrate understanding of the differences in the sounds of the Arabic sun and moon letters in words associated with teaching and learning activities ((ةي م ش ل ا ف و ر ح ل ا) (ةي م ق ل ا ف و ر ح ل ا))			
Key words / vocabulary:			
<p style="text-align: right;">- قراءة - دراسة - كتابة - رسم - امتحان - جواب - مذاكرة</p> <p style="text-align: right;">- تعليم - تدريس - شرح - بيان - رسم - تصحيح - كتابة</p>			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> Read out scripted or printed words of teaching and learning activities a couple of times, followed by learners' repetitions after you. Invite learners at random to point out a read-out word until each learner is able to have their turn. Play an audio-visual material at a reasonable speed for learners to listen or watch. Learners then work in groups to write down words they have heard. Write the words learners claim they heard on the board, and then correct them if they are wrong. Dual dictation - Learners work in pairs to write down words from each other. A member of each group who is able to mention and write down more words competes with the best from other groups until the overall winner emerges. 	<ul style="list-style-type: none"> Listening text Audio-visual materials 	Pages 20 to 23	<ul style="list-style-type: none"> Identification of words that represent learning activities Identification of words representing teaching activities Understanding difference in pronouncing words starting with moon letters and sun letters.
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none"> Learners use their phones at home to record a replica of the audio used in class and replay it in class the following day. 			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none"> Ask learner to list common words in Arabic, English and French that are related to teaching and learning. 			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none"> Monotony of listening to raw voice of the teacher may create boredom, if audio/video electronic materials are not available. 			





Strand: B7.1 Listening			
Sub-strand: B7.1.2 Listening Comprehension and Participation			
Content standard: B7.1.2.1. Identify sounds representing descriptive words, phrases, and simple sentences associated with colour, number, shapes, etc.			
Indicator(s): B7.1.2.1.1. 1. Show understanding of the differences in intonation of simple phrases relating to size and height of class and school environments B7.1.2.1.2. Show understanding of the differences in intonation of simple phrases relating to weight and temperature in class and school environments. B7.1.2.1.3. Identify the differences in intonation of simple phrases relating to number, colour and shape of people and objects in class and school environments.			
Key words / vocabulary: صغير كبير طويل قصير متوسط ثقيل خفيف بارد ساخن حار دافئ - واحد - ٢ - اثنان - ٣ - ثلاثة - ٤ - أربعة - ٥ - خمسة - ٦ - ستة - ٧ - سبعة ٨ - ثمانية - ٩ - تسعة - ١٠ - عشرة أحمر (Red) أخضر (Green) أصفر (Yellow) أسود (Black) أزرق (Blue) بني (Brown) أبيض (White) رمادي (Gray). مربع (Square)، دائرة (Circle)، مستطيل (Rectangle)، مثلث (Triangle)، بيضاوي (Oval).			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref.	Progression
<ul style="list-style-type: none">Read out scripted or printed words associated with colour, number, and shape a couple of times, followed by learners' repetitions after you.Invite learners at random to point out a read-out word, until each learner is able to have their turn.Play an audio-visual material at a reasonable speed for learners to listen or watch. Learners then work in groups to write down words they have heard. Write the words learners claim they heard on the board, and then correct them if they are wrong.Each group identifies available colours in their clothes, classroom tools, reading and writing materials. A representative from each group then privately tells the teacher those colours. The group that identifies the highest number of colours wins.The same exercise is repeated for sizes and heights.Mention a shape and ask each group to draw it on a separate card until all shapes are mentioned. Go round and check the drawn shapes of each group, and award marks.	<ul style="list-style-type: none">Listening textAudio-visual materialsCups and waterDrawing materials	Pages 24 to 28	<ul style="list-style-type: none">Acquisition of new vocabulary.Understanding descriptive words and phrases





<p>Prepare two cups of water, one hot and the other cold. Invite learners at random to feel the separate cups of water and then tell what they feel.</p> <p>Note: Caution learners about the hot water to prevent scalding.</p>			
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none">Learners use their phones to take pictures at home with voice over about sizes of people and things, their colours, shapes, weight and temperature.			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none">Learners may rely on their computing competence in compiling and editing images and graphics in recording audio and video assignments.			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none">Lack of the suggested teaching materials may render this lesson ineffective.In the absence of suggested materials, out-door activities may be a good alternative.			





Strand: B7.1 Listening			
Sub-strand: B7.1.2 Listening Comprehension and Participation			
Content standard: B7.1.2.2. Demonstrate understanding of semantic representations of the sounds of previously encountered words and phrases about the immediate environment			
Indicator(s): B7.1.2.2.1 Identify morphemic compositions of words and phrases about the home, school, and community in Arabic stories told by teacher or taken from an audio-visual material. B7.1.2.2.2. State the general idea(s) behind a story told in class about sanitation and identify associated vocabulary.			
Key words / vocabulary: غرفة الجلوس - غرفة النوم - الحمام - صالة - مطبخ - غرفة الطعام - شرفة فرشاة - مكنسة - دلو - ماء - حاوية الأزيال - صابون - إسفنج - حمام - دورة المياه - منشفة			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none">Read out scripted or printed text associated with sanitation, a couple of times, followed by learners' repetitions after you. The general idea of the text is explained.Pick out the vocabulary directly related to the topic. Invite learners at random to repeat how they heard you read words and phrases until each learner is able to have their turn.Play an audio-visual material at a reasonable speed for learners to listen or watch. Learners then work in groups to write down words they have heard. Write the words learners claim they heard on the board, and then correct them if they are wrong.Each group discusses and agrees on the possible meanings of the words in the text. The suggested meanings are given by each group. The group that provides the correct meaning or closest meanings is applauded.	<ul style="list-style-type: none">Listening textAudio-visual materialsManila cards/flash cards	Pages 29 to 32	<ul style="list-style-type: none">Acquisition of new vocabulary.Understanding descriptive words and phrases
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none">Learners take snapshots of negative environmental practices in their environment and relates them to the vocabulary learnt previously			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none">Learners may rely on their studies in Science, Social Studies and RME in extracting information for their assignments.			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none">Lack of the suggested teaching materials may render this lesson ineffective.In the absence of phones, learners may draw images of the items on paper and make presentations in class.			





Strand: B7.1 Listening			
Sub-strand: B7.1.2 Listening Comprehension and Participation			
Content standard: B7.1.2.3 Demonstrate listening skills and respond to greetings, courtesies and requests.			
Indicator(s):			
<p>B7.1.2.3.1. Recognise and associate common utterances with their corresponding meanings as well as greetings and their responses.</p> <p>B7.1.2.3.2. Show understanding of simple expressions relating to courtesies and requests for favours or excuses.</p> <p>B7.1.2.3.3. Demonstrate knowledge in the use of appropriate expressions for seasonal greetings and well wishes.</p> <p>B7.1.2.3.4 Demonstrate understanding of culturally specific gestures associated with certain special occasions</p>			
Key words / vocabulary:			
<p>صباح الخير / صباح النور - فشارك سعيد - فشارك سعيد - مساء الخير - مساء الخير - أهلا وسهلا لو سمحت..... - من فضلك..... - ما شاء الله عيد - مبارك - سعيد - كل عام - مع السلامة - إلى اللقاء</p>			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> Learners watch 15-minutes-long video clip on everyday personal interactions, including greetings, gestures, etc. Learners work in groups, with each group selecting a member to greet any other group of their choice to elicit a response. A group that fails to provide correct responses loses marks. A greeting and its response attract marks for the groups involved. Groups compete in a drama performance about a chosen occasion by using appropriate courtesies and expressions. 	<ul style="list-style-type: none"> Listening Text Audio-visual materials 	Pages 33 to 35	<ul style="list-style-type: none"> Acquisition of new vocabulary. Use of the initial interactive language.
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none"> Learners observe personal interactions in their community and identify occasions of various greetings and gestures expressed in Arabic, and then give a report in class. 			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none"> Learners make use of common courtesies and expressions in Ghanaian Languages especially those close to Arab cultural practices. 			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none"> Absence of the suggested teaching electronic materials may render this lesson ineffective. The teacher may improvise by adapting an available medium to achieve the desired goal, e.g. using personal phones in the absence of audio-visual tools. Potential mix-up of communicative function of such interactions and some religious objectives that are associated with them. Some of these expressions transcend religious boundaries and assume global usage, هلا لاءاش ام and مكيلع مالسلا, 			





Strand: B7.2 Speaking			
Sub-strand: B7.2.1 Everyday Oral Communication			
Content standard: B7.2.1.1. Demonstrate oral skills through appropriate responses to greetings, courtesies and requests.			
Indicator(s): B7.2.1.1.1. Identify appropriate expressions for common greetings and the time of day used. E.g. good morning, good afternoon, good evening. B7.2.1.1.2 Recognise the use of appropriate expressions and intonations to respond to courtesies like, “You are welcome ...”, “No, thank you.» B7.2.1.1.3. Demonstrate knowledge of appropriate expressions for greetings, courtesies and requests. B7.2.1.1.4. Show awareness of basic personal health information and respond to greetings and gestures.			
Key words / vocabulary: صباح - الخير - مساء - النور - تحار - أهلا - سهلا - الحمد لله - بارك الله في - الحتمى إنا لله - راجعون - غفر - الله - مبارك - السلام - اللقاء - النعمة - مبارك - هنيئا الصداع - الحتمى - ألم - الشفاء - الدعاء - المريض - الدواء			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none">Ask learners to repeat what has been said in the video/audio. Let them repeat all the greetings after you a number of times.Mention the time and learners should tell the right greeting. Mention the occasion and they should tell the appropriate wishes and expressions.Learners work in groups, with each group selecting a member to greet a member of any other group of their choice to elicit a response. A group that fails to provide the correct response loses marks. A greeting and its response attract marks for the groups involved. Encourage them to continue walking around the room, greeting different groups for different times, and getting responses.You can continue this exercise by creating a staged scene. Ask learners to take the stage in turns, and assign them roles on the occasion of a naming ceremony, funeral, festival, etc. Begin with a greeting, and then continue the scene...action!	<ul style="list-style-type: none">Text on speech actsVideo clips	Pages 36 to 38	<ul style="list-style-type: none">Acquisition of new vocabulary.Acquisition of basic speaking skill for everyday interaction.
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none">Learners observe personal interactions in their community and identify occasions of various greetings and gestures expressed in Arabic, and present thist in class.			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none">Learners make use of common courtesies and expressions in Ghanaian Languages especially those close to Arab cultural practices.			





Potential misconceptions / student learning difficulties

- Very few occasions for learners to put into use learnt speech acts, both at school and at home. More homework and project work in Arabic to engage learners outside normal school hours.
- Lack of the suggested teaching electronic materials may render this lesson ineffective. The teacher may improvise by adapting an available medium to achieve the desired goal, e.g. using personal phones in the absence of audio-visual tools.
- Potential mix-up of communicative functions of such interactions and some religious objectives that are associated with them. Some of these expressions transcend religious boundaries and assume global usage, ما شاء الله and السلام عليكم





Strand B7.2: Speaking			
Sub-strand: B7.2.1 Everyday Oral Communication			
Content standard: B7.2.1.2. Show preliminary speaking skills with accurate production of sounds of Arabic letters and words, through repetition of phrases and simple sentences about self, relations and home.			
Indicator(s):			
B7.2.1.2.1. Demonstrate the ability to produce the phonemic representation of Arabic consonants and vowels, and their various groupings.			
B7.2.1.2.2. Demonstrate oral proficiency in the use of words to describe self and parts of the human body.			
B7.2.1.2.3. Pronounce words accurately for immediate family relations such as father, mother or sister, using material or text from class.			
B7.2.1.2.4. Demonstrate skills in pronunciation of names of home items and room contents.			
Key words / vocabulary:			
أنا أنت أب أم أخ أخت ابن ابنة أخ - أخت - زوجة - جدة - حفيدة - عم - عممة - خالة اسمي - عمري - طالب - الصف الأول - القراءة - الكتابة رأس - شعر - وجه - عين - أنف - فم - أذن - عنق - يد - أصبع - بطن - رجل - قدم خزانة - حمام - مرحاض - باب - نافذة - وسادة - سرير - مصباح - بطانية - بساط - ستار			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none">Display images on the board about parts of the human body, immediate family members, such as father, mother, sister, household items and room contents and then tell what the names are, Ask learners to repeat the names after you. Then ask each learner to pick any of the images and mention its name.Ask learners to look at pictures in the book and then try to interpret the dialogues. <p>Get a simple template about Myself, and ask each learner to recite over and over, and to commit it to memory.</p>	<ul style="list-style-type: none">Text on speech actsVideo clips	Pages 39 to 42	<ul style="list-style-type: none">Acquisition of new vocabulary.Acquisition of basic speaking skills for everyday interaction.
Homework / project work / community engagement suggestions			
Learner explores Arabic expressions and borrowings of Arabic expressions into languages within their community, and shares them in class.			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none">Essay topics, such as Myself, are language assignments learners may be engaged in the English curriculum . This is bound to strengthen learners' speaking skills and communicative competencies.			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none">Very few occasions for learners to put into use learnt speech acts, both at school and at home. More homework and project work in Arabic to engage learners outside normal school hours.Lack of the suggested teaching electronic materials may render this lesson ineffective. The teacher may improvise by adapting an available medium to achieve the desired goal, e.g. using personal phones in the absence audio-visual tools.			



**Strand B7.2: Speaking****Sub-strand: B7.2.1** Everyday Oral Communication

Content standard: B7.2.1.3. Demonstrate skills in vocal articulation of words related to personal emotions or senses and their related meanings.

Indicator(s):

B7.2.1.3.1 Show proficiency in pronouncing words that express emotions such as happiness, sadness, joy, anger, fear and sorrow.

B7.2.1.3.2. Demonstrate oral communicative skills in the pronunciation of such sensual expressions as touch, smell, taste, see, etc.

B7.2.1.3.3. Exhibit the requisite vocal reproduction of action words like sit, stand, eat, talk, laugh, sleep, etc.

Key words / vocabulary:

سعيد - حزين - متفاجئ - مسرور - خائف - مرتبك - قلق - متعب.
اللمس - الشعور - الرؤية - الذوق
جلس - وقف - أكل - تحدث - ضحك

Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> • Display images on the board about human feelings and emotions, and then explain them to learners, Ask learners to repeat the words after you. Then ask each learner to pick any of the images, mention the word and then imitate the expression. • Ask learners to look at pictures in the book and then try to interpret the dialogues. • Get a simple drama about feelings and emotion, and ask learners to perform it in groups. The theme can be 'love' 'poverty', or any situation that generates intense emotions. 	<ul style="list-style-type: none"> • Text on speech acts • Audio-visual materials 	Pages 43 to 45	

Homework / project work / community engagement suggestions

Put learners into groups and ask each group to make a story board using words that represent the various emotions and activities discussed in class.

Cross-curriculum links / cross-cutting issues

- Communicative strategies are skills learners may be receiving instructions on in the English curriculum. This will certainly complement Arabic exercises in speaking and communicative competence.

Potential misconceptions / student learning difficulties

- Very few occasions for learners to put into use learnt speech acts, both at school and at home. More homework and project work in Arabic to engage learners outside normal school hours.
- Lack of the suggested teaching electronic materials may render this lesson ineffective. The teacher may improvise by adapting an available medium to achieve the desired goal, e.g. using personal phones in the absence audio-visual tools.





Strand B7.2:Speaking			
Sub-strand: B7.2.1 Everyday Oral Communication			
Content standard: B7.2.1.4. Show the ability to initiate or participate in class conversations using words, phrases and simple sentences about classroom activities.			
Indicator(s):			
B7.2.1.4. 1. Identify and mention names of classroom objects like chair, table, black/white board, and atlas using simple phrases and sentences.			
B7.2.1.4.2 Recognise and name teaching and learning materials like books, pens, pencils, ruler, and pictures in simple phrases and sentences.			
B7.2.1.4. 3. Recognise and name school activities and facilities like examination, assembly, teaching, learning, library, headmaster's office, etc.			
B7.2.1.4. 4. Recall and say 30 words from a wide range of learned vocabulary in Arabic to pass on a simple message.			
Key words / vocabulary:			
قلم - كتاب - مسطرة - قلم - قلم رصاص. الكتاب - الكرسي - القلم - المكتب - المسطرة - حقيبة - الطالب امتحان - اجتماع - تدريس - مذاكرة - مسابقة - مناظرة - رياضة - قراءة - عطلة قرأ - شرح - فتح - دخل			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref.	Progression
<ul style="list-style-type: none">Display portraits of classroom and school items, and ask learners to mention the name of any item that is pointed to them. This exercise is continued until all learners take their turn.Touch and identify; learner gets blind-folded, and is then asked to mention the name of any class item he/she touches.Guess work: learner is blind-folded, and guesses what teaching or learning activity a member of another group is performing, with the support of the members of their team.	<ul style="list-style-type: none">Text on speech actsAudio-visual materials	Pages 46 to 49	<ul style="list-style-type: none">Introduce words to learners using imagesCall words for learners to repeat for a number of times.Show images of items and actions for learners to identify
Homework / project work / community engagement suggestions			
Groups compete in class by presenting orally the topic of the day's lesson in a prepared five sentences text, and can be supported by any member of their team in case they misse a point.			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none">Learners may make use of some drama techniques from the Creative Arts curriculum to polish their Arabic drama performances in class.			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none">Shyness in making mistakes at the initial stages may hinder progress. Encourage learners to consider mistakes as positive, and just speak since correction would naturally follow.			





Strand B7.2:Speaking

Sub-strand: B7.2.1 Everyday Oral Communication

Content standard:

B7.2.1.5. Recognise and use descriptive words, phrases and simple sentences associated with colour, number, shapes, etc.

Indicator(s):

B7.2.1.5.1. Demonstrate the use of six (6) descriptive words representing the colour of various items in phrases and simple sentences. For eg. blue pen, black board, and red shirt.

B7.2.1.5.2. Produce the appropriate intonation of simple sentences relating to sizes and heights of family members, classmates and teachers.

B7.2.1.5.3. Demonstrate communicative skill in numeracy by counting class items such as ten books, twenty pens, thirty chairs, etc

Key words / vocabulary:

-أحمر (Red) - أخضر (Green) - أصفر (Yellow) - أسود (Black) أزرق (Blue) بني (Brown) أبيض (White).
طويل - نحيف - قصير - سمين - قصير - خفيف.
خمسة - عشرة - عشرون - ثلاثون

Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none">Display images on the board with various shapes, and colours, and ask learners to use appropriate descriptive words to describe any image anytime it is pointed out to them.Learners work in groups to identify the colours of their clothes, classroom tools, reading and writing materials. A representative from each group then privately tells the teacher those colours. The group that provides the highest number of colours wins.The same exercise is repeated for sizes and heights.Draw shapes and ask the various groups to mention them until all shapes are dealt with.Ask groups in class to describe their fellow group members, and present them in class. The group with the highest number of descriptive words wins.Groups compete in identifying shapes in and outside the class. The group that provides the highest number of shapes wins.	<ul style="list-style-type: none">Text on speech actsAudio-visual materials	Pages 50 to 52	<ul style="list-style-type: none">Word recognitionOral practice of wordsRelating images to the words.Describing items with the words.

Homework / project work / community engagement suggestions

Learners take pictures of objects in and outside the home and report on their colours, sizes, heights, weights, and number to the class.

Cross-curriculum links / cross-cutting issues





- Learners may rely on their computing competence in compiling and editing images and graphics in recording audio and video assignments.

Potential misconceptions / student learning difficulties

- Shyness in making mistakes at the initial stages may hinder progress. Encourage learners to consider mistakes as positive, and to just speak, since correction would naturally follow.





STRAND: B7.2 Speaking			
SUB-STRAND: B7.2.2 Oracy and Aesthetics			
Content standard: B7.2.2. 1. Demonstrate proficiency in oral expression through poetry recitals on Sanitation.			
Indicator(s): B7.2.2.1.1 Show oral communicative skill through recitation of previously read poems about school, home, market, etc. B7.2.2.1.2 Demonstrate the strength of recall through recitation of simple Arabic proverbs.			
Key words / vocabulary: <p style="text-align: right;">مدرستي - أهلا - إخواني - عامنا - الجديد - العيد - عام - نجحنا - نفرح الابن - كلام - احترامه - التأني - سهل - المطالب</p>			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none">Read out a few scripted or printed lines of poetry, a couple of times, followed by learners' repetitions after you.Invite learners at random to read the lines, until each learner has had their turn.Find out from the class if any learner has been able to memorise a line, two lines, three lines or the entire poem. Prepare learners for poetry recitals as part of an entertainment hour in future lessons.	<ul style="list-style-type: none">Text on speech actsAudio-visual materials	Pages 53 and 54	<ul style="list-style-type: none">Identify features of a poem and a proverbRecognise the style of reciting poemsRecite some basic poemsMemorise taught poems
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none">Learners record on their phones their recitation of a poem memorised, and share it in class.			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none">Learners may make use of drama techniques from the Creative Arts curriculum to polish their artistic performances in class.			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none">Emphasis on the complex and deep meaning of Arabic poetry may put a learner off. At this stage, emphasis should be placed on the rhythm and musical structure with little attention to the content or the meaning.			





STRAND: B7.2 Speaking			
SUB-STRAND: B7.2.3 Grammar			
Content standard: B7.2.3.1 Speaking Good Arabic: Grammar Unit - Names of people, animals, places, things, etc. (Nouns & Pronouns)			
Indicator(s): B7.2.3.1.1. State words representing nouns such as persons, animals and places. B7.2.3.1.2. State grammatical words that describe the name of a place. B7.2.3.1.3. State the grammatical words that can stand in place of nouns.			
Key words / vocabulary: كرسي - معلم - أب - أخت - أخ - رجل - مهندس - ديك - بطّة - قرد - بقرة . أكرا - كوماسي - مكة - تمالي - لندن - القاهرة - دكار - غانا - نيجيريا - يابان - بريطانيا... أنا - أنت - هو - هي - نحن - أنتم - أنتما - أنن - هن - هم - هما.			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none">Ask learners to recall from memory and mention all the words they can remember from their previous lessons that denote names of persons, animals, and places.Help learners recall from memory all words they can remember from their previous lessons that can stand in place of persons, animals, and places, and explain why they can replace nouns.Assist learners to identify nouns in short phrases	<ul style="list-style-type: none">Text on speech actsAudio-visual materials	Pages 55 and 56	<ul style="list-style-type: none">Understanding nouns in ArabicTypes of nounsWords that replaces nouns
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none">Learners take home audio recording containing various nouns and lists them in class the next lesson.Working in groups learners sort out names of nouns from given phrases and categorise them into the various types of nouns.			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none">"Parts of speech" is an area the learner may be receiving some instructions on in the English curriculum. This complements the lessons learner receives in Arabic.			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none">It is important to de-emphasise the provision of explicit grammatical rules, especially at this early stage. Instead, the teacher should provide the context and practices needed for learners to develop their own grammars with some guidance, in order to dispel the long-held notion about the complexity of the traditional method approach.			



**Strand: B7.3 Reading****Sub-strand: B7.3.1 Characters of Arabic Language / Textual Features and Symbols****Content standard: B7.3.1.1** Show ability to read Arabic syllables, words and phrases.**Indicator(s):****B7.3.1.1.1** Show preliminary reading skills in producing the various Arabic syllables.**B7.3.1.1.2.** Demonstrate the ability to reproduce the appropriate sounds of the vowelised consonants**B7.3.1.1.3** Demonstrate ability to distinguish between common language sounds and the peculiar Arabic phonics.**B7.3.1.1.4** Demonstrate the ability to pronounce the result of combining long vowels with each consonant.**Key words / vocabulary:**

الثوب - الحقيبة - هذا - كتابك - أخوك

Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> • Display scripted or printed letters of the alphabet on the board, and read them out a couple of times, followed by learners' repetitions after you. The name and the place of articulation of each letter is explained. • Ask learners to prepare – according to their sitting order - to pick any letters of their choice and mention their names and sounds. A letter that is picked by one learner cannot be repeated by another, until all letters are completed. The exercise can then re-start until every learner has a go. • The same method is repeated by asking learners to apply the three primary vowels on all the Arabic consonants and then articulate the resulting sounds. • Write some words on the board for learners to identify and read out the constituent consonants and vowels. 	<ul style="list-style-type: none"> • Reading Text • Audio-visual materials 	Pages 57 to 60	<ul style="list-style-type: none"> • Reading of Arabic syllables • Producing sound of each Arabic alphabet. • Putting together consonants and vowels to form a single sound. • Putting together resultant sounds from consonants and vowels to form words.

Homework / project work / community engagement suggestions

- Give learners a take-home work requiring them to record on phones the names of the individual letters of the Arabic alphabet.
- Learners are to record on phones the resultant sound of the combination of individual letters and the primary and other subsidiary vowels. They should present their work in class.

Cross-curriculum links / cross-cutting issues

- Learners' early experience in articulation drills in the English language will be helpful here because of the common sounds between Arabic and English phonics.

Potential misconceptions / student learning difficulties

- Initial difficulty in articulating peculiar Arabic sounds like voiceless velar fricative (خ), voiced uvular fricative (ع), voiceless unaspirated uvular stop (ق), etc..
- Confusion between Modern Standard Arabic (MSA) intonation and those of the vernacular regional versions of the language.





Strand: B7.3 Reading			
Sub-strand: B7.3.1 Characters of Arabic Language / Textual Features and Symbols			
Content standard: B7.3.1.2 Demonstrate ability to read words with complex combination of primary and secondary vowels.			
Indicator(s):			
B7.3.1.2.1. Demonstrate the ability to accurately pronounce Arabic words formed from a combination of various vowels.			
B7.3.1.2.2. Demonstrate the ability to pronounce consonants with <i>tanwin</i> ending, and their representations in words.			
B7.3.1.2.3. Demonstrate ability to pronounce Arabic words having complex sound permutations.			
Key words / vocabulary:			
<p>بيت - جيب - خوف - كبش. يضرِبُ - يطبخُ - يعملُ - يقرأ. قَطَعَ - بَتَّ - صدَّقَ - فُكِّرَ - أَيَّامٌ - مُتَبَرِّعٌ ، ح/خ: حال/خال - ح/ه: حار/هاتف س/ص: سوط/صوت - ث/ص: ثوب/صوب. ذ/ز: ذيل/زين - ذ/ظ: ذنب/ظهر أ/ع: ألم/علم - ح/ع: حلم/علم ك/ق: كلب/قلب - د/ض: دُزْب/ضرب</p>			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> Display on the board scripted or printed words of similar sounds with combination of various vowels, and read them out a couple of times, followed by learners' repetitions after you. The places of articulation of the identical sounds are explained. Ask learners to prepare – according to their sitting order - to pick any word of their choice and pronounce it. A word that is picked by one learner cannot be repeated by another, This should continue until all words are completed. The exercise can then re-start until every learner has a go. Place the learners into groups for a competition in reading Arabic words with complex sound permutations. Five rounds of reading should produce a winner among the groups. Every member of each group should have their turn. 	<ul style="list-style-type: none"> Reading text Audio-visual materials 	Pages 61 to 63	<ul style="list-style-type: none"> Reading of Arabic syllables Producing sound of each Arabic alphabet. Putting together consonants and vowels to form a single sound. Putting together resultant sounds from consonants and vowels to form words. Mixing up complex vowels with primary vowels to form words.
Homework / project work / community engagement suggestions			





- A take-home work requiring learners to record on phones each letter of the Arabic alphabet at the beginning of a word with the supporting vowels.
- Learners record on phones 20 words with complex sound permutations.
- Learners are given incomplete words to fill in missing letters and vowels.

Cross-curriculum links / cross-cutting issues

- Learners' early experience in sound alliteration and rhyming in the English language will be useful here because of the common sounds between Arabic and English phonics.

Potential misconceptions / student learning difficulties

- The unfamiliar Arabic writing system and the difficulty in articulating rare combinations of unfamiliar Arabic sounds in words, especially longer words may put a learner off. A reasonable time should be given in reading and writing exercises with little focus on the meanings of the text, at the early stage.





Strand: B7.3 Reading			
Sub-strand: B7.3.2 Reading Comprehension			
Content standard: B7.3.2.1. Demonstrate the ability to recognise words and their semantic representations in simple Arabic text about education.			
Indicator(s): B7.3.2.1.1 Identify the major steps that enhance the comprehension of a given text. B7.3.2.1.2. Demonstrate the skill of using appropriate strategies to resolve comprehension problems. B7.3.2.1.3 Demonstrate the skill of re-organising a piece of text to enhance understanding of the relationships between different concepts within the text. B7.3.2.1.4. Demonstrate the skill of using the question-answer relationship strategy to improve the understanding of a text.			
Key words / vocabulary: <p style="text-align: center;">تنظيف - الصف - مستوصف - المدرسة - الممرضة - نشيطة - نظافة - ساحة المدرسة شوارع - سيارات - شركات - الأسنان - الوقاية - ملاريا. المستشفى - المدينة - الطبيب - المجتهد - العيادة - المريض.</p>			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none">Prepare learners for reading by eliciting prior knowledge about the topic, and then your general explanation of the idea.Ask learners to study the pictures and guess what additional information they can get by looking at the illustrations.Read the text aloud a couple of times, for learners to repeat after you, and give explanations of listed vocabulary.Ask learners to prepare – according to their sitting order – to read a sentence each, until the whole text is read. The exercise can then re-start so every learner has a go.	<ul style="list-style-type: none">Reading TextAudio-visual materials	Pages 64 and 65	<ul style="list-style-type: none">Recognise the mode of reading Arabic texts.Identify new words from textFind clues to the meaning of new words.Tell the meaning of words related to the topic.
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none">A take-home assignment for a learner to suggest possible meanings of words in a reviewed known text.			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none">Learners' early experience in reading comprehension in the English language will be helpful here because of the common method of literary analysis between Arabic and English phonics.			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none">Learners experiencing possible culture shock for being transposed into an unfamiliar world of meanings. Teacher should help learners prepare for the reading activity by talking about the subject of the text and connecting it to learners' prior knowledge and life experiences.			





Strand: B7.3 Reading			
Sub-strand: B7.3.3 Integrated Grammar			
Content standard: B7.3.3.1 Reading Good Arabic: Grammar Unit: Names of people, animals, places, things, etc. (Nouns & Pronouns)			
Indicator(s):			
<p>B7.3.3.1.1. Demonstrate comprehension skills after reading passages about the immediate environment such as home, school, playground, etc.</p> <p>B7.3.3.1.2. Demonstrate ability to recognise abstract nouns in short passages regarding the home, school and playground.</p> <p>B8.3.3.1.3. Recognise and understand the description of the characters and objects represented in a written text.</p> <p>B7.3.3.1.4 Show ability to recognise and demonstrate comprehension of pronouns in short passages on sanitation and health.</p> <p>B7.3.3.1.5 Demonstrate comprehension of interrogative pronouns in short passages on sanitation and health.</p>			
Key words / vocabulary:			
<p>الإنسان - رجل - امرأة - ولد - بنت - موسى - كوفي - الحيوان - الطيور - الحشرات - البقرة - والبيغاء - والبعوضة. الأشياء - طاولة - وكُرسي - وقميص - الشُّعُور: ارتباك - خوف - اضطراب - إتيهاج الإحساس - عَضَب - وأسى - وحزن. - الخاصة - الشَّجَاعَة - الصَّبْر - لعزيمة . أنا - نحن - أنت - أنتِ - أنتما - أنتم - أنتن - هو - هي - هما - هم - هن. من؟ ماذا؟ متى؟ لمن؟ كيف؟ هل؟</p>			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> Introduce the text to learners and explain the types of nouns used in the text: concrete and abstract Ask learners to read a text already read previously to tell what types of noun have been used and why they are what the learner says they are. Ask learners to prepare – according to their sitting order – to extract all types of nouns in the reading texts, one after the other until the whole text is surfed. Ask learners to identify by themselves common features of nouns in the text in terms of definiteness, gender and number. Ask learners to identify common features of pronouns in terms of definiteness, gender and number. 	<ul style="list-style-type: none"> Arabic reading book Flash cards 	Pages 66 and 67	<ul style="list-style-type: none"> Accurately read the Arabic text Identify nouns and pronouns in the text. Mention the features of the nouns. Identify the abstract nouns in the text.
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none"> A take-home assignment for learners to extract all types of nouns and pronouns in a known text. 			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none"> “Parts of Speech” is an area the learner may be receiving some instructions on in the English curriculum. This complements the lessons the learner receives in Arabic. 			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none"> Learners may be gripped by fear of Arabic grammar that is prevalent among students of Arabic language and literature. It is important to de-emphasise the provision of explicit grammatical rules, especially at this early stage. Instead, the teacher should provide the context and practices needed for learners to develop their own grammars with some guidance. 			





Strand: B7.4 Writing			
Sub-strand: B7.4.1 Handwriting and Calligraphy (Al-Khatt)			
Content standard: B7.4.1.1 Demonstrate knowledge of the various shapes of Arabic letters in a script			
Indicator(s):			
B7.4.1.1.1 Demonstrate competence and skills in writing the Arabic letters in their various forms at the initial, medial and final position in connected form.			
B7.4.1.1.2 Demonstrate knowledge and skills in copying words previously read in class with appropriate combinations of letters, and their appropriate positioning and diacritics.			
Key words / vocabulary:			
ف ا ر ق = ف ا ر ق ، م س ا ف ر = م س ا ف ر ، م س ا ر = م س ا ر ، م ز ا و ر = م ز ا و ر م س ر و ر = م س ر و ر ، م ب ر و ر = م ب ر و ر ق ر ي ب = ق ر ي ب ، ح م ي م = ح م ي م ، ر ف ي ع = ر ف ي ع ، ر ج ي م = ر ج ي م			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> • Display a printed letter on the board, and ask learners to copy the script in their writing books. Learners may also use an Arabic writing book designed for writing exercises. • Ask learners at random to copy a given letter, until each learner is able to have their turn. • Alphabet game of elimination – Each learner writes a letter of their choice and invites another learner to write the letter in an alphabetical order. Any learner unable to do this gets eliminated until a winner is emerges. If after various rounds no winner appears, a reverse order of the alphabet is applied. • Ask learners to construct and deconstruct words with various letter combinations, at the initial, medial and final positions. 	<ul style="list-style-type: none"> • Copybook • Writing tools 	Pages 68 to 73	<ul style="list-style-type: none"> • Introduction of writing the Arabic alphabet • Hand writing exercises at the beginning, middle and end of words. • Learners construct and deconstruct words with various letter combinations. • Extensive copying of words, phrases, and sentences.
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none"> • Learners are to copy letters and words, by constructing words from broken letters as well as deconstructing words into broken letters in a worksheet. 			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none"> • Fill-in and spelling exercises are areas learners may be familiar with in their English studies. This will be quite useful here. 			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none"> • The unfamiliar Arabic writing system from right to left and the difficulty in articulating rare combinations of unfamiliar Arabic sounds in words, especially longer words may put a learner off. A reasonable time should be given in reading and writing exercises with little focus on the meanings of the text, at the early stage. 			





Strand: B7.4 Writing			
Sub-strand: B7.4.1 Handwriting and Calligraphy (Al-Khatt)			
Content standard: B7.4.1.2 Show ability and skill in artistic writing (Khatt ul-Nuskha) of Arabic words.			
Indicator(s): B7.4.1.2.1. Demonstrate understanding of various writing styles, forms and names of the various word formats.			
Key words / vocabulary: الخط - الرقعة - النسخة			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> • Display printed representations of various writing styles, especially <i>ruq'a</i> and <i>naskh</i> on the board, and ask learners to copy the script in their writing books, either from the board or from an Arabic writing book designed for writing exercises. • Ask learners at random to copy a given word on the board. Continue until each learner has had their turn. • Word game of elimination – Each learner writes a word of their choice and invites any learner to write the reverse form of the word. Any learner unable to do this gets eliminated until a winner emerges. If after various rounds no winner emerges, the teacher may introduce more complex combinations. • Learners work in groups to compete in identifying names of the various styles that are written by other groups. 	<ul style="list-style-type: none"> • Copybook • Writing tools 	Pages 74 and 75	<ul style="list-style-type: none"> • Introduction to pictorial representations of various writing styles • Arabic letters writing exercises (Naskh script) • Learners identify names of the various styles and formats. • Learners display their hand-written replica of the pictorial representations.
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none"> • Writing practices on copying of words, phrases and simple formulaic sentences in a worksheet. 			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none"> • The unfamiliar Arabic writing system from right to left would continue to be challenging for some learners, especially the various styles, and may put some learners off. A reasonable time should be given in reading and writing exercises with little focus on the meaning of the texts, at the early stage. 			
Potential misconceptions / student learning difficulties			
<ul style="list-style-type: none"> • Familiarity with the new writing style is likely to take time. Emphasis should be placed on frequent practice and continuous improvement. 			





Strand: B7.4 Writing			
Sub-strand: B7.4.2 Composition			
Content standard: B7.4.2.1 Demonstrate knowledge of applicable rules on writing lexical units and those of syntactic structure.			
Indicator(s): B7.4.2.1.1. Recognise and use punctuation marks, accents, symbols, <i>tanwin, shadda, madda</i> and the short vowel signs. B7.4.2.1.2. Demonstrate knowledge and understanding of the spellings of all the letters of the Arabic alphabet in familiar words and phrases already dealt with. B7.4.2.1.3. Demonstrate the ability to fill in appropriate words to complete grammatically correct short phrases or sentences. B7.4.2.1.4. Demonstrate the ability to form own phrases leading to construction of a simple syntactic structure.			
Key words / vocabulary: <p style="text-align: right;">حروف - مد - شدة - نقطة - فاصلة - تنوين - حركة مُجْتَهِدُونَ - مُجِبُونَ - يَحْفَظُونَ - مُعَلِّمُهُمْ - لِیَأْسَهُمْ. غرفة النوم - غرفة الجلوس المطبخ</p>			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> Display printed words and extra-textual scripts and symbols such as <i>tanwin, shadda, madda</i> on the board, and ask learners to copy the scripts in their writing books, either from the board or from an Arabic writing book designed for writing exercises. Ask learners at random to copy a given word on the board. Do this until each learner has had their turn. Word game of elimination – Ask each learner to write a word of their choice without the identification dots or diacritics, and then invite any learner to provide possible symbols to make the word meaningful. Any learner unable to do this gets eliminated until a winner is found. If after various rounds no winner emerges, the teacher may introduce more complex combinations. Divide the class into groups, and read out words for a written dictation. The group that comes up with the highest number of correct words wins. 	<ul style="list-style-type: none"> Copybook Writing tools 	Pages 76 to 78	<ul style="list-style-type: none"> Introduce learners to extra-textual scripts and symbols and as well as their functions, e.g. <i>tanwin, shadda, madda</i>. Dictations of familiar texts for correct spelling and phrase construction. After-reading comprehension questions and fill-in-the gap exercises.
Homework / project work / community engagement suggestions			
Ask learners to read a passage at home and then work on the after-reading comprehension questions, well as the fill-in-the gap exercises.			
Cross-curriculum links / cross-cutting issues			
<ul style="list-style-type: none"> Dictation and essay writing are exercises learners are familiar with in the English curriculum. This knowledge will be useful here. 			
Potential misconceptions / student learning difficulties			





- The unfamiliar Arabic writing system will continue to be challenging for learners especially the extra-textual scripts and symbols, and may put some learners off. A reasonable time should be given in writing exercises with little focus on the meanings of the text, at the early stage.





Strand: B7.4 Writing			
Sub-strand: B7.4.2 Composition			
Content standard: B7.4.2.2. Produce written text to convey information and feelings related to recent experiences and everyday activities.			
Indicator(s):			
B7.4.2.2.1. Show ability to write basic expressions individually, using the linguistic input and vocabulary acquired from lessons about everyday activities.			
B7.4.2.2.2. Demonstrate ability to provide correct answers to questions from simple comprehension texts with familiar vocabulary.			
Key words / vocabulary:			
أعيش - أَسْتَقِظُ - بَاكِرًا - أَسْتَجِمْ الرُّجوع - الفطور - أَتَعَدَّى - واجبات			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> Prepare learners for writing by eliciting prior knowledge about the topic. Afterwards, provide a general explanation of the idea. Read the text aloud a couple of times, followed by learners' repetitions after you, include explanations of listed vocabulary. Put learners into groups, and ask each group to extract key words / vocabulary from the text. Display all group works concurrently and select the winner. Here the teacher must explain summary writing and its format: Paragraph, Main ideas, and chronological/sequential arrangement. Place learners into groups for a competition to construct short phrases using familiar words 	<ul style="list-style-type: none"> Composition manual Arabic dictionary 	Page 79 and 80	<ul style="list-style-type: none"> Learners extract key words / vocabulary from text of reasonable length. Summary writing and its format: <ul style="list-style-type: none"> - Paragraph - Main ideas - Chronological/ sequential arrangement
Homework / project work / community engagement suggestions			
Give learners words related to classroom or school activities and ask them to form short meaningful phrases.			
Cross-curriculum links / cross-cutting issues			
Summary writing is an exercise the learner is familiar with in the English curriculum. Learners are encouraged to bring that knowledge to bear on this lesson.			
Potential misconceptions / student learning difficulties			
Delay in mastering handwriting skill may affect creative writing if a learner is not proficient in typing.			





Strand: B7.4 Writing			
Sub-strand: B7.4.3 Creative Writing			
Content standard: B7.4.3.1. Demonstrate ability to reorganise/organise information in order to put together a coherent piece of writing.			
Indicator(s): B7.4.3.1.1. Demonstrate creative writing skills by summarising a simple narrative text in a clear, organised manner.			
Key words / vocabulary: الأسنان - مضغ - ابتلاع - هضم - رونق - جمال - آلام			
Suggested activities for learning and assessment.	Equipment / Resources	Learner Resource page ref	Progression
<ul style="list-style-type: none"> Prepare learners for writing by eliciting prior knowledge about the topic, Afterwards provide a general explanation of the idea. Read the text aloud a couple of times, followed by learners' repetitions after you, and explanations of listed vocabulary. Put learners into groups, and ask each group to extract key words / vocabulary from the text. Display all group works concurrently and select the winner. Here the teacher must explain summary writing and its format: Paragraph, main ideas, and chronological/sequential arrangement. Place learners into groups for a competition that asks them to answer "wh" questions (who, what, where when, why). Display all answers concurrently and select a winner. 	<ul style="list-style-type: none"> Composition manual Arabic dictionary 	Pages 81 to 83	<ul style="list-style-type: none"> Reading a piece of text Jotting down key words Using key words to summarise the text.
Homework / project work / community engagement suggestions			
<ul style="list-style-type: none"> Give a topic to learners and ask them to go online and search short passages on the topic in Arabic. Learners should identify the key words from the passages and present it in class. 			
Cross-curriculum links / cross-cutting issues			
Summary writing is an exercise the learner is familiar with in the English curriculum. Learners are encouraged to bring this knowledge to bear on this lesson.			
Potential misconceptions / student learning difficulties			
Delay in mastering handwriting skill may affect creative writing if a learner is not proficient in typing.			





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 × 5 days)
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.

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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;

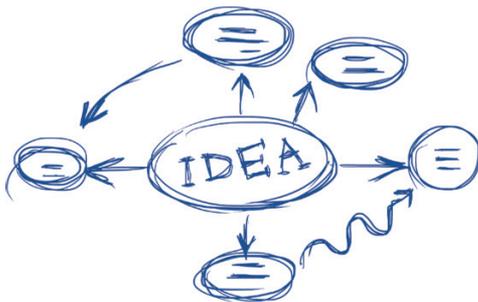




- Talk to learners about why they are studying what they are studying;
- Contextualise short-term goals in long-term goals and make real life application clear (e.g. understanding the nature of things in the environment – living and non-living will contribute to our wider understanding of the world around 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>Know</u>	What They <u>Want To Know</u>	What They Have <u>Learnt</u>
-----------------------	-------------------------------	------------------------------

- 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.

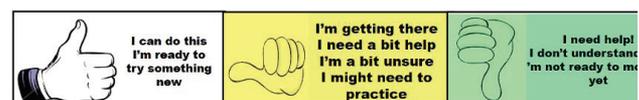


- Variation – Using smiley faces
Where coloured card is unavailable, simple face emojis can be used to communicate learners' understanding.



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

Show and Tell

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

Active Learners

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



Learners write Questions

For example –

- About what they would like to know on a new topic
- To ask the teacher or other learners in order to assess their learning
- To demonstrate their learning/ misconceptions/areas they would like to further explore

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

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

Learners ask Questions

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

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

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

Comment-only Marking

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

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

Comments should make it clear how the learner can improve.

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

Mid-unit Assessment

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

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

Might

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

e.g.

What is meaning of democracy?

What might the meaning of democracy be?

The first infers a single answer known by the teacher whereas the second is inherently more open.

What might the Great Depression look like today?

Wait time

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





2 types of wait time –

- i) Teacher speaks and then waits before taking learners' responses.
- ii) Learner's response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.



Open vs closed

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

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

What did you do after school yesterday?



Exemplar Work

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

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



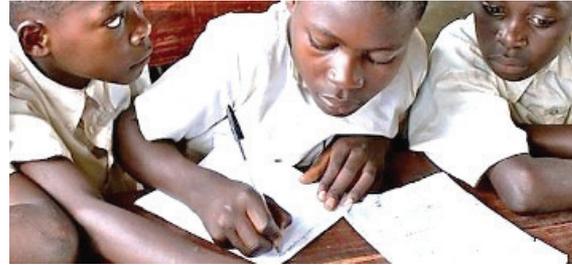
Learner Marking

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

learning is' and thus see their own learning in this way.

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

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



Lesson Target Setting

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

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

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



2 Stars and a Wish

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

Two stars = 2 things that are good about the piece of work

A wish = something they can improve to make it even better



Two stars and a wish

Articulate then Answer

Give learners the opportunity to articulate their thinking before answering –

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





Tell your Neighbour

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

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



Idea Thoughts

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



Devising Questions

Devise questions that –

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

Learning Journal

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



Group Feedback

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

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



Peer Marking

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

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

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



Teach Collaboration

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

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



Traffic-Light Revision

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





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



Group Answers

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

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

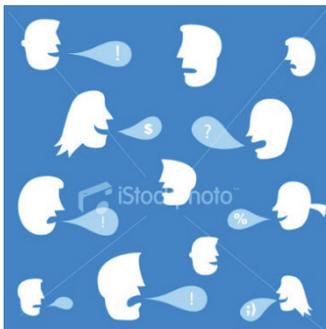


Think-through Talking

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

Encourage thinking through talking with –

- Discussion activities
- Structured group/pair work
- Modelling by teacher and learners (small group work increases the ‘surface area’ of talk in the classroom as opposed to whole class discussions)



Communication

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

The medium is the message and therefore circumscribes to some extent how communication can take place. Using alternative mediums allows the teacher to ‘see’ learners’ understanding from different angles.





Appendix D: ABRIDGED GUIDELINES FOR THE FORMATION AND MANAGEMENT OF SCHOOL-BASED CLUBS AND SOCIETIES (SCS) FOR THE IMPLEMENTATION OF THE STANDARDS-BASED AND CCP CURRICULA

Introduction

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

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Appendix E: FIDELITY OF IMPLEMENTATION OF THE COMMON CORE PROGRAMME (CCP)

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

NO: Indicates that indicator has not been attained

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					
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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.

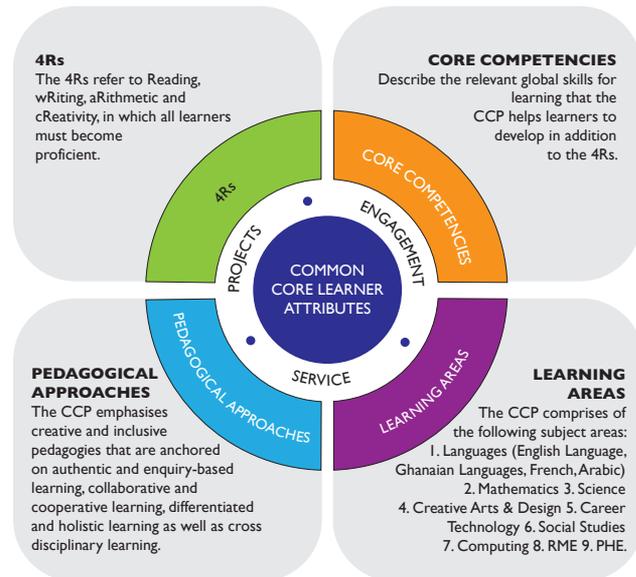


Figure 1: CCP Learner Attribute

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, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development.
- **Pedagogical approaches:** The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning and holistic learning as well as cross disciplinary learning.
- **The 4Rs across the Curriculum:** The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.



Learning context

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

Learning Areas

The CCP comprises the following learning areas:

1. Languages (English Language, Ghanaian Languages, French, Arabic)
2. Mathematics
3. Science
4. Creative Arts and Design (CAD)
5. Career Technology
6. Social Studies
7. Computing
8. Religious and Moral Education (RME)
9. Physical and Health Education (PHE)

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

Appendix G: LEARNING SCENARIOS

Case Study 1

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

Scenario 1

When the teacher enters her Basic 9 (JHS3) class, some of the learners are shouting at each other; some are talking quietly; some are moving around restlessly and others are quietly waiting for the lesson to begin. She claps her hands and the learners take out their books. The teacher asks the learners what they read yesterday. When they tell her, she asks them to go to the next story, 'The Hare and the Hyena.'

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

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

Scenario 2

When the teacher enters her Basic 9 (JHS3) class she spends a few minutes talking to the class, encouraging them to relax, interact, smile and laugh. The learners see she is carrying a book, 'The Hare and the Hyena' and the teacher holds the book up so all the learners can see it. Then, the teacher introduces the book by asking questions about it to gain their interest. She asks questions at different levels for example:

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





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

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

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

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

Discuss and answer:

1. Which of the two lessons do you think is most effective, and why?
2. How does the teacher gain and maintain all learners' attention, participation and engagement?
3. What does the teacher do to accommodate all ability levels?
4. How does each teacher assess learning?
5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?
6. How does the teacher use existing material and human resources in an interesting way?

Scenario (Arabic)

Hajara B7 teacher enters in the classroom the class prefect stood and shouted, class stand up, all learners stood and greeted good morning madam, immediately, she shouted and directed two learners who happened to be talking to each other

to come forward she poured heavy insult on them and their parent and fog them with five lashes each and ask them to pull their ears.

She sat down ask the Class prefect to take the attendance whilst she opened her mobile phone and stated browsing and charting with friends after few minutes she stated dictating a lesson to the learners meanwhile all the learners are in the possession of the book she read the lesson on her own and mention the name of the class prefect to read whilst the rest of the learners read back, the teacher then give few dictates few question for learners and asked to answer.

Most of the learners couldn't hear some of the words well but teacher refused to repeat them and rather went ahead to insult those who could not hear her questions well and promised to discipline them if they don't get the answers well. The following day only few learners attended class.

Scenario (Arabic)

Mr. Garba B8 teacher enters in the classroom and all the learners stood greeted and express happiness she immediately ask them how all are? They responded: we are fine Madam. She asked them to sit down, which they did happily, she then observed two of the learners were speaking to each other, she invited them and inquired, one of them responded that her class mate was sick and demanded a help which she told her to wait until their teacher settled down, Mr. Garba took the child to school's clinic and invited the child's parent and afterward motivated the child for offering assistant to his mate.

Mr. Garba sat down and took the attendance of the class by himself and asked one the learners to read the book, after that she asked another one to continue until majority of the read and participated fully.

Mr. Garba then asked the students to answer few questions at home, all the children were happy. The following day all of them got to school earlier than expected.

Assessment:

1. Which of the two teachers do you prefer?
2. Who among the two teachers better controls the class?
3. How do you explain the approach of the two teachers towards problems?
4. Why do you think learners on one hand reported to school earlier while others reported late?





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