REPULIC OF GHANA

MINISTRY OF EDUCATION SCIENCE AND SPORTS

Republic of Ghana

TEACHING SYLLABUS FOR GHANAIAN LANGUAGES AND CULTURE

(JUNIOR HIGH SCHOOL 1 - 3)

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September, 2007

TEACHING SYLLABUS FOR GHANAIAN LANGUAGES AND CULTURE

RATIONALE FOR TEACHING GHANAIAN LANGUAGES AND CULTURE

Language and Culture constitute the medium by which individuals can communicate, be identified and distinguished from people of other cultures. The subject strengthens children's mental capacity, making them competent in the use of their language, and hence building the foundation for studying other languages and cultures.

The use of language is the most efficient way of integrating children into their culture. Effective teaching of Ghanaian languages and culture motivates children to love and be proud of their own culture which is rich in cultural and moral values especially contained in proverbs, folktales, euphemisms, etc.

Ghanaian Languages and Culture if effectively taught, will contribute immensely to the realisation of the national objectives of making Ghanaians literate in their language and knowledgeable about their culture.

GENERAL AIMS

The subject is designed to help pupils to:

1.   develop cultural and linguistic awareness.

2.   attain competency in speaking, reading and writing their language.

3.   appreciate the historical and cultural heritage of their linguistic community.

4.   acquire the socio-cultural values in the literature of their language.

SCOPE OF CONTENT

This subject is aimed at integrating the receptive and productive skills in the teaching and learning of Language and Culture.

PRE-REQUISITE SKILLS

The pre-requisite skills at the JHS level consist of competence and good foundation work in the subject at the primary school level.

ORGANISATION OF THE SYLLABUS

Each year's work from Primary 1-6, consists of three sections with each section comprising a number of units. At JHS1-3, the work consists of four sections. The sections and their respective skills, including the fourth section at JHS, are as follows:

Section 1:   Oral Skills
Section 2:   Reading Skills
Section 3:   Writing Skills
Section 4:   Language Structure

The syllabus is presented in the following pages.

STRUCTURE AND ORGANISATION OF THE SYLLABUS

	JUNIOR HIGH 1	JUNIOR HIGH 2	JUNIOR HIGH 3
	SECTION 1 - ORAL SKILLS	**SECTION 1 - ORAL SKILLS**	**SECTION 1 - ORAL SKILLS**
Unit 1	Social Life - greetings	Customs and Institutions	Customs (Marriage and Divorce)
Unit 2	Naming System	Historical Narratives	Festivals
Unit 3	Kinship Terms	Funeral Rites	Funerals
Unit 4	Annual Festivals	Different Types of Occupations	Different Types of Occupations
Unit 5	Funeral Rites	Administration of Justice	Names and Appellations of Chiefs
Unit 6	Professions/Occupations/Vocations	Aspects of Ghanaian Social Life	Ghanaian Symbols and their Meanings
Unit 7	Administration of Justice		Chieftancy
Unit 8	Names and Appellations		Government of Traditional Societies
Unit 9	Communal Living - games and pastimes		Judicial Procedure
Unit 10	Languages of Ghana		
Unit 11	Oaths and Taboos		
Unit 12	Some Legends of Ghana		

	JUNIOR HIGH 1	JUNIOR HIGH 2	JUNIOR HIGH 3
	SECTION 2 - READING AND LITERATURE	**SECTION 2 - READING AND LITERATURE**	**SECTION 2 - READING AND LITERATURE**
Unit 1	Reading	Reading Comprehension	Reading
Unit 2	Introduction to Literature	Oral Literature	Oral Literature
Unit 3	Oral Literature	Written Literature	Written Literature - Prose, Drama, Poetry
Unit 4	Written Literature		
	SECTION 3 - WRITING SKILLS	**SECTION 3 - WRITING SKILLS**	**SECTION 3 - WRITING SKILLS**
Unit 1	Consolidation and Remedial Work	Paragraph Writing	Letter Writing - Informal and Formal
Unit 2	Paragraph Writing	Structure of an Essay	Argumentative Essay
Unit 3	Narrative Writing	Letter Writing - Formal	Expository Essay
Unit 4	Descriptive Writing	Expository Essay	Narrative Essay
Unit 5	Letter Writing		Descriptive Essay

	JUNIOR HIGH 1 SECTION 4 - LANGUAGE STRUCTURE	JUNIOR HIGH 2 SECTION 4 - LANGUAGE STRUCTURE	JUNIOR SECONDARY 3 SECTION 4 - LANGUAGE STRUCTURE
Unit 1	Word Classes	Sentence	The Phrase
Unit 2	Nouns	The Simple Sentence	The Sentence
Unit 3	Pronouns	Analysis of the Simple Sentence	Word Formation
Unit 4	Verbs	Semantics (meanings)	Antonyms, Synonyms and Polysemy
Unit 5	Adjectives		Registers
Unit 6	Adverbs		
Unit 7	Conjunctions		
Unit 8	Post-positions		
Unit 9	Emphatic Particles		
Unit 10	Synonyms, Antonyms and Homonyms		

TIME ALLOCATION

Since Ghanaian Languages is taught at the Teacher Training Colleges (as a compulsory subject) and in the Universities, it is necessary that more time be allocated at the basic level to enable pupils acquire maximum knowledge in the subject to help them in their subsequent study. The subject is presently allocated three periods a week of 30 minutes per period for each of the three years. It is suggested that the teacher tries to find extra time if possible, for increasing the length of time for teaching the subject.

Apart from the time allocation for the subject itself, schools are advised to provide the following recommended periods for the subjects/items listed below:

Ø	Music and Dance	3
Ø	Physical Education	2
Ø	Library Work (Reading and Research)	2
Ø	SBA Project	2
Ø	Worship	2
Ø	Free Period	1

The teacher should try to use part of the Library periods for extra work in Ghanaian Languages and Culture. This of course has to be discussed with the headteacher.

SUGGESTIONS FOR TEACHING THE SYLLABUS

General Objectives
General Objectives have been listed at the beginning of each Section. The general objectives are a summary of the specific objectives of the various units contained in that Section. Read the general objectives very carefully before you start teaching the section. After teaching all the units of the section, go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units. Each year's work is divided into sections. A section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. A unit consists of a more related and more homogeneous body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 - Units: The units in Column 1 are divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance, that Unit 2 of Section 2 has five specific objectives: 2.2.1 - 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the pupil i.e., *what the pupil will be able to do after instruction and learning in the unit.* Each specific objective hence starts with the following, "The pupil will be able to.." This in effect, means that you have to address the learning problems of each individual pupil. It means individualising your instruction as much as possible such that the majority of pupils will be able to master the objectives of each unit of the syllabus.

Column 3 - Content: The "content" in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add more information to the content presented.

Column 4 -Teaching and Learning Activities (T/LA): T/L activities that will ensure maximum pupil participation in the lessons are presented in column 4. Try to avoid rote learning and drill-oriented methods and rather emphasise participatory teaching and learning, and also emphasise the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum pupil learning. As we have implied already, the major purpose of teaching and learning is to make pupils able to apply their knowledge in dealing with issues both in and out of school. In the case of Ghanaian Languages and Culture, the emphasis is in the acquisition of effective communication skills and associated knowledge in the relevant culture. There may be a number of units where you need to re-order specific objectives to achieve such required effects.

Column 5 - Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work etc. Try to ask questions and set tasks and assignments that will challenge your pupils to develop excellent skills in Ghanaian Languages and Culture as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that pupils have mastered the instruction and behaviours implied in the specific objectives of each unit.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

DEFINITION OF PROFILE DIMENSIONS

The concept of profile dimensions was made central to the syllabuses developed from 1998 onwards. A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective may be stated with an action verb as follows: The pupil will be able to describe….. etc. Being able to "describe" something after the instruction has been completed means that the pupil has acquired "knowledge". Being able to explain, summarize, give examples, etc. means that the pupil has understood the lesson taught.

Similarly, being able to develop, plan, solve problems, construct, etc. means that the pupil can "apply" the knowledge acquired in some new context. Each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the pupil will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching and learning in schools. It has been realized unfortunately that schools still teach the low ability thinking skills of knowledge and understanding and ignore the higher ability thinking skills. Instruction in most cases has tended to stress knowledge acquisition to the detriment of the higher ability

behaviours such as application, analysis, etc. The persistence of this situation in the school system means that pupils will only do well on recall items and questions and perform poorly on questions that require higher ability thinking skills as required in application of Language principles in producing good Ghanaian language material. For there to be any change in the quality of people who go through the school system, pupils should be encouraged to apply their knowledge, develop analytical thinking skills, develop plans, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to speak, write, and produce poems, drama and other forms of language material. Read each objective carefully to know the profile dimension toward which you have to teach.

Profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Ghanaian Language and Culture, two profile dimensions and four skills have been specified for teaching, learning and testing.

The profile dimensions are:

Knowledge and Understanding	40%
Use of Knowledge	60%

The four skills are as follows:

Listening Comprehension	10%
Reading Comprehension	30%
Speaking (i.e. Oral Skills)	30%
Writing	30%

The profile dimensions and the skills may be combined as follows:
Listening - Knowledge and Understanding
Reading   - Knowledge and Understanding
Speaking - Use of Knowledge
Writing   - Use of Knowledge

Learning language and culture implies the acquisition of two major abilities or behaviours. These are "Knowledge and Understanding", and the "Use of Knowledge". "Knowledge and Understanding" may be taught through "Listening" and "Reading", while "Use of Knowledge" may be taught in "Speaking" and "Writing". Listening and Reading are "receptive skills" while, Speaking and Writing are "productive skills". In Ghanaian Language and Culture where the learner is born into the particular language and culture, the stress on "listening" is rather less, especially for pupils at the JHS level. It is expected that by the Junior High School level, the pupil would have acquired proficiency in "listening" such that this skill would require only about 10% of instructional time.
For this reason only the skills of "Speaking", "Reading" and "Writing" are stressed in this syllabus. Every language and culture has a store of body language and certain intonations which give particular meaning to spoken words. These are referred to as the "kinesics" and "paralang" of the language. These are some of the sub-skills that must be taught in "Listening Comprehension", especially for the very young classes.

Each of the dimensions and the skills has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions and skills on the previous page, show the relative emphasis that the teacher should give in

the teaching, learning and testing processes. Combining the dimensions and the four skills in the teaching and learning process will ensure that Ghanaian Languages and Culture is taught and studied competently in school.

The following diagram shows the relationship between the profile dimensions and the four learning skills:

Relationship Between Profile Dimensions and Learning Skills

Profile Dimensions	Receptive Skills		Productive Skills		
	Listening	Reading	Writing	Speaking	Total
Knowledge and Understanding	10	30	-	-	40
Use of knowledge	-	-	30	30	60
Total	10	30	30	30	100

"Knowledge and Understanding" has a weight of 40%, and "Use of Knowledge" has a weight of 60% as shown in the last column of the table. The last row shows the weight or relative emphasis that should be given each of the four skills in the teaching and learning process. The productive skills are weighted 60% as against 40% for the receptive skills. The explanation and key words involved in each of the profile dimensions are as follows:

Knowledge and Understanding (KU)

Knowledge   The ability to:
remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

Understanding   The ability to:
explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

This dimension is also referred to as "Application". Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

Application | The ability to
apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.

Analysis | The ability to
break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, recognise unstated assumptions and logical fallacies, recognise inferences from facts etc.

Synthesis | The ability to
put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organise, create, generate, etc.

Evaluation | The ability to
appraise, compare features of different things and make comments or judgement, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

You will note from the above that evaluation is the highest form of thinking and is therefore the most difficult behaviour. This accounts for the poor performance of learners and people generally on tasks that call for evaluative thinking. As we have said, start to develop this important skill early in your pupils by giving them lots of chances to do evaluative thinking while learning this subject.

Explanation of the meaning of the four skills is as follows:

Listening Comprehension: | This is the ability to
listen to, understand and follow directions, instructions etc. given in a language.

Reading Comprehension: | The ability to
read and understand what is conveyed in a piece of writing. The reader must be able to read coherently, and must be able to answer questions arising from the passage read.

Speaking: | The ability to
speak a language clearly, and in a way that will be understood by listeners. This is an oral communication skill that pupils should be encouraged to practise to perfection.

Writing: | The ability to
express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters

FORM OF ASSESSMENT

It is important that both instruction and assessment be based on both the profile dimensions and skills of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure you use i.e. class tests, home work, projects etc., must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The example below shows the recommended examination structure for JHS1-3. The structure consists of two examination papers and Continuous Assessment. Paper 1 will be an objective test paper, while Paper 2 will consist of comprehension and essay questions. The last column shows the weights for "Knowledge and Understanding" and "Use of knowledge". Note the last row shows the weights of each examination paper and the weight of the continuous assessment. The objective test paper is weighted 20%; the structured question paper is weighted 50%, and continuous assessment is weighted 30%, making a total of 100%.

The objective test paper may be constructed to consist of 40 or more items, but since the paper is weighted 20%, the total marks allocated to the paper, whether 40, 50 or more, will have to be scaled down to 20%. Similarly, the comprehension and essay paper could be scored out of 100 or any convenient number, and scaled down to 50% to derive the final total mark.

Distribution of Examination Paper Weights and Marks

Dimensions	Paper 1	Paper 2	Total
Knowledge and Understanding	30	20	50
Use of Knowledge	10	40	50
Total	40	60	100

The objective test items are distributed in the following way in Paper 1: 15 items (or marks) for "Knowledge and Understanding" and 5 items or marks for "Use of knowledge", making a total of 20 items or 20 marks.

The mark distribution for questions in Paper 2 is as follows: 15 marks for "Knowledge and Understanding", and 35 marks for "Use of knowledge". Paper 2 is essentially a "productive paper" and this is indicated by the rather large marks for the essay in the paper. Paper 2 is weighted more than Paper 1 and the continuous assessment because it is a more intellectually demanding paper.

The mark distribution for continuous assessment in the table shows 10% of marks for "knowledge and understanding" and 20% of marks for "use of knowledge", totalling 30%. School Based Assessment should be used for measuring performance in all four skills.

Note that at the BECE, the objective test, the comprehension test and essay test are all components of one examination paper. The examination has two parts: Section A is the objective test component and Section B consists of the comprehension and essay questions. The teacher at JHS3 should however, advise his/her pupils on the structure of the BECE examination paper and how to prepare for it.

End-of-Term Examination
The end-of-term examination is a summative assessment system and should consist of a sample of the knowledge and skills pupils have acquired in the term. The end-of-term test for Term 3 should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an end-of- Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of the objectives studied in Term 2, and 60% of the objectives studied in Term 3.

The diagram on the next page shows the recommended end-of-term examination structure The structure consists of one examination paper with two sections, A and B and the School-Based Assessment. The end-of-term Test Paper will be a blend of objective-type and structured questions (i.e. short answers). The paper will test "Knowledge and Understanding" and "Use of knowledge".

> JHS1: 30 items for 45 minutes
> JHS2: 40 items for 60 minutes
> JHS3: 40 items for 60 minutes

The teacher should consider the ability level of the class and determine the number of items to use for the end-of-term assessment. The above is only a guide.

Distribution of Examination Marks and Examination paper Weights

Dimensions	Section A (Objective Test)	Section B (Structured Questions)	SBA	Total Marks	%Weight of dimensions
	Grammar, Writing and Composition	Reading, Writing and Composition	All Five Sections		
Knowledge and Understanding	10	10	40	60	40
Use of knowledge	10	10	60	80	60
Total Marks	20	20	100	140	
% Contribution of Test Papers	10	40	50		100

The assessment model above consists of one paper with two sections. Section A, the objective test paper will consist of 10 items. Section B, is the structured questions section made up of 20 questions, each carrying 2 marks and totalling 20 marks. The total marks of 20 marks under Section B should be multiplied by 2 to obtain 40 as the percentage contribution of Section B. SBA will cover all five sections of the syllabus and will be marked out of 100 and scaled down to 50% as indicated in the last row. Each of the marks in the last but one row will be scaled to the percentage contribution marks indicated in the last row. While the actual marks will be 140, the total scaled marks will be 100. The ranking of pupils on examination performance will hence be based on 100 marks.

It is important that both instruction and assessment be based on the profile dimensions and the skills of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year, etc. The assessment procedure you use i.e. class tests, homework, projects, etc., must be developed in such a way that it will consist of a sample of the important objectives taught over a period. The following structure should be considered for developing the end-of-term test.

GUIDELINES FOR CONTINUOUS ASSESSMENT

A new School Based Assessment system (SBA), formally referred to as Continuous Assessment, will be introduced into the school system from September 2008. SBA is a very effective system for teaching and learning if carried out properly. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- o Standardize the practice of internal school-based assessment in all schools in the country
- o Provide reduced assessment tasks for each of the primary school subjects
- o Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- o Introduce standards of achievement in each subject and in each class of the school system
- o Provide guidance in marking and grading of test items/questions and other assessment tasks
- o Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- o Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve pupil performance

The new SBA system will consist of 12 assessments a year instead of the 33 assessments in the previous continuous assessment system. This will mean a reduction by 64% of the work load compared to the previous continuous assessment system. The 12 assessments are labelled as Task 1, Task 2, Task 3 and Task 4. Task 1-4 will be administered in Term 1; Tasks 5-8 will be administered in Term 2, and Tasks 9-12 administered in Term 3. Task 1 will be administered as an individual test coming at the end of the first month of the term. The equivalent of Task 1 will be Task 5 and Task 9 to the administered in Term 2 and Term 3 respectively. Task 2 will be administered as a Group Exercise and will consist of two or three instructional objectives that the teacher considers difficult to teach and learn. The selected objectives could also be those objectives considered very important and which therefore need pupils to put in more practice. Task 2 will be administered at the end of the second month in the term. Task 3 will also be administered as individual test under the supervision of the class teacher at the end of the 11th or 12 week of the term.

Task 4 (and also Task 8 and Task 12) will be a project to be undertaken throughout the term and submitted at the end of the term. Schools will be supplied with 9 project topics divided into three topics for each term. A pupil is expected to select one project topic for each term.

Projects for the second term will be undertaken by teams of pupils as Group Projects. Projects are intended to encourage pupils to apply knowledge and skills acquired in the term to write an analytic or investigative paper, write a poem 9 (as may be required in English and Ghanaian Languages), use science and mathematics to solve a problem or produce a physical three-dimensional product as may be required in Creative Arts and in Natural Science. Apart from the SBA, teachers are expected to use class exercises and home work as processes for continually evaluating pupils' class performance, and as a means for encouraging improvements in learning performance.

Marking SBA Tasks

At the JHS level, just as at the primary level, pupils are expected to undertake assignments that may involve investigations and extended writing etc in English. The following guidelines are provided for marking assignments of such nature.

1.	Introduction	20%
2.	Main Text	
	-Descriptions, use of charts etc.	60%
3.	Conclusion	20%

Pupils have to be taught how to use charts and other forms of diagrams in their writing pieces. They have to be taught to start with an introduction and conclude their writing appropriately.

The marks derived from projects, the end of month tests and home work specifically designed for the SBA should together constitute the School Based Assessment component marked out of 60 per cent. The emphasis is to improve pupils' learning by encouraging them to produce essays, poems, and other pieces of writing and drama. The SBA will hence consist of:

Ø End-of-month tests
Ø Home work assignments (specially designed for SBA)
Ø Project

Other regulations for the conduct of SBA will reach schools from GES.

Combining SBA marks and End-of-Term Examination Marks

The new SBA system is important for raising pupils' school performance. For this reason, the 60 marks for the SBA will be scaled to 50. The total marks for the end of term test will also be scaled to 50 before adding the SBA marks and end-of-term examination marks to determine pupils' end of term results. The SBA and the end-of-term test marks will hence be combined in equal proportions of 50:50. The equal proportions will affect only assessment in the school system. It will not affect the SBA mark proportion of 30% used by WAEC for determining examination results at the BECE.

GRADING PROCEDURE

In marking your class examination scripts, it is very important you develop a marking scheme. A marking scheme, as you may be aware, consists of the points for the best answer you expect for each essay question or structured question, and the mark allocated for each point raised by the pupil as well as the total marks for the question. For instance, if a question carries 10 marks and you expect 4 points in the best answer, you could allocate 2 marks (or part of it, depending upon the quality of the point raised by the pupil) to each point raised, totalling 8 marks, and then give the remaining 2 marks, or part of it, for organisation of answer. For objective test papers, you may develop an answer key to speed up the marking.

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades.

Grade A:	80 - 100%	-	Excellent
Grade B:	70 - 79%	-	Very Good
Grade C:	60 - 69%	-	Good
Grade D:	45 - 59%	-	Credit (Satisfactory)
Grade E:	35 - 44%	-	Pass
Grade F:	≤ 34%	-	Fail

The grading system presented above shows the letter grade system and equivalent grade boundaries. In assigning grades to pupils' test results, or any form of evaluation, you may apply the above grade boundaries and the descriptors. The descriptors (Excellent, Very Good etc) indicate the meaning of each grade. For instance, the grade boundary for "Excellent" consists of scores between 80 - 89. Writing "80%" for instance, without writing the meaning of the grade, or the descriptor for the grade i.e. "Excellent", does not provide the pupil with enough information to evaluate his/her performance in the assessment. You therefore have to write the meaning of the grade alongside the score you write. Apart from the score and the grade descriptor, it will be important also to write a short diagnosis of the points the pupil should consider in order to do better in future tests etc. Comments such as the following may also be added to the grades:
Keep it up
Has improved
Could do better
Hardworking
Not serious in class
More room for improvement, etc.

Note that the grade boundaries above are also referred to as grade cut-off scores. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a pupil must make a specified score to earn the appropriate grade. This system of grading challenges pupils to study harder to earn better grades. It is hence very useful for achievement testing and grading.

JHS 1

SECTION 1

ORAL SKILLS

General Objective: The pupil will:
1. Identify the elements that constitute his/her culture
2. appreciate the morals and values inherent in their customs and institutions

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **Culture**	The pupil will be able to: 1.1.1 name some elements of culture.	Language, food, occupation, dress code, religion, etc.	Discuss the elements of culture of the locality. Compare some elements of your culture to those of other neighbouring people e.g. staple food of the Ga verses that of the Asante, - dress code of the Fante verses the Dagaaba, etc. NB Compare food item in terms of - source of crop - accompanying soup/stew - time of day eaten	Pupil to list at least four elements of his/her culture. Pupils to appear in their traditional costumes and indicate the ethnic group that wears the costume.
	1.1.2 identify some cultural practices of the locality.	Cultural practices: Naming ceremony, marriage and divorce, chieftaincy, puberty rites, etc.	Assist pupils to identify some cultural practices in the locality.	Pupils to mention five cultural practices.
UNIT 2 **Greetings and Responses**	1.2.1 greet according to the season and the specific occasion, and give appropriate responses.	Seasonal greetings e.g. at indigenous festivals, New year, at work, etc. .	Mention seasons/occasions and their appropriate greetings e.g. Christmas, New year, birth, death, etc.	Pupils to role-play greetings on special occasions, e.g. at birth, death and marriage ceremonies. .

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 Greetings and Responses (Cont'd)	The pupil will be able to: 1.2.2 use appropriate expressions to greet in specific circumstances and situations.	Specific situations, e.g. at table, at work, at funeral, etc	Demonstration: i.e. teacher – pupil greetings in specific situations e.g. at table, work, social gatherings. Greetings at table: (Stimulus – Response) e.g. Stimulus Response Twi Kuta mu o. Woato me. Etire nka mmɔ Yɛredi ade. Ewe Va mia kpɔe ɖa. Nye asi le me loo Mezɔ afɔ nyuie. Mi ɖunu. GA Ha nii aba. Onina mi/wɔ DAGBANI A nuu na be Ŋmanene. Paheme a nuu. DAGAARE Fo naŋ dire. Wa soŋ ma.	Identify situations and pair pupils up to greet using new expressions learnt Discuss taboos relating to such situations as greeting: - at table - at funeral - attending to nature's call (toilet)

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **Naming Systems**	The pupil will be able to: 1.3.1 identify the sources of names and use them accordingly.	Week day names e.g. Kwadwo, Kofi, Amma Serial Order of birth – Dede – Tɛte, Kɔkɔ, Mɛnsa, Anane, etc. Serial names: Twins: Ata, Lawɛ, Tawia, Akwele, Atsu, Etse Family/Clan names: Agbozo, Asiedu, Azu, Efa, etc. Special names; Antobam, Kronka, Akumedzian Dɛre, Sori, etc.	Pupils group and regroup according to 1. week day names 2. names connected with other birth categories e.g. twins, serial, situational, insinuative, etc. Lead pupils to identify some family/clan names. Explain the source of such special names e.g. Odoi, Padi, Dɛre, Ayuo, Hiawo, Fiagbe, etc. Special names: e.g. Dɔnkɔ, Zuta, Antobam, Kronka, Akumedzian.	Questions and answers on the meanings and origins of special names. Pupils to list serial/situational names according to gender.

	1.3.2 identify appellations for certain names.	Appellations for names
		eg. Name Appellations
		   Osei Bonsu (Akan)
		
		   Sɛwaa Ampaafo (Akan)
		   Akwele Suma (Ga)
		
		   Tɛtɛ Kɔda (Dangme)
		   Natɛ Duɔ (Dangme)
			Teacher assists pupils to identify the appellations of names they know.
			
			Discuss some names and their appellation with pupils
				Pupils to find out some appellations of others name they could not provide and present them to class.
				
				Pupils to draw the family tree.

UNIT 4 **Kinship Terms**	1.4.1 identify the various kinship relationships in the community.	Kinship terms, i.e. terms for family members (immediate e.g. father, mother, sister, brother, etc)	Kinship terms of members of the nuclear family. Name the immediate relations of mother and father. Compare kinship terms of maternal and paternal relations where there are differing kinship terms.	Pupils to roleplay the various kins.
	1.4.2 explain terms associated with the various kins	Father line kins Mother line kins Marriage relation kins.	Pupils to say how their mothers address their father's immediate relatives and vice versa.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **Annual Festivals**	The pupil will be able to: 1.5.1 Identify names and types of festivals of his/her locality.	Names and types of festivals **Religious festivals** Adae Asante Odwira Akuapem Nadu Krobo Other language **Agricultural festivals** Hɔmɔwɔ Ga Teɖuɖu Peki Kɔbenɛ Dagaaba Ohum Akyem **Historical festivals** Hogbetsotso - Anlo Sasadu - Sovie, Alavanyo, etc. Bugum - Dagbani Asafotu - Ada Origin and time of celebration	Pupils identify festivals of the locality and the times of celebration. Teacher assists pupils to discuss the types of festival and their origins. Teacher to invite pupils to state times of local festivals.	Pupils to draw a scene at a local festival. Pupils to state three values of festivals. Pupils to state some of the major problems associated with festivals. Organization – chieftaincy problems and changes that have occurred.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **The clan system**	The pupil will be able to: 1.6.1 explain what the clan is and mention the names of some clans in the locality.	Clans in the locality: Akan: Asona, Oyoko, Bretuo, etc. Ewe: Adzɔvia, Likɛ, Blu, etc. Ga: Asɛrɛ, Gbese, Sempe, etc. Dangme: Bunase, Nyɛwɛ, Nam, etc. Dagaare: Malɔɔrɛɛ, Kowɛɛ	Teacher to assist pupils to discuss what a clan is and mention the names of some clans they know. Pupils to identify some clans of the locality.	Pupils to write the names of three clans and their locations in the locality.
	1. 6.2 mention some basic features that identify a clan.	Dakpaalɛɛ, etc. Nzema: Ezolule, Ndwefo, etc. Features of a clan: totems, taboos, oaths, clan names, origin and ancestry.	Teacher to assist pupils to discuss the basic features that a clan has. Pupils to mention the clan they belong to. Guide pupils to identify the basic features (oaths, taboos, etc.) of a clan Let pupils identify some clans and their totems, taboos, clan names, etc.	Pupils to identify three clans and state their corresponding totems.
	1.6.3 state the importance of the clan system.	Importance of the clan system: - helps clan members to know one another as belonging to one ancestry. - forges unity among members - source of pride	Guide pupils to discuss the importance of the clan system.	Pupils to list five advantages of the clan system. Pupils to identify some of the problems with the clan system.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **Non-Verbal Communication Body Language**	The pupil will be able to: 1.7.1 identify some non-verbal forms of communication.	Identification of non-verbal forms of communication e.g. nodding -maintaining eye-contact -winking -frowning -using `gestures -waving, etc.	Pupils mention some non-verbal forms of communication and perform the acts.	Pupils to list some non-verbal forms of communication and their interpretation. Disadvantages of non-verbal communication.

	1.7.2 explain the value and importance of non-verbal communication as a form of socialization.	Importance of non-verbal forms of communication
		 -shortens long verbal texts,
		 -private
		 -it accords privacy .
		 - it saves time.
		 -eases communication with people with hearing problems.
			Teacher to assist pupils through questions and answers to discuss the importance of non-verbal forms of communication.
			
			Pupils to discuss some possible problems that may arise from non-verbal communication.
			e.g:- ambiguity
			     - culture specific
			       non-widely used
			   : restrictive – users
			   : low frequency usage
			   : eliminates the blind
			   : not applicable in the dark area
				Compare non-verbal and verbal communication
				List some disadvantages of non-verbal forms of communication.

JHS 1

SECTION 2

READING AND LITERATURE

General Objective: The pupil will:

1.   develop the skills for reading with understanding
2.   acquire the habit of reading for pleasure

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **Reading aloud**	The pupil will be able to: 2.1.1 read aloud fluently with correct pronunciation and voice modulation.	Reading aloud with correct pronunciation.	Drill pupils on the correct pronunciation of new words using correct voice modulation. Pupils read aloud for teacher to correct their pronunciation errors.	Pupils read unseen passages aloud for teacher to access correct pronunciation and voice modulation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The pupil will be able to:			
UNIT 2 **Reading Comprehension**	2.2.1 read silently and carefully through passages/books to get the main ideas.	Remedial: Getting rid of bad reading practices - lip movement - sub-vocalisation, - reading words with figures, etc.	- Reading aloud: Discussion: Explanation of new vocabulary items Teacher to correct bad reading habits. - Silent Reading - Pupils summarise story. - Pupils read silently and answer questions on passage read.	Give a comprehension passage. Discuss it orally with pupils. Pupils to answer questions on a comprehension passage.
	2.2.2 grasp main facts, present them systematically and learn to summarise.	Reading for information. - passages - booklets - books - magazines, etc.	Pupils summarise story	Pupils to identify and write the main idea in a text
UNIT 3 **Introduction to Literature**	2.3.1 define the term "Literature."	Definition of literature.	Lead pupils to discuss literature in the Ghanaian Language.	Pupils define literature in their own words.
	2.3.2 draw the distinction between oral and written literature.	The difference between oral and written literature.	Draw the distinction between oral and written literature. Give examples of Oral and Written literature Oral: e.g. Greetings, folktales, etc. Written: Poetry, prose, drama – Marriage of Anansewaa Ancestral Sacrifice.	Pupils explain difference between oral and written literature and give examples of each.
	2.3.3 summarise a story of ten lines in eight minutes.	Shorten story using synonyms, phrases and subordinate clauses.	Teacher assists pupils to acquire the techniques for summary writing: - Identify topic sentences. - Identifying and removing repetitions, explanations, etc.	Teacher to provide a passage of ten lines for pupils to summarise.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **Oral Literature**	The pupil will be able to: 2.4.1 explain oral literature and cite examples of genres of oral literature.	Explanation: Unwritten stories and short wise sayings (used to teach morals and values) They form part of a people's culture. They are passed on from generation to generation by word of mouth. E.g. proverbs folktales lyrics riddles, etc.	1. Teacher to introduce the lesson with a short folktale. Teacher to lead pupils to realize that the story has a beginning, middle and an end. Teacher to lead pupils through questions and answers to discover the moral lesson of the story. 2. Teacher to invite a pupil to say a proverb. Teacher to help pupils discover that a proverb is a summary of a long story. Together with pupils identify the lesson of the proverb. 3. Teacher to invite another pupil to give a riddle/puzzle which any other pupil may give an answer to.	Pupil's to give a folktale Invite pupils to give more proverbs and a situation in which it can be used. Invite pupils to give more riddles. Pupils to write down four examples of oral literature gennes.
UNIT 5 **Written Literature**	2.5.1 state the birth, growth and evolution of written literature in the Ghanaian Language.	Evolution of written literature in the language. - kinds of written literature - prose - fiction and non-fiction	Discuss the origin of written literature in the language. Pupils to mention titles and authors of some literature books in their language.	List titles and authors of literature books and group them under the various genres.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (Cont'd) **Written Literature**	The pupil will be able to: 2.5.2 identify the different kinds of poetry.	Narrative poems, lyrics, ballads, etc.	Discuss the differences between narrative poems, lyrics, ballads, etc.	Pupils to write a simple lyric.
	2.5.3 identify the various dramatic devices that contribute to the beauty in a piece of writing.	Subject matter, plot structure, conflict, character, characterization, etc.	Discuss the various dramatic devices under content.	Pupils to write short notes on any two of the dramatic devices discussed.
	2.5.4 analyse a selected poem in the language, e.g. lyric, ballad, etc.	Literary appreciation - elements such as effective use of diction, expressions, literary devices imagery, etc.	Pupils appreciate given texts and identify plot, characters, setting, etc.	Pupils write out the plot in a given literary work.
	2.5.5 write a simple poem on a contemporary issue.	Writing of a simple poem on the following topics e.g. Personal hygiene. Food hygiene Going to the Doctor Elections, Infant mortality HIV /AIDS, Child labour, etc.	Teacher to read a story from a book and ask pupils to identify the subject matter, theme, plot structure and the diction, etc. In pairs/groups, pupils practise writing simple stories, plays and poems on contemporary issues.	Pupils appreciate a piece of writing e.g. Poem. In groups pupils write a poem on a given topic/Pupils may write two more stanzas of the poem read.

JHS 1

SECTION 3
WRITING SKILLS

General Objectives: The pupils will:

1. acquire the knowledge of the functions of the some grammatical forms.
2. understand and use the grammatical forms correctly in speech and in writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **Word Classes**	The pupil will be able to: 3.1.1 identify and explain the various word classes. 3.1.2 state the various positions that each word class occupies in the sentence structure/pattern.	The word classes - nouns, pronouns, verbs, adjectives, conjunctions, post-positions, emphatic particles, etc. Positions that each word class occupies in a phrase/a clause.	Basic definition/explanations of nouns, verbs, adverb, adjectives, conjunctions, post-positions, emphatic particles, etc. Explain the position of the word classes using simple sentence structures/patterns.	Pupils should identify noun, verbs, adverbs, adjective, etc. in sentences.

UNIT 2
 	
Nouns and Pronouns
	3.2.1 identify the various types of nouns in the language.
	
	3.2.2 use singular and plural forms of nouns.
	
	3.2.3 identify the gender of nouns.
		Types of nouns: Proper, Common, Concrete, etc.
		
		Singular and plural nouns Number - singular and plural. Functions of nouns.
		
		Masculine, feminine and neuter.
		
		Use naming patterns to explain gender marking in the Ghanaian Language.
			Identification of different types of nouns.
			
			Pupils to give the singular and plural forms of nouns. Pupils to form sentence, using different types of nouns correctly.
			
			Help pupils to understand the concept of gender as mainly associated with personal names: e.g. Bayuo(m) Ayuo(f) Dagaare
			  Takyi(m) Takyiwa(f)
			  Ado(m) Adobea(f)} Twi
			  Adi(m) Adiki(f) Dangme
				Group nouns under: proper, common, concrete and abstract.
				
				Pupils write the singular or plural forms of given nouns.
				
				Pupils to identify the gender of some nouns.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) **Types of Pronouns**	The pupil will be able to: 3.2.4 identify the various types of pronouns. 3.2.5. use pronouns in sentences. 3.2.6 distinguish between singular and plural pronouns.	Types of pronouns - personal, demonstrative, etc. Functions of pronouns. Singular and plural pronouns. I, you, he/she/it we, you, they	Pupils construct a few sentences about his/her friend. Explain why nouns should be replaced by pronouns. Differentiate between nouns and pronouns used. Pupils change singular nouns in sentences into plural pronouns, making changes in verb form.	Pupils to replace nouns with pronouns. Singular pronouns to be converted to plural pronouns.
UNIT 3 Verbs	3.3.1. identify the various types of verbs in the Ghanaian Language. 3.3.2 use the various tenses correctly. 3.3.3 use some tense the appropriately.	Types - transitive and intransitive, e.g. Tenses – simple present simple past. Tenses - progressive, perfect, etc.	Differentiate between transitive and intransitive verbs. Change verbs from the simple present tense to the simple past tense and vice versa. Illustrate the uses of different types of tense forms.	Verbs to be underlined in sentences. Write five sentences with verbs in the simple present tense for pupils to rewrite changing the tenses in to their progressive tense forms

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **Paragraph Writing**	The pupil will be able to: 3.4.1 identify the main idea in a paragraph.	The structure of a paragraph. Controlling idea/topic sentence.	Explain: - controlling idea/topic sentence - major supporting sentence - minor supporting sentence- using - selected short texts.	Paragraph Writing Pupils to write a paragraph on a given topic e.g. Education of the Girl-child
	3.4.2 develop an idea into a paragraph using supporting sentences.	Main support sentence. Writing a paragraph from sentence(s) that state the main idea.	In groups/pairs; pupils to identify main ideas and discuss them from a given text. From a mixed-up order of sentences pupils to re-arrange sentences in correct order.	Pupils to reorganize a paragraph of jumbled up sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 5 **Narrative Writing**	The pupil will be able to: 3.5.1 retell stories told or read;	Reproduction of stories e.g. Ananse stories events,etc.	Retelling a story: Teacher tells a story and asks pupils to write the story in their own words.	
	3.5.2 narrate events of everyday occurrences	Narration of everyday events. e.g. incidents in the: home, school, hospital, library, etc.	Pupils to narrate stories about everyday experiences e.g., -events on the way to school -preparing for a game: football, oware, cards, etc.	Pupils to write a two or three paragraph story on a given topic e.g. The effects of bush fire on the environment.
	3.5.3 write short imaginative stories	Writing of short stories (imaginative ones).	Teacher to lead pupils to generate ideas on a topic and arrange ideas generated in a logical order.	Pupils to imagine a story and write it.
UNIT 6 **Adjectives**	3.6.1 list and explain the various types of adjectives.	Types of Adjectives - attributive adjectives} - predicative adjectives} Based on their positions	Pupils describe an object or a friend. Write a few sentences containing adjectives on the chalkboard; use these sentences to illustrate the positions of different attributive and predicative adjectives.	Identify and underline adjectives.
	3.6.2 use adjectives in phrases and sentences.	Adjectives in phrases or sentences	Identify words which describe nouns in given sentences. Pupils form sentences with given adjectives.	Form four sentences with given adjectives.

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JHS 2

SECTION 1
ORAL SKILLS

General Objectives: The pupil will:
1. understand and appreciate the importance of rites of passage in human life
2. appreciate the significance and implications of these rites.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Naming Ceremony	The pupil will be able to: 1.1.1 describe a naming ceremony.	Time, people, materials and stages of outdooring and naming ceremony.	Discuss a naming ceremony and outline the procedures involved e.g. assembling of relatives, declaring purpose of gathering through libation, prayer.	Describe any two processes in a naming ceremony.
	1.1.2 State the importance of a naming ceremony.	1. Formal admission of a new-borne baby into the family.	Brainstorm on the importance of naming ceremonies.	
		2. identification of the child.		Pupils to role-play a naming ceremony.
		3. bring families together (unity).		
UNIT 2 Commitment	1.2.1 explain what commitment means.	Commitment:- Devoting oneself to something worthwhile.	Teacher to discuss what goes into commitment with pupils. 1. Pupils to mention circumstances under which one need to be committed. 2. Pupils to state some characteristics of a committed person.	

	1.2.2 explain how one can be committed to:	Commitment to:
		  - God
		  - Family
		  - Society
		Commitment to duties and responsibilities, personal principles, co-operation with other people for a good cause, internal peace and progress.
			Discuss how one can be committed to:
			God
			Family
			Society, etc.
			e.g. by helping the needy
			    by being obedient
			    taking part in communal labour
				Discuss the significance of the national pledge/anthem with pupils.
				
				Pupils individually to recite and sing the national anthe/ pledge.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) **Commitment (Cont'd)**	The pupil will be able to: 1.2.3 explain why we need to be committed.	Pupils to explain why one should be committed. - personal development, - it is a virtue, - improves the lives of others	Discuss some situations where pupils can show commitment practically.	Pupils write four reasons why they should be committed.
UNIT 3 Puberty Rites	1.3.1 explain puberty.	A stage in the growth of human being.	1. Teacher to lead pupils to discuss stages in life. 2. discuss puberty with pupils. Teacher to assist pupils to discuss the various rituals performed at puberty.	Pupils to explain puberty.
	1.3.2 explain puberty rite.	Initiation, enhances status provides education, a means of socio-moral control, etc.	- Teacher to assist pupils to discuss the rites performed to mark puberty from the onset to the last stage.	Discuss the rituals/activities.
	1.3.3 explain the significance of puberty rites.	Rites/rituals, bathing, shaving, cooking, washing, etc.	- Invite pupils to mention puberty rites of other ethnic groups. Teacher to assist pupils to discuss the relevance of puberty rituals in our present day life.	State three reasons why puberty rite should be encouraged or discouraged Debate on relevance of puberty rites.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **Gratitude and Appreciation**	The pupil will be able to: 1.4.1 use the right register to express gratitude/appreciation.	Expressing gratitude and appreciation e.g. Thank you, God bless you, May healing be through you, etc. Expressing gratitude and appreciation on specific occasions.	Teacher assists pupils to discuss ways of showing gratitude and appreciation. Discuss the expressions for showing gratitude and appreciation and also on specific occasions. e.g. for a gift, food, advice, etc.	Pupils to list some four occasions on which we must show appreciation and gratitude. Pupils to write the expression used when: (i) advice is given. (2) work is done well. (3) gift is received.
	1.4.2 give reasons why we should show appreciation and gratitude.	Encouragement, acknowledgement, politeness, etc.	Pupils to brainstorm on what one feels when his/her service or contribution is acknowledged or not acknowledged.	Pupils role play situations when: 1. 'A' does something and he is appreciated. 2. 'B' does it and he is not appreciated.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **Taboos**	The pupil will be able to: 1.5.1 identify some taboos in the community.	Explain taboo: A verbal or non-verbal behaviour, an object, an animal, an event that is prohibited in a community for religious or some other reasons. E.g: <u>Verbal taboos</u> - Insulting the nakedness of your wife. <u>Non-verbal taboos</u> - attitudes and behaviours (Destroying a neighbours budding crops) - relationships i. incest ii. sleeping with a women in her menstrual period. - Objects and animals - Events, etc.	Lead a class discussion on utterances, behaviours, actions, objects, animals, events that are considered as taboos in the community.	Pupils to write two examples each of: a) verbal taboos b) animal taboos c) historical/event taboos Pupils to ask their parents or elders for more family, lineage, clan taboos.
	1.5.2 state two sanctions for two taboos.	Explain sanctions: Punishments for breaking a taboo - purification - pacification - banishment - fines - death penalty - ostracisation	Lead the class to identify and discuss sanctions for some taboos.	Pupils to write on the importance of sanctions. E..g. - controls behaviour - maintains order - ensures collective security etc.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

Unit 5 (Contd)	The pupils will be able to:
	
	1.5.3 Distinguish between sanctionable and non-sanctionable taboos.
		Sanctionable taboos attract punishments; the others do not.
		  - beating your father or mother
		  - killing a clan totem
		<u>Non-sanctionable taboo</u>
		  - Sleeping with a woman in her menstrual period.
			Lead pupils to classify taboos into sanctionable and the non-sanctionable.
			Pupils to be made aware that there are degrees of taboos, and that sanactions depend on how serious the culture considers the taboo
				<u>Project</u>
				Pupils to be put in groups. Each should be assigned a taboo to research into the source, nature, objective and sanctions and make recommendations.

	1.5.4 relate taboos to school/home rules and regulation.	Comparing taboos and school rules and regulations	Teacher to lead pupils in a question and answer discussion to compare taboos and school rules and regulations.	<u>Debate</u> Class to form two groups to debate: "Taboos are not acceptable in the light of present day developments.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 Deaths and Funeral Rites	The pupil will be able to: 1.6.1 explain peoples' perception of death and burial of children.	Death and burial of children. Death as a result of : e.g. witchcraft invitation from ancestors child arrived unprepared	Assist pupils to discuss perceptions associated with deaths and burials for children.	Pupils to write two perceptions of child death in the community Pupils to write some expressions used to announce the death (a) a baby (b) a chief (c) an ordinary person.
	1.6.2 describe how the death and burial of chiefs and royals are handled.	Death and burial of chiefs and royals e.g. firing of musketry burial at mausoleum, etc.	Concepts associated with death and burial of chiefs and royals/and expressions used to announce the death of chiefs, royals, etc.	List items that are used for the burial of chiefs and royals.
	1.6.3 describe how the death and burial of an ordinary person is handled.	Ordinary person e.g. burial during the day funeral announcements	The normal burial and funeral rites Pupils to brainstorm on how death and burial of ordinary people are handled.	State some beliefs associated with unnatural deaths and discuss whether the beliefs are justified in the light of modern thinking.
	1.6.4 mention some perceptions about unnatural deaths	Untimely deaths: witchcraft, "spiritualism", evil spirits, etc Suicide – Taking one's life due especially to stress, fears, shame, etc. Accidents: - motor accidents due to mechanical faults, drunkenness, mistakes in overtaking other lorries, etc. Other work-related- accidents.	Assist pupils to discuss perception of unnatural deaths For instance, a carpenter roofing a building fell down and broke his leg because he did not put his leg at the proper place. Such accidents cannot be attributed to witchcraft. One must take personal responsibility and not blame others for one's own faults. Explain the circumstances that may lead to suicide, road accidents, bush fires and fire-outbreaks caused by faulty electrical installations.	
	1.6.5 explain the causes of infant mortality and problems of maternal health.	Causes of : Infant mortality and maternal health problems as: - poor maternal ante-natal health-care - lack of pre-natal care - poor communication - poor nutrition - ignorance, etc.	Create a forum for pupils to discuss traditional perception of infant mortality and the death of pregnant women in the light of present day developments. NB: Teacher to stress the fact that carelessness and its consequences should not be attributed to witchcraft.	A debate on the causes of infant mortality or the real causes of the death of pregnant women or post-natal problems.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 Proverbs and Idioms	The pupil will be able to: 1.7.1 identify types of proverbs.	Proverbs about: Human beings, animals and other creatures and things.	Assist pupils to explain what a proverb is. Let pupils give examples of proverbs. Pupils to classify proverbs under these headings: Plants and animals, human beings, towns, objects, events,	Pupils write some proverbs associated with: animals birds human beings or any other type.
	1.7.2 use proverbs appropriately in communication.	Proverbs and occasions during which they may be used.	Let pupils give some proverbs and explain their meanings. Assist pupils to determine the situations in which any of the proverbs may be used.	Teacher to give situations and pupils to give proverbs to match their contexts. Or teacher gives proverbs and pupils determine the situations in which they may be used.
	1.7.3 state the significance of proverbs in communication.	Significance of proverbs: e.g. Summarises long discourses Sharpens the mind Enriches language, etc.	Let pupils discuss the significance of proverbs in communication.	Pupils state some reasons for using proverbs. Teacher to guide pupils to collect idioms from a community.

	1.7.4 explain idioms and identify some.	Idioms:
		An expression whose meaning is different from the original meanings of the individual words used to form the idioms
		
		Sources:
		associated with –
		human body parts
		food
		plants and animals, etc.
			Teacher to assist pupils to discover that:
			  idioms have fixed meanings
			  idioms are like words.
			  e.g. to put ones foot down – to insist
			
			- guide pupils to provide some idioms
				Teacher to assist pupils to know how to look up idioms in the dictionary of the language
				
				Teacher to write some idioms on chalkboard and ask pupils to look up their meanings in the dictionary
				
				Teacher to provide idioms and pupils use them in sentences of their own.

JHS 2

SECTION 2

READING AND LITERATURE

General Objectives: The pupil will:

1. develop the habit of reading for pleasure/enjoyment and information.
2. develop interest in the oral and written literature of the community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **Reading aloud**	The pupil will be able to: 2.1.1 read aloud fluently with emphasis on punctuation marks.	Reading aloud: voice modulation	Treat pronunciation of new words and their meanings. Read aloud with use of punctuation marks. Pupils to read while teacher listens to correct pronunciation and intonation difficulties.	Pupil read aloud a specific passage taking note of punctuation marks.
UNIT 2 **Reading Comprehension**	2.2.1 identify the main Ideas in the passages read.	Use of various text types. Passages from books and other factual or fictional materials from the natural and social sciences, historical narratives and or technical subjects.	Pupils read given passages silently and discuss passages based on leading questions from the teacher. Discussion of passage read followed by answering of oral/written comprehension questions.	Pupils answer questions based on the passage read.
	2.2.2 narrate or rewrite in summary form what has been read.	Supplementary readers, magazines, periodicals, etc.	Teacher to write a passage of one page and assist pupils to discuss the main ideas Pupils to summarise the passage in a few sentences Teacher to assist pupils to select appropriate supplementary readers, magazines, periodicals, etc. and guide them to write summaries	Pupils write summaries of texts read.
	2.2.3 summarise a given text.			

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **Oral** **Literature**	The pupil will be able to: 2.3.1 identify the structure of traditional poetry, riddles, puzzles, etc.	Work songs, dirges, riddles, puzzles, folktales, etc.	Differentiate between puzzles and riddles.	Group Work – Competition on riddles and puzzles
	2.3.2 tell/narrate myths and legends of the locality and state the importance of the myths and legends.	Myths and legends: Pride in ancestry, source of motivation, explains reasons for some festivals and natural phenomena.	Teacher to assist pupils to identify some myths and legends of the locality and state their importance as social and moral control systems. Pupils tell/narrate some myths/legends of the community and analyse the content in terms of their relevance to the people of the community.	Answering simple questions on myths and legends of the ethnic group.
UNIT 4 **Written** **Literature**	2.4.1. identify the themes, style and mood of literary pieces.	Themes and style of historical narratives, myths, proverbs, idiomatic expressions.	Discussion of themes, mood etc. of literary pieces.	
	2.4.2 distinguish fiction from non-fiction	Types of non-fiction, biography, autobiography, adventure and travel stories. Main types of fiction: novels, short stories, novelette, parables, fables, etc.	Differentiate between the characteristics of fiction and non-fiction. Non-Fiction E.g: Biography/Autobiography of Dr. Kwame Nkrumah/Dr. Busia/Dr. J.B. Danquah, etc. Fiction Ancestral Sacrifice – Nyantakyi Akosomo Things Fall Apart – Chinuah Achebe Stories from Supplementary Readers	Pupils identify literary devices in literature works

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (Cont'd) **Written** **Literature**	The pupil will be able to: 2.4.3 identify the features of plays and poems.	Types of poetry and play. Discussion/Questions and answers on: - Features of poetry - main characteristics of poetry (a text for study)	Discuss the features of a play. Give pupils a simple poem and let them discuss the features: form, diction, rhyme pattern, poetic devices, etc. Discussions on some contemporary issues e.g. see content.	Pupils answer some context questions on plays read. Pupils write simple comments on given poems. Pupils to continue any poem in their own words. Suppose a poem has 4 stanzas, students to write a 5th stanza - Pupils to address subject matter, theme rhyme pattern, etc.
	2.4.4 write simple stories, poems and plays on contemporary issues.	Contemporary issues e.g. - Drug abuse - Teenage pregnancy - Child labour - HIV/AIDS - The environment - Child rights	Lead pupils to read and discuss a simple poem. Assist pupils to discuss some simple poem and play written by a pupil. Pupils in groups choose a topic and write a simple story or play on it and present to class.	Pupils write simple stories or poems based on e.g. -Drugs -Teenage pregnancy -Child labour -Child abuse -AIDS -Environmental Degradation

SECTION 3
WRITING SKILLS

General Objectives: The pupil will:
1. identify adverbs in the language
2. understand and appreciate the functions of Adverbs and their usage

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 1 Adverbs	The pupil will be able to: 3.1.1 describe the various types of adverbs	Types of Adverbs e.g. place, manner time, etc.	Help pupils to: describe how some actions are performed e.g. walk-fast, slowly, etc. tell when an action is/was will be performed e.g. now, yesterday, next year, etc. tell where an event occurs/occurred/will occur e.g.: at the market, in the home etc.	Pupils underline adverbs in given sentences.
	3.1.2 distinguish between the various functions of the adverb.	Functions of Adverbs. (Modifiers of : verbs, adjectives, adverbs)	Teacher to assist pupils to learn that adverbs modify verbs, adjectives and adverbs Pupils to read a passage and point out the adverbs in it.	Pupils to fill in the blanks with suitable adverbs.
UNIT 2 Conjunctions	3.2.1 identify and use conjunctions correctly.	Conjunctions e.g.: and, but, or, because, before, etc.	Assist pupils to identify conjunctions in phrases and sentences Pupils to use conjunctions to join words, or separate sentences	Pupils to determine whether the underlined conjunction joins words, phrases or clauses/sentences.
	3.2.2 identify coordinating conjunctions/coordinators and their functions	Coordinate conjunctions. e.g.: and, but, or, yet.	Teacher uses phrases and sentences to help pupils to determine the functions of coordinating conjunctions e.g. join word and word Kofi and Ama (Kofi ne Ama) e.g. joins sentences: Kofi swept and Amma cooked (the) food (Kofi prae na Ama noaa aduan.)	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 2 (cont'd)	The pupil will be able to:			

Conjunctions	3.2. 3 identify subordinating conjunctions and their functions	Subordinating conjunctions Before, after, as soon as, if, etc
		
		Kofi came (main clause)
		<u>subordinate clauses</u>
		    before Kofi came …
		    after Kofi came …
		    as soon as Kofi came, …
			Teacher leads pupils to discover that subordinating conjunctions reduce:
			1. main clauses into subordinate clauses
			2. make the sense in the subordinate clause incomplete.
			
			Teacher writes simple sentences on the writing board for pupils to convert into subordinate clauses by writing a subordinate conjunction before the simple sentence.
				Pupils to identify main /subordinate clauses in sentences.
				
				Pupils to write six simple sentences and convert them into subordinate clauses using subordinate conjunctions,

UNIT 3 **Descriptive Writing**	3.3.1 observe and describe scenes. 3.3.2 describe objects, places and events accurately.	Simple description e.g. market scenes, sporting event, lorry park, etc. Description of places of interest; important occasions; objects of historical importance, etc.	Dialogue: Teacher uses questions and answer to help pupils to describe scenes, places, people, etc. Picture description: Pin pictures or paintings on the board and ask pupils to describe what they see/observe.	Pupils to write an accurate description of a picture, object or event.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 Letter Writing	The pupil will be able to: 3.4.1 write the features of a letter.	Features of a letter e.g. address, date, salutation, subscription. List the points or issues you want to write about before you start to write.	Discuss the features of a letter, e.g.: - address - date - salutation - body - conclusion	
	3.4.2 write informal letters to friends, parents etc. using the appropriate register.	Informal/Personal letters to friends, sisters, brothers, parents, etc.	Pupils to write informal letter to friends, brothers/sisters, parents, etc.	Write a letter to a friend advising him/her on how to maintain good health.
	3.4.3 write formal letters to companies and people in authority.	Formal letters Differences between formal and informal letters with regards to : -salutation -formal or informal language in the body of letter -conclusion	Pupils to write formal letters to the following: - to a company for a job - to the Electricity Company to connect electricity to their home - to the Assembly man to arrange for the sinking of a well in the town/village.	
	3.4.4 write letters to distant relatives using the appropriate register.	Differences between informal and semi-formal letters and appropriate register.	Assist pupils to learn the differences between the formal, informal and the semi-formal letter. Pupils to write a semi formal letter to a distant relative.	Pupils write a letter to the assemblyman, DCE or headmaster. Teacher to determine content of letter.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The pupil will be able to:			
UNIT 5 Analysis of the Simple Sentence	3.5.1. analyse the simple sentence into subject and predicate.	Analysis of the simple sentence into subject and predicate. The subject comprises the words or group of words before the finite verb.	Construct simple sentences for analysis	Pupils analyse given sentences into subject and predicate
	3.5.2. state the elements of the subject and predicate	The structure of the subject and predicate component	Identify and analyse subject and predicate.	
UNIT 6 **Punctuation Marks: Review/The Apostrophe**	3.6.1 revise the uses of the comma, quotation marks, the semi-colon and the colon.	The punctuation marks: Comma (,) Quotation marks (" ") Semi-colon (:) Colon (:)	Revise lessons on the question mark, the comma, the quotation marks, the semi-colon and the colon.	
	3.6.2 use the apostrophe correctly	Relevant Units/Lessons in the class reader and supplementary reader.	Introduce the Apostrophe (Elision) Elision - This involves removing a vowel and replacing it with an apostrophe depending on the language and the context/situation (Orthography) the writing conventions, e.g. Akan: Me adaka M'adaka Ewe: Nye agbale – Ny' agbale Dangme: Pa a mi = Pa am' Dagaare: Nyɛ O = Ny'o **NOTE:** Work through many more examples with pupils	Write various kinds of sentences for pupils to punctuate.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **Semi-Formal Letters**	The pupil will be able to: 3.7.1. write suitable semi-formal letters.	Semi-formal letters to specified Persons/addressees e.g. father's/mother's friend, uncle/aunt, grandfather/ grandmother and other older relations. Topics/issues normally raised: expressing gratitude, apologising ,making requests/pleas. Use of language e.g. no contracted forms, jargons or slangs. Formal features - salutation, subscription, full name, etc.	Revise lesson on writing friendly, informal letters. Discuss similarities/differences between informal and semi-formal letters, language use and formal features (Refer to Content) Pupils plan and write a semi-formal letter to a specified recipient, e.g. to an uncle finding out if they can spend the next holidays with him.	Individual pupils write semi-formal letters to an aunt/uncle expressing appreciation for his/her love during the last holiday spent with him/her
UNIT 8 **Synonyms and Antonyms**	3.8.1 explain synonym and give some examples.	Synonyms: Words with the same meaning e.g. English: agree – accept direct – show Ga: awo – nyɛ (Mother) Dangme : ngma – niyeni (food) Dagbani: sulu – seha (good luck) Twi: sesa – tase (gather) Dagaare: ba – saa (father)	Teacher to assist pupils to explain what synonymy is Teacher lists some words and pupils provide their synonyms Write sentences and underline some words so that pupils replace the underlined words with synonyms.	Teacher to write five sentences with some underlined words. Pupils rewrite the sentences replacing the underlined words with suitable synonyms.
	3.8.2 explain antonym and give examples	Antonyms: Words that are opposite in meaning e.g. asleep – awake wise – foolish Ga: ba – yaa Ewe: dzra – ƒle Dangme: Jua – he Dagbani: Kamina – chama Twi: da – nyan Dagaare: gaa - wa	Assist pupils to explain antonyms and give examples. List some words for pupils to provide their antonyms	Teacher to write five sentences with some underlined words. Pupils rewrite the sentences replacing the underlined words with suitable antonyms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 (Cont'd) **Synonyms, Antonyms and idioms**	The pupil will be able to: 3.8.3 state some idioms and explain their meanings	Idioms: An expression whose meaning is different from the original meanings of the individual words used to form the idiom. Sources: associated with – human body parts food plants and animals, etc. Like proverbs, idioms have their contexts.	Teacher and pupils to identify some idioms and discuss their literary meanings and compare with their idiomatic meanings.	Teacher to assist pupils to know how to look up idioms in the dictionary of the language Teacher to write some idioms on writing board and ask pupils to look for their meanings in the dictionary Teacher to provide five idioms and pupils use them in sentences of their own.

SECTION 1
ORAL SKILLS
General Objective: The pupil will:
1.   acquire further knowledge of the social, cultural and political life of their community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Customs (Marriage and Divorce)	The pupil will be able to: 1.1.1 state the importance of marriage	Importance of marriage: Procreation for the reproduction and renewal of the human species, socialization, etc.	Assist pupils to talk about why people marry	List three reasons why people marry.
	1.1.2 describe the different types of marriage and how they are contracted.	Types of marriage e.g.: -Customary -Ordinance Personalities connected with marriages	Discussion on: - different types of marriage procedures in the language community; - personalities involved in contracting marriages:	Pupils to write three types of marriage
	1.1.3 give examples of causes or situations/acts that can bring about divorce.	Causes of divorce Divorce Procedures: - separation/divorce - divorce rites	- Pupils to enumerate situations that can give rise to divorce. e.g. domestic violence, non-performance of responsibilities etc.	Enumerate some causes of divorce.
	1.1.4 state the effects of divorce	Effects of divorce	- Pupils to describe divorce procedures e.g. arbitration, return of dowry, etc. Pupils to outline some of the effects of divorce especially on the children. e.g. streetism, truancy, hooliganism,	
	1.1.5 outline ways for sustaining a marriage.	Sustaining marriages -fidelity -effective home/financial management - understanding and forgiveness	Discuss ways for sustaining marriages e.g. honesty, fidelity, tolerance, etc. A talk on marriage by a resource person e.g. Pastor, Imam, Social worker, Marriage Counsellor.	List different ways by which a marriage can be sustained. Essay on "Ways to a Happy Marriage".

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 Funerals	The pupil will be able to: 1.2.1 describe the indigenous funeral rites after burials.	Indigenous funeral rites e.g. widowhood, separation, purification.	Discuss some activities of a bereaved family after burial	Pupils name some post-burial funeral rites and describe the processes.
	1.2.2 describe current influences that have led to expensive funerals	Contemporary funeral rites e.g. church-burial, thanksgiving and memorial services, expensive dresses, parties, etc.	Pupils narrate the roles played by some societies e.g. churches before and after burial e.g. wake-keeping, thanksgiving and memorial services. Pupils discuss the high cost of funerals and ways for reducing such cost.	Discuss some current changes introduced into traditional funeral practices.
	1.2.3 state the positive and negative aspects of widowhood rites	Positive and negative aspects of widowhood rites	Discuss the advantages and disadvantages of the various funeral rites e.g. widowhood, purification, etc. Teacher assists pupils to discuss negative and positive widowhood rites.	
	1.2.4 prevent the negative aspects of widowhood rites	Human rights abuse, anti-social, vindictiveness, etc,	Pupils to describe some of the rites widows undergo, and discuss whether such rites are decent, or whether they degrade womanhood. Pupils to suggest widowhood rites that should be abolished or amended, and give reasons.	Debates: Widowhood rite must be abolished.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **Ghanaian Symbols and their Meanings**	The pupil will be able to: 1.3.1 identify the various symbols used in the language community.	Identification of symbols. - a red band tied around a fruit on an orange tree - a bow hanging upside down at the gate of a house.	Pupils: - discuss selected symbols used in the community.	Pupils list symbols found in their community.
	1.3.2 state the meaning of the symbols identified.	Meaning of symbols. unity, cooperation, etc.	- discuss the origin, meaning and values of the symbols in their ethnic groups.	Pupils tell the class the origins, meanings and values of symbols found in their localities.
	1.3.3 describe the values of the various symbols.	Value of symbols. e.g. source of information.	Discuss some symbols and their values.	
	1.3.4 state the history of the symbols.	Origins of symbols.	Pupils in groups, investigate the history and meaning of identified symbols from the community.	Groups present their reports of the investigations for discussion.
UNIT 4 **Chieftaincy: Selection, Enstoolment/ Enskinment Duties and Destoolment/ Deskinment**	1.4.1 state how chiefs/queenmothers are selected and enstooled/enskined.	Nomination and installation of chiefs and queenmothers. Kingmakers candidates and processes of nomination installation.	Pupils give personal experience or an eye-witness account of nomination enstoolment of a chief or queenmother if any.	Use drama for some aspects of this lesson
	1.4.2 compare the duties and responsibilities of chiefs and queenmothers.	The chief/queenmother and his/her responsibilities. Chief: head of the nation, queenmother: Advisor to chief.	Compare the duties and responsibilities of the various chiefs and queenmothers.	List some of the duties of the chiefs and queenmothers.
	1.4.3 state offences which call for Destoolment / deskinment of chiefs and queenmothers.	Offences for Destoolment/ deskinment. e.g.: arrogance	Discuss how chiefs/queenmothers are selected, orientated and installed	Pupils to discuss problems associated with the nomination/installation processes.
	1.4.4 describe the processes involved in the destoolment/ deskinment of chiefs.	Destoolment/deskinment of chiefs in the traditional and contemporary societies.	Discuss offences for which chiefs/queenmothers can be destooled/ deskinned where applicable. Discuss the process of destoolment/deskinment of a chief.	Pupils to write an essay on: "If I were the chief/queenmother of my community".

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 Government of Traditional Societies	The pupils will be able to: 1.5.1 identify the traditional governing structure of the society.	The traditional government: Structure paramouncy clan or lineage family.	Pupils name some important personalities of the locality and describe their roles and responsibilities.	List the traditional functionaries of the area by their order of hierarchy.
	1.5.2 state the duties of the various functionaries.	Duties of various functionaries e.g. the elders, chiefs' attendants, the spokesman ((ɔkyeame), Soul ɔkra), etc. village heads and family	Discuss the functions of a chief and some elders e.g. ɔkyeame or divisional elders (Chiefs)	Enumerate the duties of the chief and his elders.
	1.5.3 state the importance of traditional functionaries	Role of priests and priestesses, landlords (Fendama) Priests/priestesses, ɔkɔmfo in the traditional political structure where applicable.	Discuss the roles of priests/priestesses and landlords as spiritual leaders of society. Discuss the need for leaders in the society.	Enumerate the roles played by traditional spiritual leaders.
	1.5.4 state the roles of spiritual leaders	Traditional military e.g. Asafo company.		
	1.5.5 describe the organisation of the traditional military.	1. maintain peace and order, 2. ensure security, etc.	Discuss the roles of the youth in the traditional military.	List three reasons why the following are important
	1.6.1 discuss how disputes are settled.	Settlement of disputes.	Discuss the process for settlement of disputes.	Role play settlement of disputes.
	1.6.2 state the punishments/penalties associated with the various crimes/offences	Crimes and punishments.	Identification of some crimes and penalties that go with them.	List some crimes and offences and their penalties.
UNIT 6 Traditional Judicial Procedures	1.6.3 identify the oaths and ordeals of the community.	Oaths. Ordeals.	Pupils discuss when and how oaths and ordeals are used in judicial procedures in traditional society.	List some oaths and ordeals of the community and their importance.
	1.6.4 explain how oaths and ordeals are used in our judicial procedure.	Use of oaths and ordeals.	Discuss the process for settlement of disputes.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 Traditional Costumes	The pupils will be able to: 1.7.1 describe the various traditional dresses of some ethnic groups in Ghana.	What the people wear on - traditional /social occasions - putting on traditional dresses the right way	Pupils mention various types of clothing people wear in the locality. Pupils associate each kind of costume with the chief/queen mother and their regalia and describe occasions on which such traditional costumes are used.	Pupils to identify the costumes of some ethnic groups.
	1.7.2 state the appropriate dress for specific occasions and demonstrate how they are worn.	Traditional dresses, props (bracelets, sandals etc.)	Teacher leads pupils to demonstrate how the costumes are put on	
	1.7.3 identify and discuss the functions of the chiefs regalia in the community	- chiefs regalia: - state sword/staff (symbol of authority) - palanquin - anklets and bracelets (display of wealth)	Teacher may use real objects or picture to enable pupils name the items	
	1.7.4 State the occasion on which the chiefs regalia is used	Durbar of chiefs, festivals National Day celebrations)	Pupils discuss various occasions during which chiefs regalia is used.	
UNIT 8 Contemporary social problems	1.8.1 identify some current social problems	Social problems: e.g. drug trafficking and abuse, teenage pregnancy, HIV/AIDS, Poverty, road accidents, unemployment, poor industrial and management strategies, etc.	Pupils to mention some social problem. Discuss the causes of the social problems identified.	List some items of regalia. Pupils to be grouped to hold discussions on the topics
	1.8.2 identify the causes and effects of selected social problems	Causes and effects of some selected social problems e.g: poverty, unemployment	Pupils mention the causes and effects of some social problems on the individual, family and the nation Pupils to discuss some causes and effects of some selected problems (ref. content of 1.8.1)	
	1.8.3 identify some possible solutions for the problems	Solutions e.g: education : trade learning centres.	Discuss some possible solutions for: Drug trafficking/abuse teenage/ pregnancy HIV/ADIS Child abuse/labour child trafficking	Group Work Pupils in groups select a problem, study the causes and effects and develop solutions

JHS3

SECTION 2
READING AND LITERATURE

General Objectives: The pupil will
1.   develop the habit of reading for pleasure and information
2.   develop interest in the oral and written literature of the community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Reading	The pupil will be able to: 2.1.1 select main ideas from passages read. 2.1.2 explain phrases, expressions, and figures of speech etc. when reading. 2.1.3 read and answer questions based on texts read. 2.1.4 summarise material read.	Use of various text types/passages e.g. Passages from books and other factual materials. Selected supplementary readers, magazines. Reading of passages and texts. Summary	Identification and explanation of new vocabulary, phrases, expression, etc. from a given passage. Identification of main ideas from passages read. Questions based on passages read. Summary of the story read.	Oral and Written comprehension. Summary Writing. Give a passage and ask pupils to answer questions based on the passage. Summary Writing
UNIT 2 Oral Literature	2.2.1 identify the special features of traditional poetry. 2.2.2 relate the messages in poetry to real life situation. 2.2.3 identify figures of speech in a poem and explain their effectiveness.	Special features of traditional poetry – orality, performance, audience, instant feedback, etc. Interpretation of poems	Discussion of special features of oral poetry in the language e.g., message, style, expression, etc. and explain. Teacher to guide pupils to see how parts of the poem relates to real life situations Pupils identify figures of speech in a given poem. Discuss their effectiveness in conveying messages and images.	Pupils recite some poems Poetry appreciation. Give a poem and through question and answer, let pupils comment on it.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) **Oral Literature**	The pupil will be able to: 2.2.4 practise sending messages on drums, horn or flute	Pupils discuss the types of drums in their language community.	Invite a resource person to discuss the kinds of messages that can be conveyed through the use of drum/horns flutes or xylophone. Pupils to practise sending messages with drums	Pupils listen to drum /horn flute xylophone played by resource person and interprets the message.
UNIT 3 Written Literature **Prose/Drama**	2.3.1 identify the distinctive features of a novel.	The features of a novel/prose - narrative, long, fictitious, true to life, imaginary character(s).	Pupils discuss the features of a novel.	List main features of a play/poem. Give a summary of a novel read with comments/impressions.
	2.3.2 list and explain the important elements in a novel or play.	The important elements in both a novel and a play: theme, plot, conflict, crisis, climax, denouement/resolution. The most important element in a play – action, characters and speech.	Pupils to distinguish the important features of poetry from prose.	Pupils state and explain some important elements in a novel or play they have read. e.g. character, characterization, diction, etc.
	2.3.3 define some of the important features that distinguish poetry from prose.	Special features of poetry - line arrangement, capital letters; alliteration, assonance, etc. Analysis and examination of selected works.	Teacher to provide a poem for study. Pupils to analyse selected works.	Compose poems about any of the following: bush fires, the environment. wildlife, etc. Pupils to write the next stanza of a poem.

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J H S 3

SECTION 3

WRITING SKILLS

General objectives: The pupil will:

1.   Use grammatical structures/forms accurately in speech and in writing.
2.   Use learnt grammatical structures/forms in their creative writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **Clauses**	The pupil will be able to: 3.1.1 identify clauses	Identification of clauses: A clause consist of a Subject and finite verb	Assist pupils by the use of examples to learn that a clause consists of two or more words with a subject and a finite verb. Pupils to give examples of clauses.	Teacher to write five compound/complex sentences for pupils to identify the main clause.
	3.1.2 identify a main clause	Main clause e.g.: Kofi likes bread.	Assist pupils to learn that a main clause is a simple sentence with a subject and only <u>one</u> finite verb.	Teacher provides six compound /complex sentence for pupils to identify the subordinate clauses.
	3.1.3 identify subordinate clauses	Subordinate Clauses If Kofi enters the room,	Assist pupils to learn that a subordinate clause is a main clause introduced by a subordinate conjunction. Pupils to add subordinators to the main clauses and convert them into subordinate clauses. Pupils to give examples of sentences and indicate the main and the subordinate clauses in them.	Pupils to write five sentences each and indicate the main and subordinate clauses.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **The Sentence**	The pupil will be able to: 3.2.1. construct simple sentences and complex sentences.	The simple sentence: e.g: Kofi washed the bowls Ama cooked the food	Teacher to lead pupils to review the concept of the clause. Help pupils to known that a simple sentence is the same as a main clause.	Pupils to write six simple sentences.
	3.2.2. identify to construct compound sentences	Types of simple sentences: (by Function) - declarative - interrogative - imperative Compound sentences: e.g: Kofi washed the bowls and Ama cooked the food.	Teacher to invite pupils to give simple sentences. Assist pupils to use coordinators to join simple sentences that are acceptable together. Help pupils realize that a compound sentence is made up of two or more simple sentences joined by a coordinator.	Pupils to construct six compound sentences on their own.
	3.2.3. construct complex sentences	Complex sentences: e.g: Kofi saw his mother before she left.	Teacher to review subordinators/and subordinate clauses with pupils. - Pupils to convert main clauses into subordinate - Clauses - Teacher to lead pupils to provide main clauses to some subordinate clauses. Teacher to help pupils realize that a complex sentence is a main clause plus a subordinate clause. Pupils to do more practice on construct complex sentences	Pupils to construct six complex sentences of their own.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **Serial Verb Constructions**	The pupil will be able to: 3.3.1. identify clauses in which there is a subject with two or three finite verbs.	Two or three finite verbs with a common subject.	Teacher to write sample sentences containing two or three finite verbs with one subject. Teacher to assist pupils to identify the finite verbs. Teacher helps pupils to observe that the verbs are not joined with any conjunction.	Pupils to underline the serial verbs in sentences.
	3.3.2. construct sentences with serial verbs.	Serial verb constructions	Ama bɛkɔ aba abɛtɔn ne nneɛma (Akan) Padi ma ya ya he kungwɔ ɔ. - (Dangme) e.g. Ama will go and come back and sell her things. Teacher to assist pupils to identify the structure of serial verb constructions with transitive and intransitive verbs. Kofi bɛkyere apɔnkye no atɔn.(Akan) Tɛte maa nu toɔ ya jua (Dangme) e.g: Kofi will catch the goat and sell it.	Pupils to form sentences using the serial verb construction
UNIT 4 **Sentence (Analysis)**	3.4.1 identify the functional parts of sentences	Subject, direct, object, indirect object, verb, etc.	Teacher to assist pupils to determine the positions of the subject, verb, objects etc. in a simple sentence	Pupils to underline subject, verbs and object in a simple sentence
	3.4.2 identify the grammatical units used to fill in the functional positions of subject, verb, object, etc.	Nouns, noun phrases, finite verbs	Teacher to write some simple sentences on the chalkboard and assist pupils to determine the word class types in the positions	Pupils to do more exercises on sentence analysis

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **The Phrase**	The pupil will be able to: 3.5.1 identify the various types of phrases in the Ghanaian Language.	Phrases with: - simple nouns, quantifiers - verb stem with its auxiliary units - adverbial phrases - simple compound and complex.	Illustrate different types of phrases in sentences. Explain the functions of phrases in sentences.	Pupils construct sentences containing phrases. Pupils identify the different types of phrases.
	3.5.2 identify the simple, Compound and complex phrases.	Simple, compound and complex phrases.	Differentiate between simple, compound and complex phrases.	Pupils identify the simple, compound from the complex phrase.
UNIT 6 **Word Formation**	3.6.1 form words through compounding.	Word formation through compounding	Teacher illustrates word formation through compounding.	Pupils form compound words.
	3.6.2 form words through reduplication.	Reduplication	Teacher illustrates word formation through, reduplication, etc. e.g. Daagare – Wuli + wullo = wulwullo Akan - nsuo + nsou = nsuosuo Dangme – nu + nui = nunui Ga - ekome + ekome = ekomekome Ewe – ba (cheat) – ba + ba = baba	Pupils form their own compound words.
	3.6.3 form words through affixation.	Affixation – Prefix or Suffix or both.	Teachers illustrate word formation through affixation e.g. Dagaare – baa t re = baare Akan – Pra + - eɛ = praeɛ Dangme – la + lɔ = lalɔ Ga – fo + lɔ = folɔ	

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 7
 	
Letter Writing – Formal
	The pupil will be able to:
	
	3.7.1 describe the formal features of letter writing.
	
	3.7.2 write formal/ business letters in the Ghanaian Language, using the appropriate registers.
		Feature of formal/business letters.
		
		- address – writer's/recipient's
		- opening – salutation/ heading
		- ending, etc. – subscription
		        Signature
		        (fullname)
		
		Application letters;
		- for jobs
		- for admission into schools,
		- permission to be absent from school
			Discuss the features of a formal letter with Pupils.
			
			Discuss the contents of formal letters.
				Pupils to state what goes into each of the features identified:
				
				pupils to write formal letters on given topics/themes e.g. application for a job asking permission to stay out of school, etc.