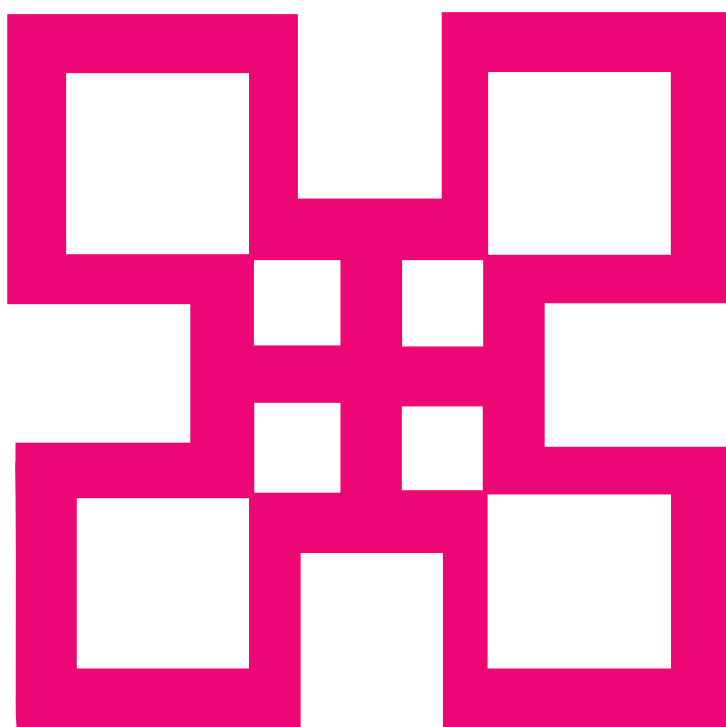


Departmental Professional Learning Community Handbook

BUSINESS STUDIES

HANDBOOK FOR TEACHERS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)





GOVERNMENT OF GHANA



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**DEPARTMENTAL PROFESSIONAL LEARNING
COMMUNITY HANDBOOK**

BUSINESS STUDIES

Teacher Version

DEPARTMENTAL PROFESSIONAL LEARNING COMMUNITY HANDBOOK

This Departmental Professional Learning Community Handbook will help teachers to familiarise themselves with the details of the new Senior High School (SHS), Senior High Technical (SHTS) and Science, Technology, Engineering and Mathematics (STEM) curriculum ahead of national roll-out in 2024/25.

Professional Learning Community (PLC) sessions were introduced across all SHS and SHTS in Ghana in June 2023 and the first two PLC Handbooks were designed to be used by teachers in mixed departmental groups.

This Departmental Professional Learning Community Handbook signals a shift in approach as we focus on providing more detailed information and guidance to teachers ahead of the roll-out of the new SHS, SHTS and STEM curriculum. This Handbook is therefore intended to be used by teachers working in departmental groupings and should be used in conjunction with subject-specific Year One Teacher Manuals.

The Handbook will guide teachers and help to familiarise them with the Weekly Learning Planner and Teacher Manuals as they develop their own Learning Plans for each subject.

The Handbook contains a total of 13 Sessions covering all 24 weeks in Year One of the new SHS, SHTS and STEM curriculum. In each Session of the Handbook teachers will be expected to collectively prepare 2 weeks of Learning Plans using the information provided in their subject-specific Teacher Manuals. The structure of this Handbook is:

Session 1: Reviewing Knowledge on previous PLC sessions

Session 2: Learning Plans for weeks 1 & 2

Session 3: Learning Plans for weeks 3 & 4

Session 4: Learning Plans for weeks 5 & 6

Session 5: Learning Plans for weeks 7 & 8

Session 6: Learning Plans for weeks 9 & 10

Session 7: Learning Plans for weeks 11 & 12

Session 8: Learning Plans for weeks 13 & 14

Session 9: Learning Plans for weeks 15 & 16

Session 10: Learning Plans for weeks 17 & 18

Session 11: Learning Plans for weeks 19 & 20

Session 12: Learning Plans for weeks 21 & 22

Session 13: Learning Plans for weeks 23 & 24

Schools must ensure that they complete all 13 Sessions within a maximum of 16 weeks so that the Handbook has been completed by the end of the 2023/24 academic year.

The Handbook will ensure that teachers continue to enhance their professional practice skills and competencies, familiarising themselves with the details of the new curriculum, enabling them to help learners develop the 21st Century skills and competencies that will prepare them for further studies, the world of work and adult life.

This Handbook also provides opportunities for peer-to-peer transfer of knowledge and encourages teachers to use their subject specialisms and unique experiences to make connections between the subjects within their departments, enhancing learning experiences.

Prof Edward Appiah

Director-General

National Council for Curriculum and Assessment (NaCCA)

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CONTENTS

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DPLC Session 1: Reviewing knowledge and skills acquired from previous PLC Sessions

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1. Participate in the icebreaker. 1.2 Share your expectations regarding what you hope to gain from the Departmental Professional Learning Community (DPLC) activities (NTS 1a, 1b). 1.3 Read the purpose of the DPLC Handbook. Purpose: The Departmental Professional Learning Community (DPLC) Handbook is intended to serve as the 'bridge' between the handbook introducing the Senior High School (SHS), Senior High Technical (SHTS) and Science, Technology, Engineering and Mathematics (STEM) curriculum and the one supporting all teachers to plan and teach the year one subjects in the SHS, SHTS and STEM curriculum. The main purpose of DPLC is to: 1. Build on Session 12 on <i>the learning planner</i> of the PLC Handbook on the introduction of the SHS, SHTS and STEM curriculum to enable teachers to consolidate their understanding and application of the learning planner 2. Support teachers to use the year one teacher manuals to develop learning plans for all year one lessons in the SHS, SHTS and STEM curriculum using the learning planner 3. Provide opportunities for teachers to discuss the year one learning plans and align them with the year one teacher manuals 4. To give teachers enough time to study the year one subjects in the SHS, SHTS and STEM curriculum and how these will be taught effectively and efficiently. The Handbook is thus principally aimed at helping the business studies teacher to continue to enhance their professional practice skills and competencies whilst guiding them to help learners to develop 21st century skills and competencies that will prepare them for further studies, the world of work and adult life. The Handbook will provide opportunities for peer-to-peer transfer of knowledge and business studies	20 mins

	teachers will be encouraged to use their subject specialist and context specific teaching experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 topics which cover all the 24 weekly learning plans in year one as follows: 1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Developing leaning plans for Weeks 1 and 2 3. Developing learning plans for Weeks 3 and 4 4. Developing learning plans for Weeks 5 and 6 5. Developing learning plans for Weeks 7 and 8 6. Developing learning plans for Weeks 9 and 10 7. Developing learning plans for Weeks 11 and 12 8. Developing learning plans for Weeks 13 and 14 9. Developing learning plans for Weeks 15 and 16 10. Developing learning plans for Weeks 17 and 18 11. Developing learning plans for Weeks 19 and 20 12. Developing learning plans for Weeks 21 and 22 13. Developing learning plans for Weeks 23 and 24.	
2. Planning for teaching, learning and assessment activities, promoting character values, GESI, SEL, ICT and 21st-century skills	2.1 Read the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session. Purpose: The Purpose of the session is to guide the business studies teacher to review new concepts and skills they have learnt through participating in previous PLC sessions to enable them to consolidate their knowledge and understanding of the strategies they have applied in their lesson, owing to their participation in PLC sessions. LO1: Review the concepts, skills and competencies acquired from the previous PLC sessions and its application to effectively plan and teach lessons using the learning planner, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values (NTS 1a-1c, 2a-2c, 2e, 3a-3o). LI 1.1 Evaluate at least 4 pedagogies acquired from the previous PLC sessions and applied in the delivery of lessons. LI 1.2 Evaluate at least 4 teaching and learning resources used in lesson delivery as a result of participation in previous PLC sessions.	30 mins

	LI 1.3 Explain the assessment strategies used in lesson delivery as a result of participation in previous PLC sessions. LI 1.4 State at least 4 ways the knowledge and skills acquired in GESI, SEL, ICT, 21st century skills, differentiation and national values from previous PLC sessions were applied in teaching and learning. 2.2 Evaluate at least 4 pedagogies acquired from the previous PLC sessions and applied in the delivery of your lessons (NTS 1a, 1b, 3a, 3e, 3g, 3i and 3j). <i>E.g.</i> <i>Collaborative learning:</i> <i>Tasking learners to work in mixed-ability and mixed-gender groups, to discuss concepts for the lesson and present in class. This encourages the learners to share ideas, etc.</i> 2.3 In mixed groupings (gender, experience, background, etc.), evaluate at least 4 teaching and learning resources you have used in your lesson delivery as a result of your participation in previous PLC sessions (NTS 1a, 1b, 3a, 3e, 3g and 3j). <i>E.g.</i> <i>Computer and projector:</i> <i>With the help of a computer, Projecting videos, diagrams, charts for learners to view and present concepts using PowerPoint in class with the help of a computer, etc.</i> 2.4 In groups, explain the assessment strategies you have used in your lesson delivery as a result of your participation in previous PLC sessions (NTS 3k-3o). <i>E.g.</i> <i>Objective test:</i> <i>The use of fill-in-the blanks and short essay type questions to assess learners' ability to recall concepts learnt, etc.</i> 2.5 In groups, state at least 4 ways the knowledge and skills acquired in GESI, SEL, ICT, 21st century skills, differentiation and national values from previous PLC sessions was applied in your teaching and learning (NTS 1a-1c, 2a-2c, 2e, 3a-3o).	
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	<i>E.g.</i> <i>Organising learners in mixed-ability and mixed-gender groups to work collaboratively and make presentations, etc.</i>	
3. Modelling a teaching activity, promoting character values, GESI, SEL, ICT and 21st-century skills	3.1 Model a teaching activity in the lesson taking into account character values, GESI, SEL, ICT, 21st century skills and differentiation (NTS 1a, 2b, 2c, 2e, 2f, 3a and 3c- 3o). 3.2 Give feedback on the modelled lesson (NTS 1a, 2c and 3h).	30 mins
4. Evaluation and review of the session: • Noting that teachers need to identify critical friends to observe lessons and report at the next session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regard to the review of the knowledge and skills and competencies acquired from the previous PLC sessions and its application to teaching and learning (NTS 1a, 1b). 4.2, critical friend to observe their lesson in relation to PLC Session 1 and provide feedback to them (NTS 1a, 1e and 3l). 4.3 Remember to read PLC Session 2, <i>developing learning plans for Weeks 1 and 2 lessons</i>, in preparation for the next session (NTS 3l).	10 mins

DPLC Session 2: Developing learning plans for Weeks 1 and 2

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on PLC Session 1, <i>Reviewing knowledge and skills acquired from previous PLC sessions</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in PLC Session 1, <i>reviewing knowledge and skills acquired from previous PLC sessions</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to equip the business studies teacher with the requisite knowledge, skills and competencies to effectively plan Weeks 1 and 2 lessons on the forms of <i>business entities (sole proprietorship, partnership, companies and state-owned enterprises (SOEs))</i> using the teacher manual and the learning planner, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Review the week 1 learning plans on <i>the concept of business and its role in society and sole proprietorship</i> attached as (see Appendix 1) by aligning the key concepts, pedagogies and assessment using the teacher manual and taking into consideration GESI, SEL, ICT, 21st century skills, national values and differentiation (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k). LI 1.1 Examine the pedagogies, resources and assessment strategies used in the Week 1 learning plan in Appendix 1.	60 mins

	LI 1.2 Identify the cross-cutting issues and possible gaps in the learning plan in Appendix 1 . LO 2: Develop week 2 learning plans on <i>companies and SOEs</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values and differentiation (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k). LI 2.1 Create at least 4 essential questions and discuss key notes on differentiation that could serve as a guide for planning and developing week 2 learning plans. LI 2.2 Identify the pedagogies, resources and assessment strategies that could be used for the planning and teaching of Week 2 lessons using the learning planner. LI 2.3 Complete the learning planner for week 2 lessons using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. 2.2 In mixed-gender groups (where applicable), examine the pedagogies, resources and assessment strategies used in the Week 1 learning plan(s) (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d and 3i). <i>E.g.</i> a) <i>Pedagogies used in the learning plan:</i> <i>Collaborative learning/group work:</i> <i>In the learning plan, learners were organised in mixed-ability and mixed-gender groups to think-pair share the concepts of business and its role in the society. Learners were asked to show respect for individual diverse views during their discussions and presentations, etc.</i> b) <i>Resources used in the learning planner:</i> <i>Flash cards:</i> <i>Flash cards containing various activities on the concept of sole proprietorship were presented to learners to randomly pick and work in their respective groups, etc.</i> c) <i>Assessment used in the learning plan:</i> <i>The use of fill in the blanks to assess the concept of sole proprietorship, etc.</i> 2.3 Create at least 3 essential questions that could guide for planning and developing week 2 learning plan on the teaching	
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	and learning of <i>companies and SOEs</i> (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d and 3i). <i>E.g.</i> <i>In what ways can companies and state-owned enterprises contribute to the development of society and how? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards Week 2 lesson, the teaching and learning of <i>companies and SOEs</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). 3i). <i>E.g.</i> <i>Week 2 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks:</i> <i>Explain company as a form of business entity and identity its features, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Problem-Based and Collaborative Learning:</i> <i>Review learner's previous knowledge on partnership, features, benefits and challenges of partnership business, etc.</i> c) <i>Formative Assessment</i> <i>DoK Level 1 Reproduction/Recall</i> <i>What is a company? etc.</i> <i>DoK Level 2 Skills Building</i> <i>Explain at least three types of companies, etc.</i> <i>DoK Level 3 Strategic reasoning questions</i> <i>Analyse at least three differences between a partnership and a company, etc.</i> <i>Week 2 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Week 2 lessons on <i>companies and SOEs</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, key notes on differentiation, essential questions and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners.	3.1 Exchange your learning plans for Week 2 lessons with your colleagues within the department for review taking into consideration the alignment among the content standards, learning outcomes, learning indicators in the teacher manual	10 mins

Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Conformity with the learning planner structure</i> <i>b) Appropriateness of essential questions</i> <i>c) Differentiated pedagogies and assessment</i> <i>d) Alignment between the teacher manual and the learning planner</i> <i>e) Innovativeness of pedagogical choices</i> <i>f) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>g) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate (NTS 2b).	
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Read DPLC Session 3, <i>developing learning plans for Weeks 3 and 4 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 3: Developing learning plans for Weeks 3 and 4

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 3 and 4 lessons on <i>functions of management (planning and organising)</i> using the teacher manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 3 and 4 learning plans on the teaching and learning of <i>the functions of management (planning and organising)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a) LI 1.1 Study the teacher manual and identify the aspects in Weeks 3 and 4 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 3 and 4 lessons taking into consideration cross-cutting issues, GESI responsive	60 mins

	pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 3 and 4 on <i>the functions of management (planning and organising)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 3 and 4 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 3 and 4. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 3 and 4 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>a) Essential questions (Week 3):</i> <i>How relevant is management in the day-to-day running of business activities? etc.</i> <i>b) Essential questions (Week 4):</i> <i>How can the knowledge and understanding of organising as a function of management equip learners with organisational skills? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 3 (Lesson 1):</i> <i>Key notes on differentiation</i> <i>a) Learning Tasks:</i> <i>Discuss and make presentations, on the meaning of planning and its tools, etc.</i>	
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	b) <i>Pedagogical Exemplars:</i> <i>Initiating Talk for Learning and Collaborative Learning:</i> <i>Encourage learners to share personal strategies for managing and achieving their learning goals, such as study schedules and group work, etc..</i> c) <i>Formative Assessment</i> <i>DoK Level 1: Reproduction/Recall</i> <i>Define the term “management” in business, etc.</i> <i>DoK Level 2: Skills Building</i> <i>Explain at least three tools for planning in an organisation, etc.</i> <i>DoK Level 3: Strategic Thinking</i> <i>Analyse at least three tools used for planning in an organisation, etc.</i> <i>Week 3 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation. <i>Week 4 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks:</i> <i>Explain organising as a basic function of management, etc.</i> b) <i>Pedagogical Exemplars:</i> <i>Initiating Talk for Learning:</i> <i>Review learner’s previous knowledge on planning its processes, benefits and limitations, etc.</i> <i>Experiential Learning:</i> <i>Exemplar 1:</i> <i>Use visual aids like diagrams, organograms, or infographics to discuss organisational structures, ensuring they are accessible to all learners, etc..</i> c) <i>Key Assessment:</i> <i>Formative Assessment</i> <i>DoK Level 1: Reproduction/Recall</i> <i>What is organising in relation to management?</i> <i>DoK Level 2: Skills Building</i> <i>Use a concept map to illustrate at least three principles of organising, etc.</i> <i>Week 4 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation.	
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	2.5 Complete the learning planners for Weeks 3 and 4 lessons on <i>the functions of management (planning and organising)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. • Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 3 and 4 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	10 mins
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 4, <i>developing learning plans for week 5 and 6 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 4: Developing learning plans for Weeks 5 and 6

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> using the teacher manual and the learning planner, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 5 and 6 learning plans on the teaching and learning of <i>the functions of management (leadership and controlling)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, ICT, SEL, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 5 and 6 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 5 and 6 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes and differentiation and resources. LO 2: Review the learning plans for Weeks 5 and 6 on <i>the functions of management (leadership and controlling)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	60 mins

	LI 2.1 Critique the content of the learning plans for Weeks 5 and 6 by aligning with content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement the recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 5 and 6. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 5 and 6 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the teaching and learning of Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>a) Essential questions (Week 5):</i> <i>How can learners be equipped with leadership skills and competencies in solving economic challenges?, etc.</i> <i>b) Essential questions (Week 6):</i> <i>In what ways can organisations apply the processes of controlling to manage its activities?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the teaching and learning of Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling) and Business Environment</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Week 5 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks</i> <i>Explain leading as a function of management, etc.</i> <i>b) Pedagogical Exemplars</i> <i>Experiential Learning (The use of role-play):</i> <i>Create a short story on leadership for learners to role-play in class, fostering discussion, etc.</i> <i>c) Formative Assessment</i> <i>DoK Level 1: Reproduction/Recall</i> <i>Define the term 'leading' as a function of management, etc.</i>	
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	<i>Week 5 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation. <i>Week 6 (Lesson 1):</i> Key notes on differentiation: a) <i>Learning Tasks:</i> Explain the term ‘controlling’ as a function of management, etc. b) <i>Pedagogical Exemplars:</i> The use of Case Studies: Teacher provide learners with case studies or real-life examples of organisations implementing control processes. Learners should be organised in mixed-ability and mixed-gender groups for this activity, etc. c) <i>Key Assessment:</i> Formative Assessment: DoK Level 1: Reproduction/Recall: Define the term ‘controlling’ as a function of management, etc. DoK Level 3: Strategic Thinking Analyse the steps involved in the control process and their significance in organisational management, etc. <i>Week 6 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation. 2.5 Complete the learning planner for Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> Areas for critical review: a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i>	10 mins

	f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 4, <i>developing learning plans for x Weeks 5 and 6</i> using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Read DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 5: Developing learning plans for Weeks 7 and 8

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> using the teacher manual and the learning planner, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 7 and 8 learning plans on the teaching and learning of <i>Business Environment and Corporate Social Responsibility (CSR)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 7 and 8 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 7 and 8 lessons taking into considerations cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources.	60 mins

	LO 2: Review the learning plans for Weeks 7 and 8 on <i>Business Environment and Corporate Social Responsibility (CSR)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 7 and 8 by aligning with content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement the recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 7 and 8. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 7 and 8 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the teaching and learning of Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>a) Essential questions (Week 7):</i> <i>How can SWOT tool be used to analyse the business environment in order to make informed decisions? etc.</i> <i>b) Essential questions (Week 8):</i> <i>How does corporate social responsibility contribute to sustainable development and environmental preservation? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the teaching and learning of Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 7 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks:</i> <i>Explain the internal environment of business, etc.</i> <i>b) Pedagogical Exemplars</i> <i>Initiating Talk for Learning (whole class discussion):</i>	
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	<i>Begin the lesson by asking learners to identify internal factors affecting school performance, such as teachers, facilities and resources, etc.</i> <i>The use of Case Study:</i> <i>Put learners in mixed-ability and mixed-gender groups to analyse a case study on a business's internal environment, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Reproduction/Recall</i> <i>State the components of SWOT as a tool for analysing the business environment, etc.</i> <i>Week 7 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 8 Lesson:</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks:</i> <i>Explain the concept of CSR, etc.</i> b) <i>Pedagogical Exemplars:</i> <i>The use of Case Study:</i> <i>Present a detailed case study on businesses implementing CSR initiatives across various sectors, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Reproduction/Recall:</i> <i>Define 'corporate social responsibility' (CSR), etc.</i> <i>DoK Level 4: Extended Critical Thinking and Reasoning</i> <i>Evaluate two ways in which corporate social responsibility initiatives have contributed to environmental sustainability and employees' welfare in Ghana, etc.</i> 2.5 Complete the learning planner for Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners.	3.1 Exchange your learning plans for Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> with a colleague within the department for reviewing taking into	10 mins

• Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Conformity to the learning planner structure</i> <i>b) Appropriateness of essential questions</i> <i>c) Differentiated pedagogies and assessment</i> <i>d) Alignment between the teacher manual and the learning planner</i> <i>e) Innovativeness of pedagogical choices</i> <i>f) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>g) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Read DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 6: Developing learning plans for Weeks 9 and 10

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 9 and 10 lessons on <i>International Business and Introduction to Financial Accounting</i> using the teacher manual and the learning planner, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a) LI 1.1 Study the teacher manual and identify the aspects in Weeks 9 and 10 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 9 and 10 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. Review the learning plans for Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to</i>	60 mins

	<i>Financial Accounting</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 9 and 10 by aligning it with content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement the recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 9 and 10. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 9 and 10 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standard(s), etc.</i> 2.3 Discuss at least two essential questions in preparation towards the teaching and learning of Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 9):</i> <i>What are the key drivers and motivations behind companies expanding their operations internationally? etc.</i> b) <i>Essential questions (Week 10):</i> <i>What role does financial accounting play in decision making for internal and external stakeholders? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the teaching and learning of Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).g. <i>Week 9 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks:</i> <i>Explain international business, etc.</i> b) <i>Pedagogical Exemplars</i> <i>Collaborative and Digital Learning:</i> <i>Guide learners with the aid of digital tools to surf the internet to come out with the explanation of international business, its features and importance, etc.</i>	
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	c) Key Assessment: Formative Assessment: DoK Level 1: Reproduction/Recall What is international business? etc. DoK Level 2: Skills Building: Explain three reasons why international business is important, etc. Week 9 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation. Week 10 (Lesson 1): Key notes on differentiation: a) Learning Tasks for practice: Discuss the meaning of accounting, etc. b) Pedagogical Exemplars: Initiating Talk for Learning and Using think - pair – share: Teacher facilitate a whole class discussion where learners list items they buy and their prices on sticky pads or paper, exchanging lists for observation and presentation, etc. c) Key Assessment: Formative Assessment: DoK Level 1: Recall Questions: What is accounting? etc. DoK Level 2 -Skills Building Questions: Explain the concept of financial accounting as a system, etc. Week 10 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation. 2.5 Complete the learning planner for Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. • Reviewing planner to	3.1 Exchange your learning plans for Weeks 9 and 10 lessons on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the	10 mins

ensure alignment between course manual and learning planner based on the templates provided.	teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Conformity to the learning planner structure</i> <i>b) Appropriateness of essential questions</i> <i>c) Differentiated pedagogies and assessment</i> <i>d) Alignment between the teacher manual and the learning planner</i> <i>e) Innovativeness of pedagogical choices</i> <i>f) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>g) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Read DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 7: Developing learning plans for Weeks 11 and 12

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 11 and 12 lessons on <i>users of accounting information, accounting standards and the accounting equation</i> using the teacher manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 11 and 12 learning plans on the teaching and learning of <i>users of accounting information, accounting standards and the accounting equation</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a) LI 1.1 Study the teacher manual and identify the aspects in Weeks 11 and 12 lessons that have been captured in the learning planner template.	60 mins

	LI 1.2 Complete the learning planner for Weeks 11 and 12 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 11 and 12 lessons on <i>users of accounting information, accounting standards and the accounting equation</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 11 and 12 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 11 and 12. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 11 and 12 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>a) Essential questions (Week 11):</i> <i>What information do regulatory agencies and other accounting information users require from accounting reports and how is it being used? etc.</i> <i>b) Essential questions (Week12):</i> <i>How does the accounting equation maintain balance and why is the balance important in accounting? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 11 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for practice:</i>	
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	<i>Discuss the users of accounting information, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Collaborative learning:</i> <i>Teacher should initiate discussion by presenting an example of a user of accounting information, while providing explanations for new terminologies introduced, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>Identify the types of users of accounting information, etc.</i> <i>DoK Level 2: Skills of conceptual understanding questions:</i> <i>Analyse at least two informational needs of four users of accounting information, etc.</i> <i>Week 11 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 12 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> <i>Discuss the items in the accounting equation with examples, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Structuring Talk for Learning:</i> <i>Initiate a whole class discussion to introduce the accounting equation and its practical applications, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>Write at least one way of presenting the accounting equation, etc.</i> <i>DoK Level 2: Skills of conceptual understanding questions:</i> <i>Discuss the following as used in the accounting equation; assets, liabilities and capital, etc.</i> <i>Week 12 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Weeks 11 and 12 lessons on <i>users of accounting information, accounting</i>	
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	standards and the accounting equation with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. • Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 11 and 12 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicator in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between teacher manual and learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	10 mins
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 8: Developing learning plans for Weeks 13 and 14

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to equip the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 13 and 14 lessons on <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> using the teacher manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 13 and 14 learning plans on the teaching and learning of <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a) LI 1.1 Study the teacher manual and identify the aspects in Weeks 13 and 14 lessons that have been captured in the learning planner template.	60 mins

	LI 1.2 Complete the learning planner for Weeks 13 and 14 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 13 and 14 lessons <i>on the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 13 and 14 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 13 and 14. 2.2 In mixed-gender groups (where applicable) to study the teacher manual and identify the aspects in Weeks 13 and 14 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>a) Essential questions (Week 13):</i> <i>How does the ledger and the double entry principle contribute to the preparation of financial statements? etc.</i> <i>b) Essential questions (Week 14):</i> <i>How do you determine which day book to use for specific business transactions? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 13 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i>	
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	i. Discuss the meaning of ledger and the types of ledger with examples, etc. ii. State the nature of account and which account should be debited or credited from the following transactions; • Rent paid by cash • Salaries paid by cash • Interest received by cheque • Dividend received by cheque, etc. • b) Pedagogical exemplars: Collaborative Learning: Guide learners to come out with the definition of a ledger and its types, providing examples, etc. c) Key Assessment: Formative Assessment: DoK Level 1: Recall questions: What is a ledger? etc. Week 13 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation. Week 14 (Lesson 1): Key notes on differentiation: a) Learning Tasks for Practice: Explain at least two types of day books, etc. b) Pedagogical exemplars Collaborative Learning: Guide a whole class discussion on the definition and uses of daybooks, etc. c) Key Assessment: Formative Assessment DoK Level 1: Recall questions: What is a daybook? etc. 2.5 Complete the learning planner for Weeks 13 and 14 lessons on <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
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3. Peer-review of learning planners. • Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 13 and 14 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Conformity with the learning planner structure</i> <i>b) Appropriateness of essential questions</i> <i>c) Differentiated pedagogies and assessment</i> <i>d) Alignment between the teacher manual and the learning planner</i> <i>e) Innovativeness of pedagogical choices</i> <i>f) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>g) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate (NTS 2b).	10 mins
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i> using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, ab).	10 mins

DPLC Session 9: Developing learning plans for Weeks 15 and 16

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 15 and 16 lessons on <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> using the teacher manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 15 and 16 learning plans on the teaching and learning of <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a) LI 1.1 Study the teacher manual and identify the aspects in Weeks 15 and 16 lessons that have been captured in the learning planner template.	60 mins

	LI 1.2 Complete the learning planner for Weeks 15 and 16 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 15 and 16 lessons on <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 15 and 16 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 15 and 16. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 15 and 16 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lesson in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 15):</i> <i>How is the balance of cash determined in the single column cash book? etc.</i> b) <i>Essential questions (Weeks 16):</i> <i>How does the three-column cash book facilitate the reconciliation of bank statement? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 15 Lesson:</i> <i>Key notes on differentiation:</i>	
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	a) <i>Learning Tasks for practice:</i> <i>Explain cash book, etc.</i> b) <i>Pedagogical exemplars</i> <i>Collaborative Learning:</i> <i>Guide a whole class discussion to define the cashbook, its purposes and the source documents associated with it, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>What is a cashbook? etc.</i> <i>Week 16 Lesson:</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> <i>State the uses of the three column cash book and the petty cash book, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Collaborative Learning:</i> <i>Facilitate a whole class discussion to outline the uses of the three-column cash book and the petty cash book, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>Level 1 Recall questions:</i> <i>State the use of the petty cashbook, etc.</i> 2.5 Complete the learning planner for Weeks 15 and 16 lessons on <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. Reviewing planner to ensure alignment between course manual and	3.1 Exchange your learning plans for Weeks 15 and 16 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i>	10 mins

learning planner based on the templates provided.	<i>b) Appropriateness of essential questions</i> <i>c) Differentiated pedagogies and assessment</i> <i>d) Alignment between the teacher manual and the learning planner</i> <i>e) Innovativeness of pedagogical choices</i> <i>f) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>g) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i> using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 10, <i>developing learning plans for Weeks 17 and 18 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 10: Developing learning plans for Weeks 17 and 18

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 17 and 18 lessons on <i>preparation of financial statements of a sole proprietorship</i> using the teacher manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 17 and 18 learning plans on the teaching and learning of <i>preparation of financial statements of a sole proprietorship</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a) LI 1.1 Study the teacher manual and identify the aspects in Weeks 17 and 18 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 17 and 18 lessons taking into consideration cross-cutting issues, GESI	60 mins

	responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 17 and 18 lessons on <i>preparation of financial statements of a sole proprietorship</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 17 and 18 by aligning it with the content standard, learning outcomes, learning indicators and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 17 and 18. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 17 and 18 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>a) Essential questions (Week 17):</i> <i>How can learners apply the knowledge of accounting information to make informed decisions in their daily lives? etc.</i> <i>b) Essential questions (Week 18):</i> <i>How can learners appreciate the application of accounting standards in the preparation of accounting records? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lesson in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 17 Lessons:</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i>	
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	<i>Explain a sole proprietor, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Problem- Based Learning and collaborative learning:</i> <i>Review learners' knowledge on sole proprietorship, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>Explain the following:</i> i. <i>Trading Account</i> ii. <i>Profit and Loss Account, etc.</i> <i>Week 18 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for practice:</i> <i>State and explain at least three types of adjustments in the final account, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Structuring Talks for Learning:</i> <i>Review learners' knowledge of the final account of a sole proprietor, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>What is an adjustment? etc.</i> <i>DoK Level 2: Skills of conceptual understanding questions:</i> <i>Analyse at least two purpose of adjustment in final account of a sole proprietor, etc.</i> <i>Week 18 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Weeks 17 and 18 lessons on <i>preparation of financial statements of a sole proprietorship</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners.	3.1 Exchange your learning plans for Weeks 17 and 18 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content	10 mins

• Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Conformity to the learning planner structure</i> <i>b) Appropriateness of essential questions</i> <i>c) Differentiated pedagogies and assessment</i> <i>d) Alignment between the teacher manual and the learning planner</i> <i>e) Innovativeness of pedagogical choices</i> <i>f) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>g) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 11, <i>developing learning plans for Weeks 19 and 20 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 11: Developing learning plans for Weeks 19 and 20

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, which you think impacted learning positively. 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 19 and 20 lessons on <i>preparation of financial statements of a sole proprietorship and introduction to cost accounting</i> using the teacher manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 19 and 20 learning plans on the teaching and learning of <i>preparation of financial statements of a sole proprietorship and introduction to cost accounting</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a) LI 1.1 Study the teacher manual and identify the aspects in Weeks 19 and 20 lessons that have been captured in the learning planner template.	60 mins

	LI 1.2 Complete the learning planner for Weeks 19 and 20 lessons taking into considerations cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 19 and 20 lessons on <i>preparation of financial statements of a sole proprietorship and introduction to cost accounting</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 19 and 20 by aligning it with the content standard, learning outcomes, learning indicators and key concepts in the teacher manual while taking into consideration essential questions, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 19 and 20. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 19 and 20 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 19):</i> <i>What are the implications of not making appropriate adjustments to the final account of a sole proprietorship? etc.</i> b) <i>Essential questions (Week 20):</i> <i>How does cost accounting contribute to the development and evaluation of cost control measures and cost management strategies? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 19 (Lessons):</i> <i>Key notes on differentiation:</i>	
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	a) <i>Learning Tasks for practice:</i> <i>Prepare income statement of a sole proprietor taking into account adjustments, etc.</i> b) <i>Pedagogies exemplars:</i> <i>Problem- Based Learning and collaborative learning:</i> <i>Guide learners in a whole-class discussion on the treatment of various adjustments in practice, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall question:</i> <i>Identify at least three types of adjustment to be treated in the final accounts, etc.</i> <i>Week 20 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> <i>Discuss the meaning of cost accounting, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Initiating Talk for Learning:</i> <i>Teacher facilitate a whole class discussion where learners list the cost of items they buy on sticky pads or paper, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>What is Cost Accounting? etc.</i> <i>DoK Level 2: Skills Building</i> <i>Explain the purpose of cost classification? etc.</i> <i>Week 20 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Weeks 19 and 20 lessons on <i>preparations of financial statement of a sole proprietorship and introduction to cost accounting</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners.	3.1 Exchange your learning plans for Weeks 19 and 20 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content	10 mins

• Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i> using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 12: Developing learning plans for Weeks 21 and 22

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, which you think impacted learning positively. 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 21 and 22 lessons on <i>job, contract and batch costings, process and service organisations and the nature of their operations</i> using the teacher manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 21 and 22 learning plans on the teaching and learning of <i>job, contract and batch costings, process and service organisations and the nature of their operations</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k) LI 1.1 Study the teacher manual and identify the aspects in Weeks 21 and 22 lessons that have been captured in the learning planner template.	60 mins

	LI 1.2 Complete the learning planner for Weeks 21 and 22 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 21 and 22 lessons on <i>job, contract and batch costings, process and service organisations and the nature of their operations</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 21 and 22 by aligning it with the Content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 21 and 22. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 21 and 22 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lesson in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>a) Essential questions (Week 21):</i> <i>How can job or batch costing help in pricing decisions and determining the optimal production quantity? etc.</i> <i>b) Essential questions (Week 22):</i> <i>How essential is process costing to manufacturing firms in Ghana? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Week 21 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i>	
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	<i>Discuss the meaning of job orders, batch and contract costing, etc.</i> <i>b) Pedagogical exemplars:</i> <i>Initiate Talk for Learning:</i> <i>Guide learners into groups to discuss job orders, batch and contracts costing, etc.</i> <i>c) Key assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall Questions:</i> <i>What is the primary purpose of job order, batch and contract costing? etc.</i> <i>DoK Level 2: Skills Building:</i> <i>Differentiate between job order costing and batch costing? etc.</i> <i>DoK Level 3: Strategic Thinking:</i> <i>Propose strategies for overcoming the disadvantages associated with implementing contract costing in a construction firm? etc.</i> <i>DoK Level 4: Extended Critical Thinking Questions:</i> <i>Critically evaluate the effectiveness of job order costing in industries characterized by high customization and low production volumes</i> <i>Week 21 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 22 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i> <i>Explain processing organisations, etc.</i> <i>b) Pedagogical exemplars:</i> <i>Structuring Talk for Learning:</i> <i>Show a video or series of pictures depicting processing operations in different industries, etc.</i> <i>c) Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall Questions:</i> <i>i. Define processing organisations and give examples of industries where they operate? etc.</i> <i>Week 22 (Lesson 2):</i>	
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	<i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Weeks 21 and 22 lessons on <i>job, contract and batch costings, process and service organizations and the nature of their operations</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 21 and 22 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>Conformity to the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i> <i>Alignment between the teacher manual and the learning planner</i> <i>Innovativeness of pedagogical choices</i> <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	10 mins
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 13, <i>developing learning plans for Weeks 23 and 24 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 13: Developing learning plans for Weeks 23 and 24

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on DPLC Session 11, <i>developing learning plans for Weeks 21 and 22</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 23 and 24 lessons on <i>marginal and absorption costing, break-even analysis and budgetary control</i> using the teacher manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 23 and 24 learning plans on the teaching and learning of <i>marginal and absorption costing, break-even analysis and budgetary control</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 23 and 24 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 23 and 24 lessons taking into consideration cross-cutting issues, GESI	60 mins

	responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 23 and 24 lessons on <i>marginal and absorption costing, break-even analysis and budgetary control</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 23 and 24 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 23 and 24. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 23 and 24 lessons that have been captured in the learning planner template. (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lesson in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>a) Essential questions (Week 23):</i> <i>How can marginal and absorption costing be integrated and used in conjunction with other management accounting techniques and methodologies? etc.</i> <i>b) Essential questions (Week 24):</i> <i>How can budgetary control be used to identify and address variances and deviations from planned targets? etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lesson in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Week 23 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i>	
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	<i>Explain marginal and absorption costing, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Initiate talk for learning:</i> <i>In whole class discussion, guide learners to explain marginal and absorption costing, etc.</i> c) <i>Key Assessment</i> <i>Formative Assessment</i> <i>DoK-Level 1: Recall questions:</i> <i>What is marginal costing? etc.</i> <i>DoK-Level 3: Strategic reasoning questions:</i> <i>Discuss the importance of variable costs in marginal costing and their impact on profitability, etc.</i> <i>Week 23 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 24 (Lessons):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> <i>Explain budgetary control and its processes, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Initiating Talk for learning and collaborative learning:</i> <i>Ask learners to share experiences on budgets they have prepared for their parents to buy items for them to school and use the examples to transition learners to the concept of budgetary control, etc.</i> <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>Level 1: Questions Recall questions:</i> <i>What is budgetary control? etc.</i> <i>Level 2: Skills Building:</i> <i>Explain the term 'budgetary control', etc.</i> 2.5 Complete the learning planner for Weeks 23 and 24 lessons on <i>marginal and absorption costing, break-even analysis and budgetary control</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
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3. Peer-review of learning planners. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 23 and 24 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standards, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Conformity to the learning planner structure</i> <i>b) Appropriateness of essential questions</i> <i>c) Differentiated pedagogies and assessment</i> <i>d) Alignment between the teacher manual and the learning planner</i> <i>e) Innovativeness of pedagogical choices</i> <i>f) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>g) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	10 mins
4. Reflection on the session: • Reflecting on what has been learnt in the session. • Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i> using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Read the subject specific PLC Session 1, <i>teaching and learning of sole proprietorship and partnership</i>, in preparation for the next session (NST 3I). 4.3 Bring along your learning plans for week 1 and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

Appendix 1: Business Studies

Learning Plan							
Subject	Business Studies	Week	1	Duration	120 minutes	Form	1
Strand	Business Management	Sub-Strand	The Natures of Business and Managing Businesses				
Content Standard	Demonstrate understanding and application of business and its various forms of ownership						
Learning Outcome(s)	Examine the concept of business entities, their features, benefits and challenges						
Learning Indicator(s)	a) Explain the concept of business and its role in society b) Outline the features of sole proprietorship and identify its benefits and challenges c) Examine the features of partnership and identify its benefits and challenges						
Essential Question(s)	a) What role do businesses play in terms of employment opportunities, infrastructure development, community engagement initiatives, etc.? b) How can learners classify sole proprietorship and partnership businesses in their communities using their characteristics and nature of operations? c) What are the key characteristics of a partnership as a business entity and how do they differ from other forms of business entities?						
Pedagogical Strategies	Peer editing strategy; In mixed-ability and mixed-gender groups, collaborative learning/group work, etc.						
Teaching & Learning Resources	Computer(s), projector, soft-ball, sample products of businesses, flash cards, flip charts, teacher manual, etc.						
Key Notes on Differentiation							
a) Learning Tasks a) Discuss the meaning of business and identify the role it plays in society. b) State the meaning of sole proprietorship and outline its features. c) Discuss and present orally the benefits and challenges of a sole proprietorship. b) Pedagogical Exemplars: Initiating Talk for Learning: a) Let learners in a whole class discussion write a list of items they buy and the places they buy them from on sticky-pads or pieces of paper. Ask them to exchange their list with a colleague for consideration and make a written or oral presentation to the class b) Teachers probe further to let learners draw a link between the places they buy their items and the concept of business c) Use the activity to guide learners to discuss the meaning of business and its role in society by exploring and mentioning businesses that operate in their communities. For example, food vendors, provision shops, hospitals, schools, electricity							

companies, water manufacturing businesses, etc. teacher can employ the use of charts or pictures or videos of these businesses to support learners' understanding of the lesson

- d) Guide learners in pairs, to think carefully and discuss the meaning of these essential terms such as "goods", "services", "entrepreneur" and "profit" in order to build the foundation of the lesson

Collaborative Learning:

- a) Ask learners to mention any businesses they know in their communities
- b) Guide learners to narrow to the businesses which are owned by individuals in the society and use such examples to link to the concept of sole proprietorship. Examples include koko seller, waakye seller, shoe maker, provision store owners
- c) Guide learners in mixed-ability and mixed-gender groups to discuss the meaning of sole proprietorship, its features, benefits and challenges and share with the larger class. Those who exhibit a clear or a high level of understanding may be provided with prompt sheets to support the discussion process
- d) Encourage learners to identify businesses owned by females, persons with special needs or persons from disadvantaged backgrounds to dispel myths about who can own a business

Keywords	<i>Business, business entity, sole proprietorship, society, ownership, role, partnership, deed, liability, ownership, etc.</i>
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Lesson 1

Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual

Teacher Activity	Learner Activity
<u>Starter Activity (10 minutes)</u> Use the soft ball game as a starter to find out from learners how they feel about choosing the business studies subject to learn and what they expect to achieve at the end of the course. Throw the ball randomly and the learner who catches it gives a response to the question and afterwards throw the ball again to another learner for his/her response and the game flows in that order.	
<u>Introduction: (15 minutes)</u> I. Ask learners to individually write a list of items they have been buying and the places they buy them from on a sticky-pad or pieces of paper. Ask them to exchange their list with a colleague for observation. II. Ask learners to orally mention the list of items including the places they bought	<u>Introduction: (15 minutes)</u> I. Individually, write a list of items you have been buying and the places you buy them from on a sticky-pad or pieces of paper. Exchange your list with a colleague for their observation. II. Orally mention the list of items including the places they were bought which is on the

them on the pieces of papers they received from their colleagues. Use the activity to transition learners to the concept of business in society. <u>Learning Activity 1: (45 minutes)</u> Organise learners in mixed-ability and/or mixed-gender groups and task them to think-pair share the concept of business and its role in society. Give them the opportunity to present their work to the larger class. Encourage learners to show respect for individual diverse views as they interact and collaborate in their groups. <u>Learning Activity 2: (40 minutes)</u> I. Present 3 folded flash cards with each card bearing the following activities; • Activity 1 - Discuss sole proprietorship with examples and outline its features • Activity 2 – Examine the benefits of sole proprietorship • Activity 3 – Discuss the challenges of a sole proprietorship II. Zone the entire class into 3 groups, and task any member from each of the groups to randomly pick any of the folded flash cards. Ask them to work in their various groups based on the activity on the flash card. Move around to guide each group as they discuss their activities III. Let learners in an all-inclusive class activity to present their group’s work respectively with the aid of a computer and a projector.	pieces of papers you received from your colleague. <u>Learning Activity 1: (45 minutes)</u> In mixed-ability and/or mixed-gender groups, think-pair share the concept of business and its role in society. Present your work to the larger class for discussion. Show respect for individual diverse views as you interact and collaborate in your groups. . <u>Learning Activity 2: (40 minutes)</u> I. In groups of 3, randomly pick any of the 3 folded flash cards with each card bearing the following activities; • Activity 1 - Discuss sole proprietorship with examples and outline its features • Activity 2 – Examine the benefits of sole proprietorship • Activity 3 – Discuss the challenges of a sole proprietorship II. Work in your various groups based on the activity you picked on the flash card. Respect the views of your colleagues as you discuss in your groups III. In an all-inclusive class activity, present your group’s work respectively with the aid of a computer and a projector.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Key Assessment Formative Assessment: DoK Level 1: Reproduction/Recall - What is the meaning of business? - Identify at least two roles’ businesses plays in society	

c) Define the term “sole proprietorship” in business and outline at least three of its features. <i>DoK Level 2: Skills Building</i> 1. Explain three benefits of a sole proprietorship 2. Describe three challenges of a sole proprietorship 3. Explain the implication of unlimited personal liability on a sole proprietorship business <i>DoK Level 3: Strategic Thinking</i> a) A young entrepreneur in Ghana is passionate about fashion design and wants to start a clothing boutique. a) Analyse three advantages and three disadvantages of establishing the business as a sole proprietorship. b) Discuss four impacts businesses are likely to have on society. b) A skilled shoe repairer works in your town, providing valuable services to the local community. Discuss three ways by which their business will significantly impact the lives of their family and members of the community as a whole <i>DoK Level 4 :Extended thinking</i> Visit a sole proprietorship business within the school community or outside and examine their challenges and recommend strategic business solutions. Present your work on a 2- page essay document	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (10 minutes)</u> a) Ask learners to summarise the key points of the lesson in their own words. Give opportunity to learners to ask questions for clarification if any. b) Remind learners to read on the concept of Partnership as a form of business entity for the next lesson.	
Reflection & Remarks (After the Lesson) <i>These are the thoughts and comments of the teacher after completing a lesson or class. They include teachers’ personal observations, the things learned, and any questions or concerns about the material covered. Reflecting on your learning experience is helpful in reinforcing your understanding of the material and identifying areas where you may need further clarification or practice. Providing feedback and remarks to your learners helps improve the quality of the lesson and the learning experience in the next lesson.</i>	
Lesson 2	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
<u>Starter Activity (10 minutes)</u> <i>Review learners’ previous knowledge by asking them to explain sole proprietorship as a form of business entity and identify its features</i>	
<u>Introduction: (15 minutes)</u> I. Ask learners to mention some of the things they have collaborated with a	<u>Introduction: (15 minutes)</u> <i>Mention some of the things you have collaborated with a friend(s) to do and</i>

friend(s) to do and what where the challenges and benefits of working with that partner(s). II. Use the activity to transition learners to the concept of Partnership as a form of business entity. <u>Learning Activity 1: (55 minutes)</u> I. Put learners in mixed-ability and mixed-gender groups and using initiating-talk-for learning, task learners to discuss partnership as a form of business entity and its types and present their ideas in class. II. Present a scenario or case study on partnership for learners to analyse and note down in their books the benefits and challenges of a partnership business. Encourage AP learners to participate actively in during discussions while giving additional task to HP learners. III. Move round the class to provide support to all the groups as they discuss the concepts. <u>Learning Activity 2: (30 minutes)</u> Arrange for learners to make a presentation of their group work to the whole class and allow time for questions and answers from other groups	what where the challenges and benefits of working with that partner(s). <u>Learning Activity 1: (55 minutes)</u> I. In mixed-ability and mixed-gender groups, discuss partnership as a form of business entity and its types and present your ideas to the whole class. II. Work collaboratively to analyse a case study on partnership and write down in your books the benefits and challenges of a partnership business. <u>Learning Activity 2: (30 minutes)</u> Make a presentation of your group work to the whole class and allow time for questions and answers from other groups.
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Assessment DoK aligned to the Curriculum and Subject Teacher Manual

Key Assessment

Formative Assessment:

DoK Level 1 Reproduction/Recall:

- Define the term "partnership" in business.
- State at least two features of a partnership.
- Outline at least two benefits of a partnership.

DoK Level 2 Skills Building:

Differentiate between a partnership business and partnership agreement.

DoK Level 3 Strategic Reasoning:

Two friends in Ghana have been running a successful catering business together for several years. Recently, they have been considering registering their partnership.

Evaluate three advantages and three disadvantages of registering their business as a partnership.

Lesson Closure

In completing this part, refer to the Essential Questions to check that learning has taken place.

Activity (10 minutes)

- a) Ask learners to summarise the key points of the lesson in their own words. Give opportunity to learners to ask questions for clarification if any.*
- b) Remind learners to read on Companies and State-owned enterprises as forms of business entities in preparation for next week's lesson.*

Reflection & Remarks (After the Lesson)

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

☐ Year 1

☐ Year 2

☐ Year 3

Sex of the teacher

☐ Male

☐ Female

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

- ☐ Yes
☐ In Part
☐ No
☐ NA

b1. Please provide an explanation to your answer in Q1 above

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

- ☐ Yes
☐ In Part
☐ No
☐ NA

2b. Please provide an explanation to your answer in Q2 above

3. Does the teacher manage behavior well, maintaining a positive and non-threatening learning environment throughout the lesson?

- ☐ Yes
☐ In Part
☐ No
☐ NA

3b. Please provide an explanation to your answer in Q3 above

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

- ☐ Yes
☐ In Part
☐ No
☐ NA

4b. Please provide an explanation to your answer in Q4 above

5. Are learners engaged on tasks that challenge them in line with the content standards?

Does the teacher take into consideration the uniqueness of learners?

- ☐ Yes
- ☐ In Part
- ☐ No
- ☐ NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

- ☐ Yes
- ☐ In Part
- ☐ No
- ☐ NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

- ☐ Yes
- ☐ In Part
- ☐ No
- ☐ NA

7b. Please provide an explanation to your answer in Q7 above

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

- ☐ Yes
- ☐ In Part
- ☐ No
- ☐ NA

8b. Please provide an explanation to your answer in Q8 above

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

- ☐ Yes
☐ In Part
☐ No
☐ NA

9b. Please provide an explanation to your answer in Q9 above

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

- ☐ Yes
☐ In Part
☐ No
☐ NA

10b. Please provide an explanation to your answer in Q10 above

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

- ☐ Yes
☐ In Part
☐ No
☐ NA

11b. If yes, give examples of the issues and skills that have been so integrated.

12. Does the teacher incorporate ICT into their practice to support learning?

- ☐ Yes
☐ In Part
☐ No
☐ NA

12b. Please provide an explanation to your answer in Q12 above

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

- ☐ Yes
☐ In Part
☐ No
☐ NA

13b. Please provide an explanation to your answer in Q13 above

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?
If yes, did it include assessment of, for or as learning and go beyond recall?

- ☐ Yes
☐ In Part
☐ No
☐ NA

14b. Please provide an explanation to your answer in Q14 above

15. Do learners make use of feedback from teacher and peers?

- ☐ Yes
☐ In Part
☐ No
☐ NA

15b. Please provide an explanation to your answer in Q15 above

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

- ☐ Yes
☐ In Part
☐ No
☐ NA

16b. Please provide an explanation to your answer in Q16 above

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

- ☐ Yes
☐ In Part
☐ No
☐ NA

17b. Please provide an explanation to your answer in Q17 above

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

- ☐ Yes
☐ In Part
☐ No
☐ NA

18b. Please provide an explanation to your answer in Q18 above

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

- ☐ Yes
☐ In Part
☐ No
☐ NA

19b. Please provide an explanation to your answer in Q19 above

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

- ☐ Yes
☐ In Part
☐ No
☐ NA

20b. Please provide an explanation to your answer in Q20 above

21. Key strengths in the lesson

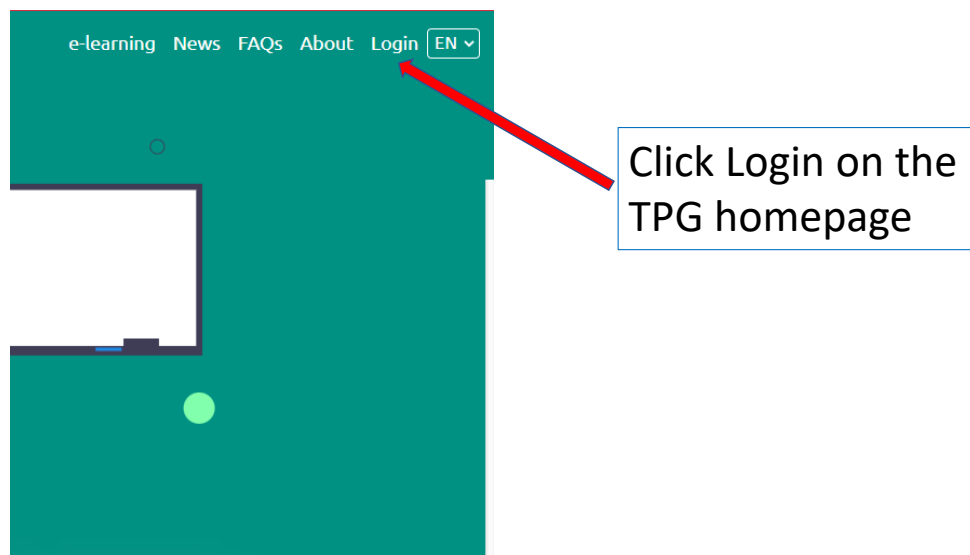
22. Areas for development

23. Next steps for teacher

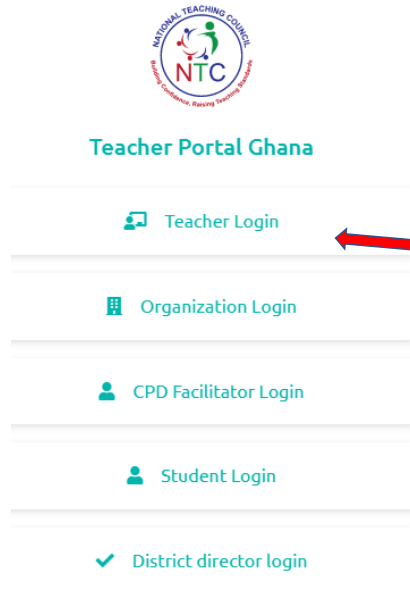
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

1. Visit tpg.ntc.gov.gh and click Login

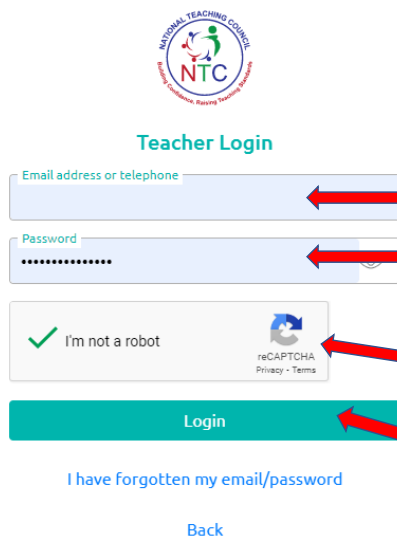


2. On the Login page, click Teacher Login



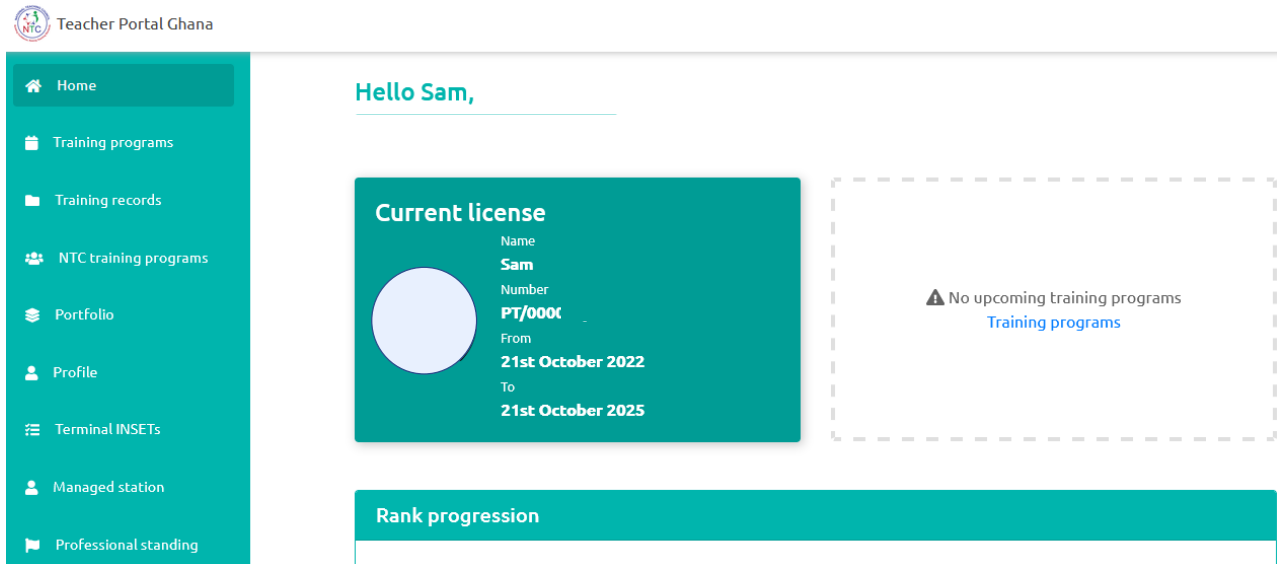
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a laptop icon), 'Organization Login' (with a building icon), 'CPD Facilitator Login' (with a person icon), 'Student Login' (with a person icon), and 'District director login' (with a checkmark icon). A red arrow points from a text box 'Click Teacher Login' to the 'Teacher Login' button.

3. On the Teacher Login page enter your email address and password and then click Login

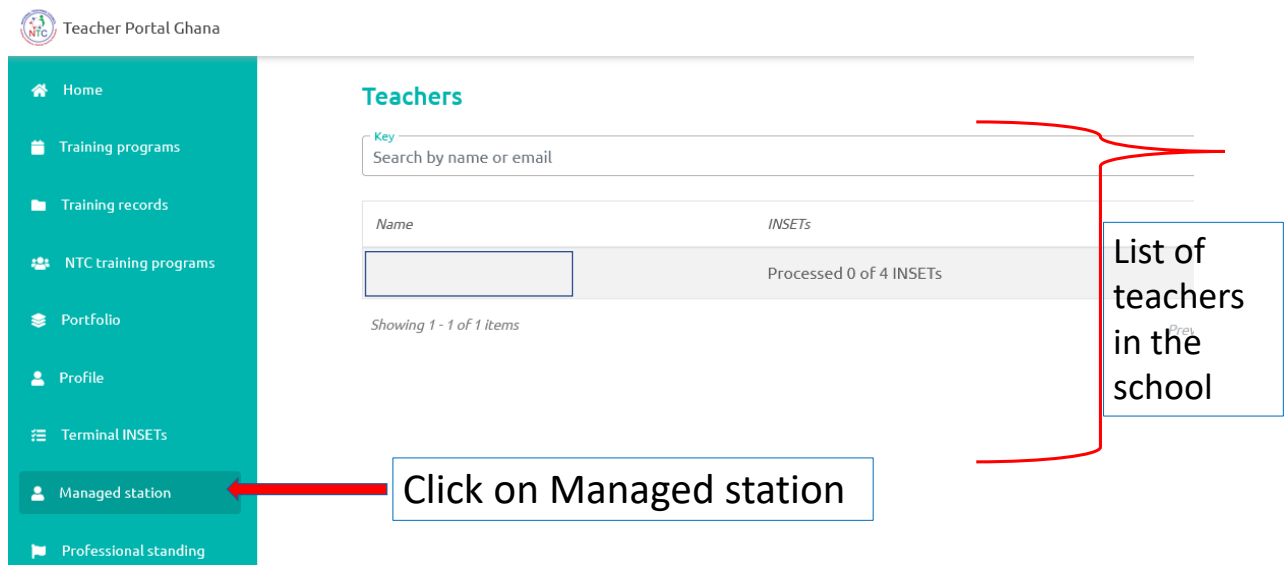


The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are four input fields: 'Email address or telephone', 'Password', 'I'm not a robot' (with a checkmark icon), and a 'Login' button. A red arrow points from a text box 'Enter your email address' to the email input field. Another red arrow points from a text box 'Enter your password' to the password input field. A third red arrow points from a text box 'Check I'm not a robot' to the 'I'm not a robot' checkbox. A fourth red arrow points from a text box 'Click Login' to the 'Login' button. Below the 'Login' button is a link 'I have forgotten my email/password' and a 'Back' link.

4. After a successful login you will get access to your TPG account (Check image below)



5. To award CPD points, from the side menu tap on **Managed station** to display list of teachers



6. Click on the name of the teacher to display the page for awarding CPD points (Check image below)

Teachers /

Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

7. Click on the 3 dots after the Credits column at the extreme right side to process (Check image below)

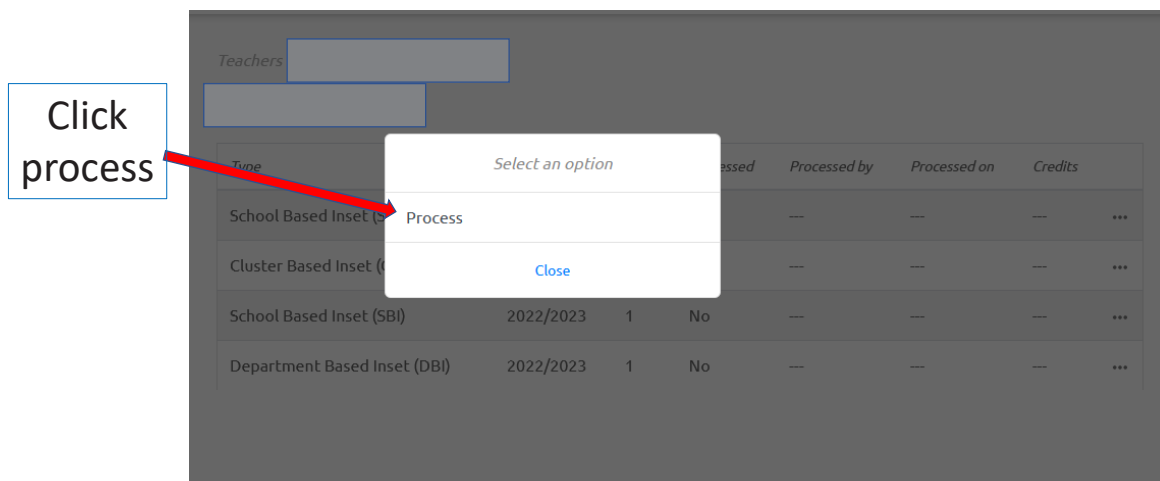
Teachers /

Click here to process

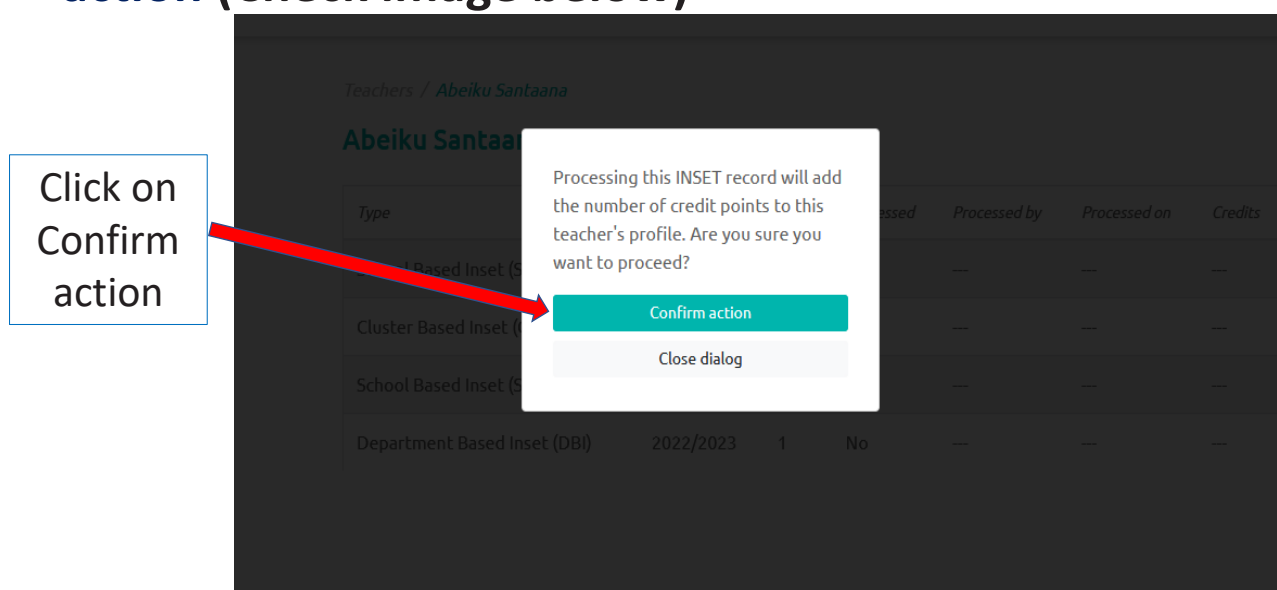
Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

Note: You will repeat same actions for all the INSET/PLC types

8. On the new page that appears click on **Process** (Check image below)



8. On the new page that appears click on **Confirm action** (Check image below)



9. The points for the teacher will then be processed (Check image below)

Teachers /

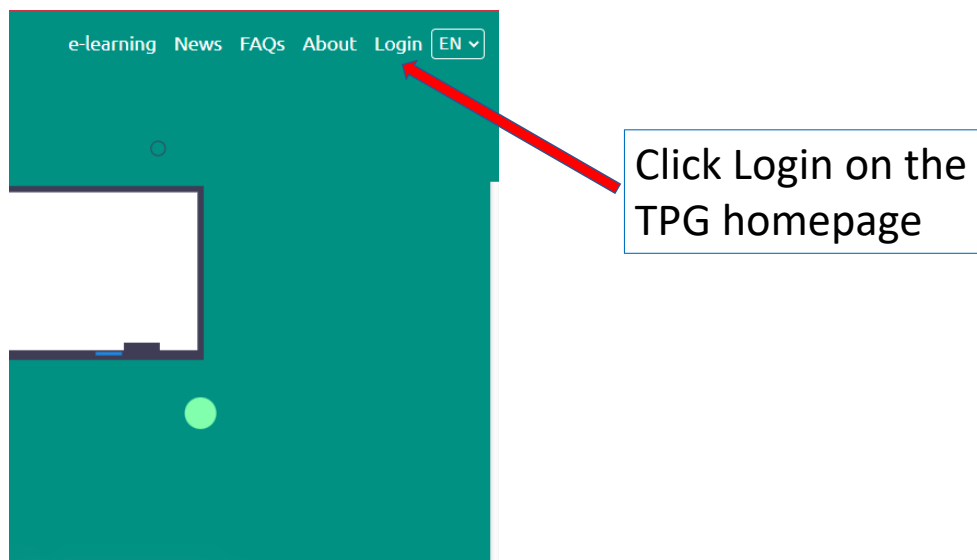
Points processed

Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	Yes	 (Teacher)	Saturday, 15th April, 2023	1	...
Cluster Based Inset (CBI)	2022/2023	1	Yes	 (Teacher)	Saturday, 15th April, 2023	1	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

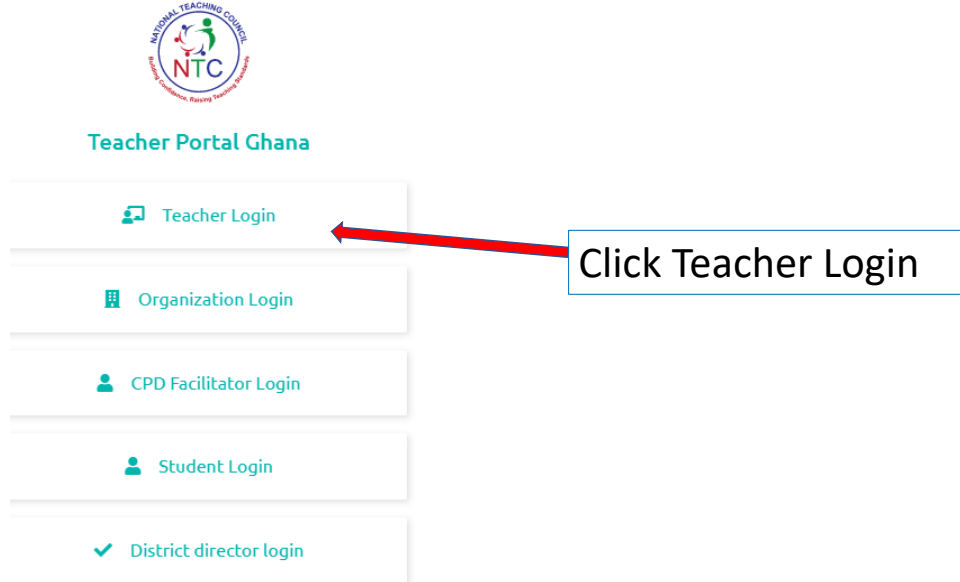
THANK YOU

HOW TO CHECK CPD POINTS AND TRAINING RECORDS ON TEACHER PORTAL GHANA

1. Visit tpg.ntc.gov.gh and click Login

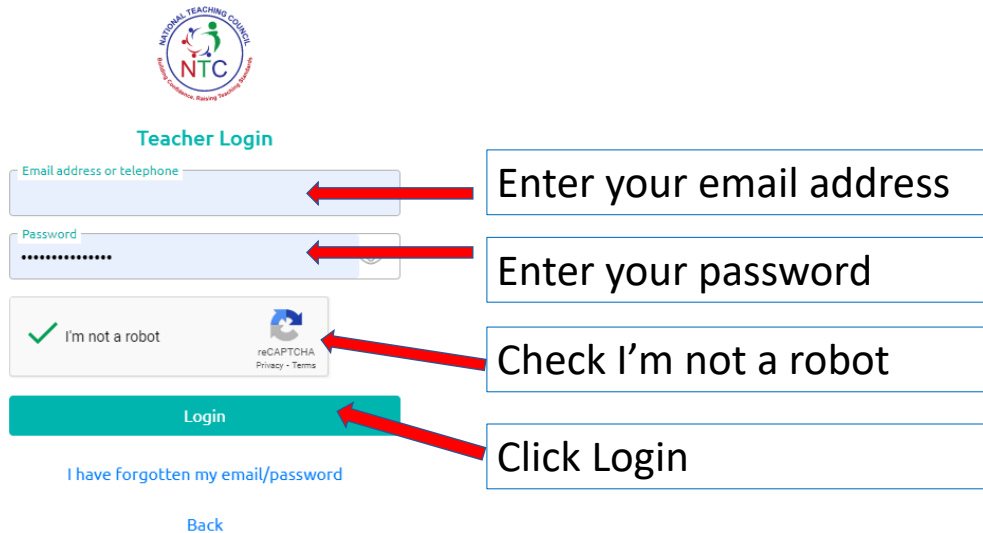


2. On the Login page, click Teacher Login



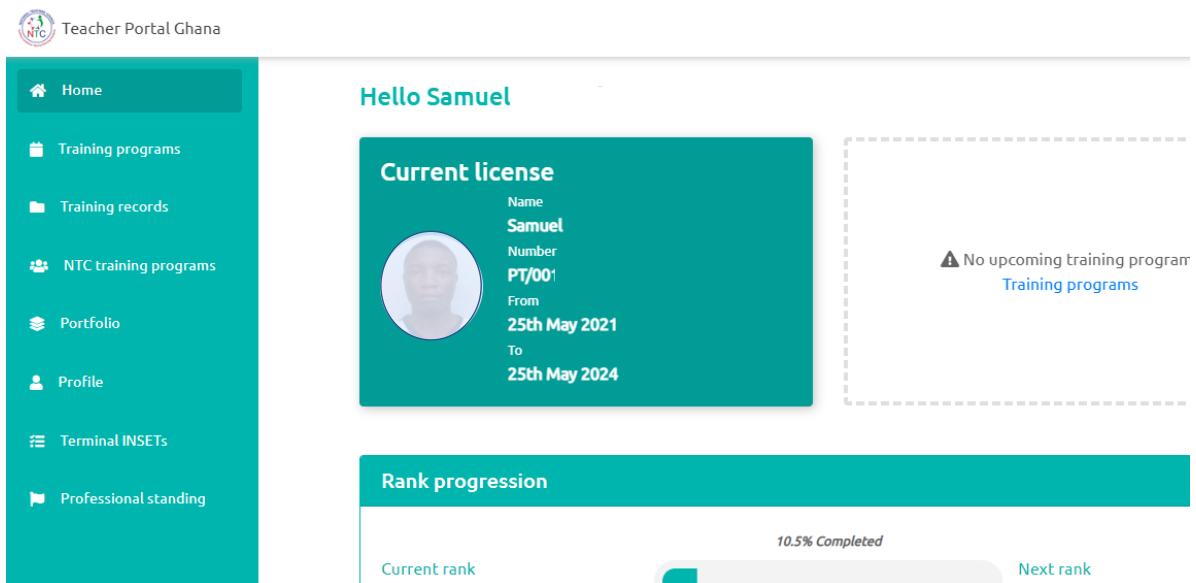
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization Login' (with a building icon), 'CPD Facilitator Login' (with a person icon), 'Student Login' (with a person icon), and 'District director login' (with a checkmark icon). A red arrow points from a text box 'Click Teacher Login' to the 'Teacher Login' button.

3. On the Teacher Login page enter your email address and password and then click Login



The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are four input fields: 'Email address or telephone' (with a red arrow pointing to it from a text box 'Enter your email address'), 'Password' (with a red arrow pointing to it from a text box 'Enter your password'), and a reCAPTCHA box (with a red arrow pointing to it from a text box 'Check I'm not a robot'). Below the input fields is a green 'Login' button (with a red arrow pointing to it from a text box 'Click Login'). Below the 'Login' button is a link 'I have forgotten my email/password' and a link 'Back'.

4. After a successful login you will get access to your **TPG account** (Check image below)



5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



6. To view training records, from the side menu tap on **Training records** (Check image below)

Teacher Portal Ghana

Training records
Records for training programs registered and/or attended

Total points: 1.8988

Sensitization on Education Policies	⚠ Marked as absent
Differentiated Learning	✓ Processed Credits: 1.32
Advanced Mobile Learning with Multimedia (AMLM)	✓ Processed Credits: 0.5788

Click to view training records

List of training programs

THANK YOU