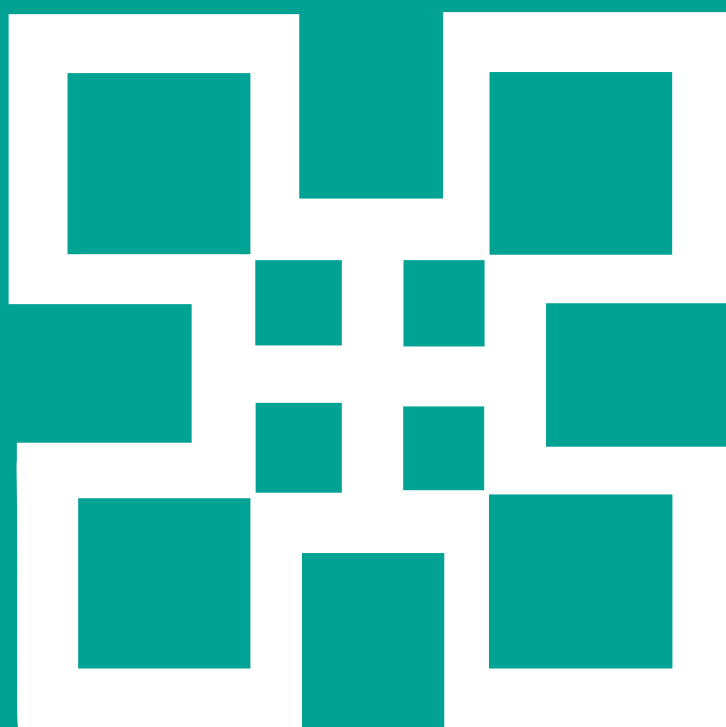


Departmental Professional Learning Community Handbook

GENERAL ARTS

HANDBOOK FOR COORDINATORS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT





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**DEPARTMENTAL PROFESSIONAL LEARNING
COMMUNITY HANDBOOK**

GENERAL ARTS

Coordinator 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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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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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, and introducing the Departmental PLC Handbook	1.1 Introduce the session with a video, photograph, etc. of related activities as an icebreaker. 1.2 Ask teachers to share their expectations regarding what they hope to gain from the Departmental Professional Learning Community (DPLC) activities (NTS 1a, 1b). <i>E.g.</i> <i>Teachers will be expecting to:</i> <i>Identify the features of the learning plan.</i> <i>Establish linkages among the curriculum, teacher manual and plan.</i> <i>Suggest context specific pedagogies and resources for effective learning.</i> <i>Populate the various sections of the learning planner.</i> <i>Model a lesson based on the learning plan.</i> 1.3 Ask a teacher to read the purpose of the DPLC Handbook. Purpose The Departmental Professional Learning	1.1 Respond to video, photograph, etc., of related activities as an introduction to the PLC session. 1.2 Share your expectations regarding what you hope to gain from the Departmental Professional Learning Community (DPLC) activities (NTS 1a, 1b). <i>E.g.</i> <i>Teachers will be expecting to:</i> <i>Identify the features of the learning plan, etc.</i> 1.3 Read the purpose of the DPLC Handbook. Purpose The Departmental Professional Learning	10mins

	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 of <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 plan 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.	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 of <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 plan 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 General Arts teachers 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 General Arts 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 sessions 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 learning plans for weeks 1 & 2 3. Developing learning plans for weeks 3 & 4 4. Developing learning plans for weeks 5 & 6 5. Developing learning plans for weeks 7 & 8 6. Developing learning plans for weeks 9 & 10 7. Developing learning plans for weeks 11 & 12	The Handbook is thus principally aimed at helping General Arts teachers 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 General Arts 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 sessions 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 learning plans for weeks 1 & 2 3. Developing learning plans for weeks 3 & 4 4. Developing learning plans for weeks 5 & 6 5. Developing learning plans for weeks 7 & 8 6. Developing learning plans for weeks 9 & 10 7. Developing learning plans for weeks 11 & 12	

	8. Developing learning plans for weeks 13 & 14 9. Developing learning plans for weeks 15 & 16 10. Developing learning plans for weeks 17& 18 11. Developing learning plans for weeks 19 & 20 12. Developing learning plans for weeks 21 & 22 13. Developing learning plans for weeks 23 & 24	8. Developing learning plans for weeks 13 & 14 9. Developing learning plans for weeks 15 & 16 10. Developing learning plans for weeks 17& 18 11. Developing learning plans for weeks 19 & 20 12. Developing learning plans for weeks 21 & 22 13. Developing learning plans for weeks 23 & 24	
2. Planning for teaching, learning and assessment activities, promoting character values, GESI, SEL, ICT, 21st-century skills and differentiation	2.1 Ask a teacher to read the purpose for the session. Purpose: The purpose of the session is to guide General Arts teachers to review the new concepts and skills they have learnt by participating in previous PLC sessions. This is to enable them to consolidate their knowledge and understanding of the strategies and resources they have applied in their lessons owing to their participation in PLC sessions taking into consideration cross-cutting issues (GESI, SEL, 21st century skills, differentiation), etc. LO 1 Apply strategies (Assessment, pedagogy etc.), skills and use knowledge on resources acquired from participating in previous PLC sessions to plan and teach a lesson, taking into consideration cross-cutting issues. LI.1 Discuss at least 3 GESI responsive pedagogical approaches which were	2.1 Read the purpose for the session. Purpose: The purpose of the session is to guide General Arts teachers to review the new concepts and skills they have learnt by participating in previous PLC sessions. This is to enable them to consolidate their knowledge and understanding of the strategies and resources they have applied in their lessons owing to their participation in PLC sessions taking into consideration cross-cutting issues (GESI, SEL, 21st century skills, differentiation), etc. LO 1 Apply strategies (Assessment, pedagogy etc.), skills and use knowledge on resources acquired from participating in previous PLC sessions to plan and teach a lesson, taking into consideration cross-cutting issues. LI.1 Discuss at least 3 GESI responsive pedagogical approaches which were used	50mins

	used in the previous sessions and how they applied them in their lessons. LI.2 Examine at least 3 GESI responsive assessment strategies which were acquired from previous PLC sessions and how they applied them in their lessons. LI. 3 Identify at least 3 resources recommended at previous PLC sessions and how they applied them in their lessons. LI.4 Identify at least 3 essential features of a learning planner learnt at previous PLC sessions. 2.2 Ask teachers to use the pyramid discussion technique to discuss at least 3 GESI responsive pedagogical approaches which were used in previous PLC sessions (NTS 1e, 2f and 3f). E.g. a) Collaborative approaches: <i>Collaborative approaches involve learners working co-operatively in groups (pairs or more) to complete tasks. Each member of the group takes responsibility in ensuring that a given task is executed and owns the output.</i> i. <i>Group work: This is a teaching technique</i>	in the previous sessions and how they applied them in their lessons. LI.2 Examine at least 3 GESI responsive assessment strategies which were acquired from previous PLC sessions and how they applied them in their lessons. LI. 3 Identify at least 3 resources recommended at previous PLC sessions and how they applied them in their lessons. LI.4 Identify at least 3 essential features of a learning planner learnt at previous PLC sessions. 2.2 Using the pyramid discussion technique, discuss at least 3 GESI responsive pedagogical approaches which you used in previous PLC sessions (NTS 1e, 2f and 3f). E.g. Collaborative approaches: <i>Collaborative approaches involve learners working co-operatively in groups (pairs or more) to complete tasks. Each member of the group takes responsibility in ensuring that a given task is executed and owns the output</i> <i>Group work: This is a teaching technique where</i>	

	where learners are assigned to sub-groups in a class to work together on a specified task or project ii. <i>Games (especially indigenous ones): This involves the introduction of strategies, rules, and social experiences of playing a game into the classroom setting through which concepts are learnt consciously or unconsciously</i> iii. <i>Sage in a circle: This is where a learner who is knowledgeable or skillful in a concept is selected as a sage and each member of a group surrounds a sage of a different group. The sage then shares his/her knowledge and experiences with the learners that surround him or her</i> iv. <i>Peer teaching: This method is predicated on the assumption that, “to teach is to learn twice”. It is a situation where one or more students teach other students or peers, particular concept or topic</i> v. <i>Fish-bowl: Students form two concentric circles (inner and outer). Students in the inner circle (known as fishbowl) discuss a concept while those in the outer circle listen and take notes</i>	learners are assigned to sub-groups in a class to work together on a specified task or project, etc.	

	vi. <i>Onion ring: Students stand face-to-face in two concentric circles and share opinions on something. After a time, the outer circle students move a number of steps through the left or right to change partners and the pattern continues</i> b) <i>Experiential approaches: Experiential learning is the process of learning through experience and is both an active and reflective process</i> ▪ <i>Problem-based: Learners learn about a concept by collaborating in groups to find solution to an unrestricted challenge</i> ▪ <i>Role play: Learners assume specified roles and perform their duties. The role play can be performed one-on-one (individual role play) or in a group setting where each participant assumes a role or character</i> ▪ <i>Dramatisation: Teaching and learning that involves verbal and non-verbal communication, creates informal and flexible environment, and supports experimentations, etc.</i>	b) <i>Experiential approaches: Experiential learning is the process of learning through experience and is both an active and reflective process</i> <i>Problem-based: Learners learn about a concept by collaborating in groups to find solution to an unrestricted challenge, etc.</i>	

	c) Enquiry based approaches: A type of learning that encourages students to ask questions, conduct research and explore new ideas ▪ <i>Pattern seeking: Involves learners making measurements or observations to explore situations to determine a predictable sequence</i> ▪ <i>Journal writing: Where learners observe events and record personal insights and reflections on assigned tasks.</i> ▪ <i>Identifying, grouping and classifying: This is where learner learn by grouping objects etc. based on defined characteristics</i> ▪ <i>Project: A strategy that requires learners to work on a project within a period of time, based on issues and obstacles learners may encounter in the real world. It gives learners the chance to grow in knowledge and abilities</i> ▪ <i>Puzzles: A game used to solve problems or test knowledge, etc.</i>	c) Enquiry based approaches: A type of learning that encourages students to ask questions, conduct research and explore new ideas ▪ <i>Pattern seeking: Involves learners making measurements or observations to explore situations to determine a predictable sequence, etc.</i>	

	d) Talk for learning: <i>Talk-for-learning approaches are a host of techniques and strategies for encouraging all learners to talk, manage and structure their contributions in lesson</i> ▪ <i>Questioning - It is a way of eliciting active engagement of learners and to check existing levels of understanding of concepts during a lesson or at the end of it through strategies that involve asking, pausing, calling, taking response and giving feedback.</i> ▪ <i>Activity ball - This is a talk for learning strategy where an item such a ball is passed around and only the person who has the ball can speak on the concept.</i> ▪ <i>Concept cartoons - Concept cartoons engage students in focused discussion by making students talk about the concepts presented by the cartoon characters.</i> ▪ <i>Ordering cards - Facts that can be ordered but do not always have a straightforward answer are written on cards. Learners working in groups or</i>	d) Talk for learning: <i>Talk-for-learning approaches are a host of techniques and strategies for encouraging all learners to talk, manage and structure their contributions in lesson</i> ▪ <i>Questioning - It is a way of eliciting active engagement of learners and to check existing levels of understanding of concepts during a lesson or at the end of it through strategies that involve asking, pausing, calling, taking response and giving feedback, etc.</i>	

	<i>pairs have to order these cards, etc.</i> 2.3 Ask teachers to use the onion ring technique to examine at least three GESI responsive assessment strategies they have acquired from previous PLC sessions and how they were applied in their lessons (NTS 1e, 2f and 3f). <i>E.g.</i> <i>a) Clicker questions: It is an interactive assessment strategy involving an instructor projecting or orally presenting multiple choice questions for learners to provide responses orally or in written forms</i> <i>b) Concept map: Finding relationship between concepts to organise and structure knowledge</i> <i>c) Infographics: The visual representation of information data or knowledge. Such as graphs and charts</i> <i>d) Matrix activity: Using formulas/ numbers to do computing aid understanding of a particular concept</i> <i>e) Hand signals: Asking learner to display a designated hand signal to indicate their understanding of a specific concept. Examples thumps up, Thumps down, blow, etc.</i>	2.3 Using the onion ring technique, examine at least three GESI responsive assessment strategies you have acquired from previous PLC sessions and how they were applied in your lessons (NTS 1e, 2f and 3f). <i>E.g.</i> <i>Clicker questions: It is an interactive assessment strategy involving an instructor projecting or orally presenting multiple choice questions for learners to provide responses orally or in written forms, etc.</i>	

	2.4 Ask teachers to use the shower thought technique to identify at least 3 resources recommended at previous PLC sessions and how they applied them (NTS 1a, 1e and 3j). <i>E.g.</i> a) <i>Projector</i> b) <i>Videos/pictures/audios /braille</i> c) <i>Text books/reference material</i> d) <i>Realia</i> e) <i>Curriculum, etc.</i> 2.5 Ask teachers in pairs to think, ink and share at least 3 essential features of a learning plan learnt at previous PLC sessions. <i>E.g.</i> a) <i>Strand</i> b) <i>Sub strand</i> c) <i>Content standard</i> d) <i>Learning Outcomes</i>	2.4 Using the shower thought technique, identify at least 3 resources recommended at previous PLC sessions and how you applied them (NTS 1a, 1e and 3j). <i>E.g.</i> <i>Projector, etc.</i> 2.5 In your pair, think, ink and share at least 3 essential features of a learning plan learnt at previous PLC sessions. <i>E.g.</i> <i>Strand, etc.</i>	
3. Modelling a teaching activity, promoting character values, GESI, SEL, ICT and 21st century skills	3.1 Ask a teacher to model a teaching activity in the lesson on application of the knowledge on any topic of their choice in General Arts taking into account character values, GESI, SEL, ICT and 21st century skills (NTS 3a, 3c-3j). 3.2 Ask teachers to reflect and provide feedback on the modelled lesson (NTS 1a, 1b and 3b).	3.1 Model a teaching activity in the lesson on application of the knowledge on any topic of your choice in General Arts taking into account character values, GESI, SEL, ICT and 21st century skills (NTS 3a, 3c-3j). 3.2 Reflect and provide feedback on the modelled lesson (NTS 1a, 1b and 3b).	20mins
4. Evaluation and review of session: Noting that teachers need to identify	4.1 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 1 (NTS 1a, 1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 1 (NTS 1a, 1b).	10mins

critical friends to observe lessons and report at next session	4.2 Remind teachers to, where possible, identify a critical friend to observe their lesson in relation to DPLC Session 1 and provide feedback to them (NTS 3n, 3o). 4.3 Remind teachers to read DPLC Session 2 on developing lesson plans for Weeks 1 and 2, and bring along teacher's manual, NTS handbook, curriculum, and a laptop in preparation for the next session.	4.2 Identify a critical friend to observe your lesson in relation to DPLC Session 1 and provide feedback to you (NTS 3n, 3o). 4.3 Remember to read DPLC Session 2 on developing lesson plans for Weeks 1 and 2 and bring along teacher's manual, NTS handbook, curriculum, and a laptop in preparation for the next session.	

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Start the session by asking teachers to share two things they did differently based on DPLC Session 1, reviewing concepts and skills acquired in previous DPLC sessions, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 1, developing lesson plans for Weeks 3 and 4 supported learning (NTS 1a - 1c).	1.1 Share two things you did differently based on DPLC Session 1 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 1 was beneficial and supported learning (NTS 1a - 1c).	10mins
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 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of the session is to assist General Arts teachers to develop learning plans for General Arts subjects using appropriate pedagogical approaches, assessment strategies and resources to facilitate learning. This session would cover the following subject specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of the session is to assist General Arts teachers to develop learning plans for General Arts subjects using appropriate pedagogical approaches, assessment strategies and resources to facilitate learning. This session would cover the following subject specific focal areas:	60mins

	a) <i>Economics</i> i. <i>Economics starts from the home.</i> ii. <i>The Economist</i> iii. <i>The language of Economics or Economics tools</i> iv. <i>The fundamental concepts in Economics</i> b) <i>Geography</i> i. <i>Meaning of Geography and its branches.</i> ii. <i>Career prospects and the importance of studying Geography.</i> iii. <i>The solar system and its constituents</i> iv. <i>Characteristics of the eight planets</i> c) <i>Government</i> i. <i>The meanings of Government</i> ii. <i>Importance of the study of Government</i> iii. <i>The concept of state</i> iv. <i>The concept of development</i> v. <i>The concepts of power, authority and legitimacy</i> d) <i>History</i> i. <i>Origins and meaning of History</i> ii. <i>Misconceptions associated with the study of History</i> iii. <i>Importance of History to the individual and the society</i> iv. <i>Features of History as an academic discipline</i> v. <i>Branches/types of History</i> vi. <i>Key concepts in History</i>	a) <i>Economics</i> i. <i>Economics starts from the home.</i> ii. <i>The Economist</i> iii. <i>The language of Economics or Economics tools</i> iv. <i>The fundamental concepts in Economics I</i> b) <i>Geography</i> i. <i>Meaning of Geography and its branches.</i> ii. <i>Career prospects and the importance of studying Geography.</i> iii. <i>The solar system and its constituents</i> iv. <i>Characteristics of the eight planets</i> c) <i>Government</i> i. <i>The meanings of Government</i> ii. <i>Importance of the study of Government</i> iii. <i>The concept of state</i> iv. <i>The concept of development</i> v. <i>The concepts of power, authority and legitimacy</i> d) <i>History</i> i. <i>Origins and meaning of History</i> ii. <i>Misconceptions associated with the study of History</i> iii. <i>Importance of History to the individual and the society</i> iv. <i>Features of History as an academic discipline</i> v. <i>Branches/types of History</i> vi. <i>Key concepts in History</i>	

	e) <i>Religious Studies</i> i. <i>Understanding the meaning of religion from learners' perspective</i> ii. <i>Classical definitions of religion and what they reveal about the nature of religion</i> iii. <i>Characteristics of religion</i> iv. <i>Misconceptions about the study of religion</i> f) <i>Social Studies</i> i. <i>Key geographical features of Africa and how they shaped Africa's ancient societies</i> ii. <i>How geographical features and ecosystems influenced the development of agriculture, trade networks and settlement patterns in early African societies</i> iii. <i>How climate change influenced the movements and adaptations of early African populations</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 1 and 2</i> lessons using the teacher manual, taking into account, GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 1 and 2</i> in relation to the focal areas of the specific	e) <i>Religious Studies</i> i. <i>Understanding the meaning of religion from learners' perspective</i> ii. <i>Classical definitions of religion and what they reveal about the nature of religion</i> iii. <i>Characteristics of religion</i> iv. <i>Misconceptions about the study of religion</i> f) <i>Social Studies</i> i. <i>Key geographical features of Africa and how they shaped Africa's ancient societies</i> ii. <i>How geographical features and ecosystems influenced the development of agriculture, trade networks and settlement patterns in early African societies</i> iii. <i>How climate change influenced the movements and adaptations of early African populations</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 1 and 2</i> using the teacher manual, taking into account, GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 1 and 2</i> in relation to the focal areas of the specific General Arts subjects	

	General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 1 and 2</i> in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 1 and 2</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 1 and 2</i> in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 1 and 2</i> as appropriate. 2.2 Ask teachers in groups to identify and share the aspects of <i>Weeks 1 and 2</i> lessons in their teacher manual that have been captured in the learning	(economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 1 and 2</i> in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 1 and 2</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 1 and 2</i> in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 1 and 2</i> as appropriate. 2.2 In your group, identify and share the aspects of the <i>Weeks 1 and 2</i> lessons in your teacher manual that have been captured in the	

	planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a. <i>Content standards</i> b. <i>Learning outcome</i> c. <i>Learning indicator(s), etc.</i> 2.3 Ask teachers to brainstorm and share at least two essential questions in preparation towards the lessons in <i>Weeks 1 and 2</i> (NTS 1a, 2c, 2e, 2f, 3d, and 3e-3g). <i>E.g.</i> a) <i>General</i> <i>How can previous experience help explain concepts in this lesson?</i> b) <i>Economics</i> i. <i>How can everyday life experiences be linked to the definition of economics?</i> ii. <i>How will the understanding of careers in economics help to identify opportunities in private and government agencies for economics graduates?</i> iii. <i>How can grouping in class be done to take care of different abilities, gender, religion, and economic backgrounds?</i> c) <i>Geography</i> i. <i>How does geography influence understanding of the world and its various cultures?</i> ii. <i>What opportunities exist for geographers in the workforce and what</i>	learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Brainstorm and share at least two essential questions in preparation towards the lessons in <i>Weeks 1 and 2</i> (NTS 1a, 2c, 2e, 2f, 3d, and 3e-3g). <i>E.g.</i> a) <i>General</i> <i>How can previous experience help explain concepts in this lesson?, etc.</i> b) <i>Economics</i> <i>How can everyday life experiences be linked to the definition of economics?, etc.</i> c) <i>Geography</i> <i>How does geography influence understanding of the world and its various cultures?, etc.</i>	

	<i>preparations are needed for those roles?</i> iii. <i>What strategies can be adopted to make the subject matter accessible and engaging for all?</i> d) <i>Government</i> i. <i>What are the meanings of government?</i> ii. <i>How will knowledge of the meanings of government help understand functions/work of government?</i> iii. <i>Why is the study of government relevant to nation building?</i> e) <i>History</i> i. <i>How does the meaning of history help to appreciate significant past events in communities?</i> ii. <i>To what extent does knowledge of the need for the study of history help to understand the impact history has on individuals and the society?</i> iii. <i>How can 21st Century skills, GESI, SEL and other cross-cutting issues be incorporated into the learning of the origins, meaning and importance of history?</i> f) <i>Religious Studies</i> i. <i>How does prior experience with religion facilitate the construction of a definition of religion?</i>	d) <i>Government</i> <i>What are the meanings of government?, etc.</i> e) <i>History</i> <i>How does the meaning of history help to appreciate significant past events in communities?, etc.</i> f) <i>Religious Studies</i> <i>How does prior experience with religion facilitate the construction of a</i>	

	ii. <i>How can religion be defined from one's perspective?</i> iii. <i>How can classical definitions of religion be categorised?</i> g) <i>Social Studies</i> i. <i>How did geographical features influence the emergence and growth of ancient societies in Africa?</i> ii. <i>What are the main concepts or ideas necessary for aiding an understanding of the relationship between geographical features and the growth of ancient societies in Africa?</i> iii. <i>What role did geographical features and ecosystems play in shaping the development of Agriculture, trade networks and settlement patterns in early African societies?</i> 2.4 Ask teachers to discuss at least two activities on differentiation in preparation towards the lessons in <i>Weeks 1 and 2</i> (NTS 1a, 2c, 2e, 2f, and 3d-3g). <i>Hint</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessments at varying levels of proficiency.	<i>definition of religion?, etc.</i> g) <i>Social Studies</i> <i>How did geographical features influence the emergence and growth of ancient societies in Africa?, etc.</i> 2.4 Discuss at least two activities on differentiation in preparation towards the lessons in <i>Weeks 1 and 2</i> (NTS 1a, 2c, 2e, 2f, and 3d - 3g). <i>Hint</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessments at varying levels of proficiency.	

	<i>Note: Examples of differentiation for other focal areas can be found in the various subject-specific Teacher Manuals.</i> <i>E.g.</i> <i>a) Economics</i> <i>i. Learning Tasks:</i> ▪ <i>Connect the concept of Economics to other aspects of learners' everyday lives</i> ▪ <i>Group specific economic statements from the learners' everyday experiences under normative and positive statements.</i> <i>Note:</i> ▪ <i>Learners who may struggle with the understanding of economics should be assisted to connect the concept of economics to other aspects of their everyday lives. Focus content on the explanation of the meaning of economics using learners' experiences</i> ▪ <i>Learners who grasp the understanding of economics are given the opportunity to apply their knowledge to the identification of the two branches of economics</i> ▪ <i>Learners who show a high level of understanding of economics and the branches should</i>	<i>Note: Example for this week is from Economics. Examples for other subjects can be found in the Subject Teacher Manuals.</i> <i>E.g.</i> <i>a) Economics</i> <i>i. Learning Tasks:</i> ▪ <i>Connect the concept of Economics to other aspects of learners' everyday lives</i> ▪ <i>Group specific economic statements from the learners' everyday experiences under normative and positive statements.</i> <i>Note:</i> ▪ <i>Learners who may struggle with the understanding of economics should be assisted to connect the concept of economics to other aspects of their everyday lives. Focus content on the explanation of the meaning of economics using learners' experiences</i> ▪ <i>Learners who grasp the understanding of economics are given the opportunity to apply their knowledge to the identification of the two branches of economics</i> ▪ <i>Learners who show a high level of understanding of economics and the branches should</i>	

	<i>design critical thinking exercises that challenge them to group specific economic statements from their everyday life experiences under normative and positive statements</i> ii. <i>Pedagogy</i> <i>Building on What Others Say:</i> ▪ <i>Learners in mixed ability and gender groups brainstorm using previous knowledge acquired in the home, school and community to explain their understanding of Economics</i> <i>Note:</i> ▪ <i>Teacher should provide targeted support for learners who may be struggling to understand economics. They should be supported to use their everyday life experiences to explain economics (AP)</i> ▪ <i>Teachers should offer the opportunity to learners who may grasp the understanding of economics easily for the application of their knowledge and experiences to enable them to identify and explain the two</i>	<i>design critical thinking exercises that challenge them to group specific economic statements from their everyday life experiences under normative and positive statements</i> ii. <i>Pedagogy</i> <i>Building on What Others Say:</i> ▪ <i>Learners in mixed ability and gender groups brainstorm using previous knowledge acquired in the home, school and community to explain their understanding of Economics</i> <i>Note:</i> ▪ <i>Teacher should provide targeted support for learners who may be struggling to understand economics. They should be supported to use their everyday life experiences to explain economics (AP)</i> ▪ <i>Teachers should offer the opportunity to learners who may grasp the understanding of economics easily for the application of their knowledge and experiences to enable them to identify and explain</i>	

	<i>branches of economics. (P)</i> ▪ <i>Teachers should encourage learners who show a high level of understanding economics to design critical thinking exercises that challenge them to group specific economic statements from their everyday life experiences under normative and positive statements (HP)</i> iii. <i>Key Assessments:</i> ▪ <i>Level 1: Define Economics</i> ▪ <i>Level 2: Explain economics using your daily life experiences</i> ▪ <i>Level 3:</i> ○ <i>Differentiate between microeconomics and macroeconomics using your daily life experiences</i> ○ <i>Use your daily life experiences to differentiate between positive and normative economics statements</i> b) <i>Geography</i> i. <i>Learning Tasks:</i> ▪ <i>Explain the meaning of Geography.</i>	<i>the two branches of economics. (P)</i> ▪ <i>Teachers should encourage learners who show a high level of understanding economics to design critical thinking exercises that challenge them to group specific economic statements from their everyday life experiences under normative and positive statements (HP)</i> iii. <i>Key Assessments:</i> ▪ <i>Level 1: Define Economics</i> ▪ <i>Level 2: Explain economics using your daily life experiences</i> ▪ <i>Level 3:</i> ○ <i>Differentiate between microeconomics and macroeconomics using your daily life experiences</i> ○ <i>Use your daily life experiences to differentiate between positive and normative economics statements</i>	

	▪ <i>Discuss the three main branches of Geography</i> <i>ii. Pedagogy:</i> ▪ <i>Collaborative Learning: In pairs learners think and share the meaning of Geography and some elements that constitute Geography. Give learners a few minutes to think independently about their understanding of Geography. Encourage them to jot down their thoughts or ideas during this thinking phase. Remind learners that there are no right or wrong answers, and their ideas and perspectives are valuable. Consider the needs and dynamics of the class when forming pairs. Pair learners with different strengths or skill levels to promote peer learning and support. Guide how to actively listen, take turns and respectfully share ideas during the pair discussion. Supervise pairs to monitor their discussions and offer assistance as needed. Provide clarifications or additional</i>		

	<i>explanations when learners encounter difficulties or misconceptions. Encourage learners to provide reasoning or evidence to support their understanding of Geography</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: Name one branch of Geography</i> ▪ <i>Level 2:</i> ○ <i>Describe what is studied in Physical Geography</i> ○ <i>Make mind map to show the contrasting things studied in Physical, Human and Practical Geography.</i> ▪ <i>Level 3: Draw a Venn diagram to show the interconnections between Physical, Human and Practical Geography.</i> <i>c) Government:</i> <i>i. Learning Tasks:</i> ▪ <i>State the three meanings of government.</i> ▪ <i>Explain the main features of each of the three meanings/aspects</i> ▪ <i>Explore the connections between the three meanings/aspects</i> ▪ <i>Identify additional examples of concepts,</i>		

	<i>institutions or mechanisms</i> <i>ii. Pedagogy:</i> ▪ <i>Talk for Learning:</i> <i>In groups, learners discuss the meanings of government, try to explain them in their own words and think of examples beyond those that the teacher has provided. Teacher should identify and give support to learners who might be struggling to understand the meanings of government. Learners who grasp the three meanings quite easily should be encouraged to discuss the relationships among the three, e.g., how government as an academic discipline might influence government institutions or mechanisms and procedures, or how changes in governmental institutions or practices around the world might stimulate developments in the academic discipline, e.g. studies of authoritarianism. Conscious efforts should be made to include persons with special needs in the discussion of the subject matter</i>		

	iii. <i>Key Assessments:</i> ▪ <i>Level 1: State the three meanings of government and why each is important</i> ▪ <i>Level 2: Explain the importance of the study of government with appropriate examples</i> ▪ <i>Level 3: Investigate and report on one of the three meanings/aspects of government or an example of the importance of government, showing grasp of relevant concepts</i> d) <i>History</i> i. <i>Learning Tasks:</i> ▪ <i>Vary difficulty levels (e.g., create a list of terms for "history" in different languages, trace the origin of history from internet sources, explain the meaning of history by drawing from definitions of different scholars)</i> ii. <i>Pedagogy:</i> ▪ <i>Use more concrete teaching and learning resources, such as primary sources, charts, posters and pictures, to encourage learners to volunteer and share ideas</i> ▪ <i>Learners who exhibit clear understanding and ability to</i>		

	<i>perform tasks should be encouraged to take central role in the discussions</i> ▪ <i>Learners who show a high level of understanding must be encouraged to engage in more tasks related to the origins and meaning of the word 'history'</i> iii. <i>Key Assessments:</i> ▪ <i>Level 2: Describe in one page the origins of the word 'history', both conventional and non-conventional</i> ▪ <i>Level 3 and 4:</i> ○ <i>Using historical sources, research on the role of Herodotus and Thucydides in the development of history. Level 4 assessments will evaluate the validity and usefulness of the sources.</i> ○ <i>Debate on who the father of history is</i> e) <i>Religious Studies:</i> i. <i>Learning Tasks:</i> ▪ <i>What makes religious activities different from non-religious activities?</i> ▪ <i>Why is it difficult for the class to agree on one definition of religion?</i> ▪ <i>Define religion in your own words</i>		

	ii. <i>Pedagogy:</i> ▪ <i>Across exemplars, teachers can target questions to students to progress their thinking, e.g.</i> ○ <i>Can you describe what activities you see? Which ones do you think are religious? (AP)</i> ○ <i>What activities are religious versus non-religious?(Why? (P)</i> ○ <i>What might be significant about these religious practices? What do they seem to bring to those practicing them? (HP)</i> iii. <i>Key Assessments:</i> ▪ <i>Level 1: “Telling how they did it”: Learners orally describe the processes involved in arriving at their definitions of religion</i> ▪ <i>Level 2 Analytic writing: Learners analyse the different characteristics of religious and non-religious activities and create a table showing areas of similarity and difference</i> ▪ <i>Level 3: Peer editing critique: Learners present their draft definitions of religion to their peers to offer</i>		

	<i>constructive criticisms</i> ▪ <i>Level 4: Presentation: Learners create and present their draft definitions of religion before the entire class and defend it in a debate. Groups should be encouraged to choose persons considered marginalised to lead the presentation</i> <i>f) Social Studies:</i> <i>i. Learning Tasks:</i> ▪ <i>Learners who need support (AP) should explain the geographical features and their impact on early African societies by creating a simple poster or presentation illustrating one of the ways geographical features influenced early African societies</i> ▪ <i>Learners who are confident with the content (P) should provide more in-depth information, primary sources and case studies to challenge learners to analyse cause-and-effect relationships with respect to the geographical features and their impact on early African societies</i> ▪ <i>For learners who need to be stretched (HP) introduce advanced</i>		

	<i>theories, multiple perspectives and encourage independent research on geographical features and their impact on early African societies. Discuss the broader implications of geographical features on societal development. Design a research project that explores how environmental factors influenced the cultural, economic and political aspects of early African societies</i> <i>ii. Pedagogy:</i> ▪ <i>Problem-based learning: In small groups, formulate historical questions to analyse how river valleys, like the Nile and Niger, provided fertile soil and reliable water for irrigation to enable the cultivation of crops and to support dense populations</i> ▪ <i>Use different sources for the different levels of learners (AP, P and HP) to analyse how the highlands and vegetation of Africa offered diverse agro-ecological conditions and allowed the cultivation of a variety of crops</i> ▪ <i>Learners explore historical sources to</i>		

	<i>explain how geographic features, such as rivers, coastlines, deserts and mountains served as natural pathways for trade networks to flourish in early African societies</i> <i>iii. Key Assessments</i> ▪ <i>Level 1: Use a simple matching activity where learners match descriptions of geographical features with their influence on agriculture, trade or settlement patterns</i> ▪ <i>Level 2: Write a comparative analysis essay on how different geographical features shaped agriculture, trade networks and settlement patterns in early African societies, emphasising causal relationships</i> ▪ <i>Level 3: Develop a research-based presentation or paper analysing the interconnectedness of geographical features, agriculture, trade networks and settlement patterns in shaping early African societies, providing insights on historical developments and societal structures</i> <i>Note: Refer to Subject specific Teacher Manual for (other) examples on differentiation</i>		
		<i>Note: Refer to Subject specific Teacher Manual for (other) examples on differentiation</i>	

	2.5 Ask teachers to complete the learning planner for <i>Weeks 1 and 2</i> in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k). E.g. a) <i>Starter</i> i. <i>Activity ball</i> ii. <i>Video</i> iii. <i>Games</i> iv. <i>Songs</i> v. <i>Riddles</i> vi. <i>Anecdotes</i> b) <i>Pedagogical exemplars</i> c) <i>Teaching and Learning resources</i> d) <i>Main Lesson (Teacher and Learner activity)</i> e) <i>Assessment (DoK)</i> f) <i>Lesson closure</i> g) <i>Reflection and remarks</i>	2.5 Complete the learning plans for <i>Weeks 1 and 2</i> in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k). E.g. a. <i>Starter</i> i. <i>Activity ball</i> ii. <i>Video</i> iii. <i>Games</i> iv. <i>Songs</i> v. <i>Riddles</i> vi. <i>Anecdotes</i> b. <i>Pedagogical exemplars</i> c. <i>Teaching and Learning resources</i> d. <i>Main Lesson (Teacher and Learner activity)</i> e. <i>Assessment (DoK)</i> f. <i>Lesson closure</i> g. <i>Reflection and remarks</i>	
3. Peer-review of learning plans. ▪ Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	3.1 Ask teachers to exchange their completed learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> a) <i>Conformance to the learning planner structure</i> b) <i>Alignment among curriculum, teacher manual and learning planner</i> c) <i>Appropriateness and innovativeness of pedagogical choices</i> d) <i>Incorporation of GESI, SEL and national values</i> e) <i>Application of 21st century skills</i>	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> a) <i>Conformance to the learning planner structure</i> b) <i>Alignment among curriculum, teacher manual and learning planner</i> c) <i>Appropriateness and innovativeness of pedagogical choices</i> d) <i>Incorporation of GESI, SEL and national values</i> e) <i>Application of 21st century skills</i>	10mins

	<i>f) Differentiated instruction and assessment</i> <i>g) Accuracy of the information provided</i> <i>h) suitability of selected resources and feasibility of executing the learning planner</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	<i>f) Differentiated instruction and assessment</i> <i>g) Accuracy of the information provided</i> <i>h) suitability of selected resources and feasibility of executing the learning planner</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a, 3i). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3i). 4.3 Remind teachers to read DPLC Session 3, developing learning plans for <i>Weeks 3 and 4</i> in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 In your groups, reflect, write and share what you have learnt with the larger group (NTS 1a, 3i). 4.2 Kindly, complete your learning plans if you were unable to complete them during the session (NTS 3i). 4.3 Remember to read DPLC Session 3, developing learning plans for <i>Weeks 3 and 4</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10mins

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Asking teachers to share two things they did differently based on DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers as critical friends, to share what they observed, and summarise why they think what a colleague did by way of application of lessons learnt during DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i> was beneficial and supported learning (NTS 1a - 1c).	1.1 Share two things you did differently 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, share what you observed, and summarise why you think what a colleague did by way of application of lessons learnt during DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i> was beneficial and supported learning (NTS 1a - 1c).	10mins
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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 3 and 4</i>. This session would cover the following subject -specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 3 and 4</i>. This session would cover the following subject -specific focal areas:	60mins

completed per session)			
	a) <i>Economics</i> i. <i>The fundamental concepts in Economics II</i> ii. <i>The role of buyers and sellers in the market</i> iii. <i>The concept of demand</i> b) <i>Geography</i> i. <i>Evidence of earth shape</i> ii. <i>Earth's rotation and revolution</i> c) <i>Government</i> i. <i>The concepts of socialism and capitalism</i> ii. <i>The concept of democracy</i> iii. <i>The concept of feminism</i> iv. <i>The concepts of Rule of Law and Separation of Powers</i> v. <i>The principle of inclusion</i> vi. <i>The principles of equality, equity and consensus building</i> d) <i>History</i> i. <i>Lifestyle of the first hunter-gatherers of Ghana</i> ii. <i>Evidence of earliest material culture in rock shelters/ ancient sites in Ghana</i> iii. <i>Elements of earliest human culture in Ghana</i> iv. <i>Pre-historic periods in Ghana</i> v. <i>Features of Ghana's Middle Stone Age and Late Stone Ages</i> vi. <i>Characteristics of earliest farmer-settlers or community builders in Ghana</i>	a) <i>Economics</i> i. <i>The fundamental concepts in Economics II</i> ii. <i>The role of buyers and sellers in the market</i> iii. <i>The concept of demand</i> b) <i>Geography</i> i. <i>Evidence of earth shape</i> ii. <i>Earth's rotation and revolution</i> c) <i>Government</i> i. <i>The concepts of socialism and capitalism</i> ii. <i>The concept of democracy</i> iii. <i>The concept of feminism</i> iv. <i>The concepts of Rule of Law and Separation of Powers</i> v. <i>The principle of inclusion</i> vi. <i>The principles of equality, equity and consensus building</i> d) <i>History</i> i. <i>Lifestyle of the first hunter-gatherers of Ghana</i> ii. <i>Evidence of earliest material culture in rock shelters/ ancient sites in Ghana</i> iii. <i>Elements of earliest human culture in Ghana</i> iv. <i>Pre-historic periods in Ghana</i> v. <i>Features of Ghana's Middle Stone Age and Late Stone Ages</i> vi. <i>Characteristics of earliest farmer-settlers or community builders in Ghana</i>	

	e) <i>Religious Studies</i> i. <i>Reasons for the study of religion at the SHS</i> ii. <i>Career avenues in the study of religion</i> iii. <i>Origin and development of African Indigenous Religion (AIR)</i> iv. <i>Sources for information to study AIR: Oral Sources</i> v. <i>Sources for information to study AIR: Non-Oral Sources</i> f) <i>Social Studies</i> i. <i>Meaning and purpose of road safety in the Ghanaian society</i> ii. <i>The causes of road accidents, their socio-economic implications and strategies to minimise them in Ghana</i> LO 1: Develop subject specific learning plans for teaching Weeks 3 and 4 lessons using the teacher manual, taking into accounts GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for Weeks 3 and 4 in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies).	e) <i>Religious Studies</i> i. <i>Reasons for the study of religion at the SHS</i> ii. <i>Career avenues in the study of religion</i> iii. <i>Origin and development of African Indigenous Religion (AIR)</i> iv. <i>Sources for information to study AIR: Oral Sources</i> v. <i>Sources for information to study AIR: Non-Oral Sources</i> f) <i>Social Studies</i> i. <i>Meaning and purpose of road safety in the Ghanaian society</i> ii. <i>The causes of road accidents, their socio-economic implications and strategies to minimise them in Ghana</i> LO 1: Develop subject specific learning plans for teaching Weeks 3 and 4 lessons using the teacher manual, taking into accounts GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for Weeks 3 and 4 in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies).	

	LI 1.2 Complete the learning plans for <i>Weeks 3 and 4</i> in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 3 and 4</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 3 and 4</i> in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 3 and 4</i> as appropriate. 2.2 Ask teachers in groups to identify and share the aspects of <i>Weeks 3 and 4</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>a. Content standards</i> <i>b. Learning outcome</i> <i>c. Learning indicator(s), etc.</i>	LI 1.2 Complete the learning plans for <i>Weeks 3 and 4</i> in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 3 and 4</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 3 and 4</i> in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 3 and 4</i> as appropriate. 2.2 In groups identify and share the aspects of <i>Weeks 3 and 4</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards</i>	

	2.3 Ask teachers to think-pair-ink and share at least two essential questions in preparation towards lessons for Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3d- 3g). <i>E.g.</i> a) <i>General</i> i. <i>How applicable are the concepts of this lesson to real life?</i> ii. <i>How can the lesson provide opportunities for collaboration and teamwork?</i> b) <i>Economics</i> i. <i>How can everyday life experiences be related to the fundamental concepts of economics?</i> ii. <i>How will the understanding of the economic system help in explaining the three economic systems?</i> iii. <i>How can the selected pedagogy be used to promote inclusivity and diversity in the classroom?</i> c) <i>Geography</i> i. <i>How do observations of celestial bodies, like the sun and moon, provide evidence for Earth's shape?</i> ii. <i>How can knowledge of Earth's shape be applied in fields such as navigation and surveying?</i> iii. <i>Which ICT tools can be integrated to enhance the teaching and learning of Earth's</i>	2.3 Think-pair-ink and share at least two essential questions in preparation towards lessons for Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3d- 3g). <i>E.g.</i> a) <i>General</i> <i>How applicable are the concepts of this lesson to real life? etc.</i> b) <i>Economics</i> <i>How can everyday life experiences be related to the fundamental concepts of economics?</i> c) <i>Geography</i> <i>How do observations of celestial bodies, like the sun and moon, provide evidence for Earth's shape?</i>	

	<i>shape, such as interactive simulations or global mapping software?</i> d) <i>Government</i> i. <i>What is the role of government under socialism and capitalism?</i> ii. <i>Where does the power to rule come from?</i> iii. <i>What are the challenges associated with participation in decision making process?</i> iv. <i>How is gender stereotyping a challenge to women participation in societal development?</i> e) <i>History</i> i. <i>What prior knowledge is needed in the study of earliest material culture in ancient sites in Ghana?</i> ii. <i>How does knowledge of material culture in rock shelters help in the reconstruction of Ghana's history?</i> iii. <i>How does the knowledge of the discovery of iron artefacts help to appreciate the development of metalworking skills in present-day Ghana?</i> f) <i>Religious Studies</i> i. <i>How can the study of religion be justified?</i> ii. <i>How does the study of religion facilitate socio-emotional learning?</i>	d) <i>Government</i> <i>What is the role of government under socialism and capitalism?</i> e) <i>History</i> <i>What prior knowledge is needed in the study of earliest material culture in ancient sites in Ghana?</i> f) <i>Religious Studies</i> <i>How can the study of religion be justified?</i>	

	iii. <i>How does the study of religion help to pursue different careers?</i> g) <i>Social Studies</i> i. <i>What prior knowledge is necessary for understanding and analysing the meaning and purpose of road safety in the Ghanaian society?</i> ii. <i>To what extent does the knowledge on road safety help to promote appropriate strategies for improving road safety in Ghana?</i> iii. <i>With reference to road safety measures, what ways are most effective in minimising road accidents in Ghana?</i> 2.4 Ask teachers to shower thought and share at least two activities on differentiation in preparation towards the lessons for <i>Weeks 3 and 4</i>, using the following examples as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessments on the different levels of proficiency. <i>Note: Examples of differentiation for other focal areas can be found in the various subject-specific Teacher Manuals.</i>	g) <i>Social Studies</i> <i>What prior knowledge is necessary for understanding and analysing the meaning and purpose of road safety in the Ghanaian society?</i> 2.4 Shower thought and share at least two activities on differentiation in preparation towards the lessons for <i>Weeks 3 and 4</i>, using the following examples as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessments on the different levels of proficiency. <i>Note: Example for this week is from Geography. Examples for other subjects can be found in the Subject Teacher Manuals.</i>	

	<i>E.g.</i> a) <i>Economics:</i> i. <i>Learning Tasks:</i> ▪ <i>Connect the role-play experience to real-life examples or current events</i> ▪ <i>Discuss how the economic concepts explored in the role play relate to issues you see in your communities or the broader society</i> ▪ <i>Note:</i> ○ <i>Learners who are less secured in the conceptual understanding (AP) of economics from the drama displayed should be given multiple pathways in relating the definition of the various fundamental concepts to their everyday life</i> ○ <i>Learners with proficiency in understanding the fundamental concepts should be offered the opportunity for application of their knowledge to explain why scarcity is the fundamental</i>	<i>E.g.</i> a) <i>Geography</i> i. <i>Learning Tasks</i> ▪ <i>Discuss the shape of the Earth.</i> ▪ <i>With the aid of well-annotated diagrams, where applicable, discuss the proofs of the earth's shape.</i>	

	<i>problem in the economy</i> ○ <i>Learners who are highly proficient in understanding the fundamental concepts in economics should be encouraged to use reflective learning practices to critically apply the knowledge acquired in explaining the three economic systems</i> ii. <i>Pedagogy:</i> <i>Experiential Learning:</i> ▪ <i>Role-play or dramatise the concepts of want, scarcity, choice, scale of preference and opportunity cost.</i> <i>Collaborative Learning:</i> ▪ <i>Work in smaller groups to identify and arrange societal problems in order of importance and allocate limited resources to solve them. Give more time to learners approaching proficiency. Personal development through individual work is based on</i>		
		ii. <i>Pedagogy:</i> ▪ <i>Talk for learning: The teacher should present several pieces of empirical evidence for the shape of the Earth shape being 'round'. Evidence could be presented on a projector, whiteboard or paper. The teacher leads a discussion on each piece of evidence as to how it shows that the earth is round. The teacher should NOT focus on the idea that the earth is flat, and the empirical evidence is used to disprove this. The teacher should moderate the discussion being</i>	

	<i>diverse interests and abilities. Encourage learners to show respect for one another.</i> <i>Talk for learning:</i> ▪ <i>In whole class discussion, identify the three types of economic systems.</i> ▪ <i>Note:</i> ○ <i>Teacher should provide multiple paths ways to learners approaching proficiency to be able to relate learner's everyday life to the various economic concepts (AP)</i> ○ <i>Teachers should offer opportunities to learners at proficiency for their application of knowledge acquired from the drama to explain why scarcity is the fundamental problem in the economy. (P)</i> ○ <i>Teachers should encourage reflective learning practices by asking learners with high proficiency to critically apply</i>	<i>mindful of different abilities yet asking questions that will stretch and challenge all when eliciting explanations as to how each piece of evidence shows the Earth is round.</i>	

	<i>the knowledge acquired in explaining the three economic systems. (HP)</i> iii. Key Assessment ▪ Level 1: Explain how any three fundamental economic concepts relate to your everyday activity. ▪ Level 2: Use a list of wants in your community to explain why scarcity is a fundamental problem in society. ▪ Level 3: Examine the role of the fundamental economic concepts in the decision-making process within any economic system identified during class discussion b) Geography: i. Learning Tasks: ▪ Discuss the shape of the Earth ▪ With the aid of well-annotated diagrams, where applicable, discuss the proofs of the earth's shape ii. Pedagogy: ▪ Talk for learning: The teacher should present several pieces of empirical evidence for the shape of the Earth	iii. Key Assessments: ▪ Level 1: ○ List 3 key facts about the size and shape of the Earth. ○ Describe how has space travel helped us to confirm the earth has a spherical shape ▪ Level 2: ○ Outline the evidence which shows the Earth is not a perfect sphere. ○ Explain using diagrams why early sailors knew the earth was not flat. ▪ Level 3: Use a watermelon (Earth), two toothpicks and a torch (Sun). Stick the toothpicks into the upper side of the watermelon one inch apart. Shine the torch towards the toothpicks and determine the length of the shadow. Write up your experiment and explain in your conclusion how the length of the shadows shows that the	

	<i>shape being 'round'. Evidence could be presented on a projector, whiteboard or paper. The teacher leads a discussion on each piece of evidence as to how it shows that the earth is round. The teacher should NOT focus on the idea that the earth is flat, and the empirical evidence is used to disprove this. The teacher should moderate the discussion being mindful of different abilities yet asking questions that will stretch and challenge all when eliciting explanations as to how each piece of evidence shows the Earth is round</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1:</i> ○ <i>List 3 key facts about the size and shape of the Earth</i> ○ <i>Describe how space travel helped us to confirm the earth has a spherical shape</i> ▪ <i>Level 2:</i> ○ <i>Outline the evidence which shows the Earth</i>	<i>surface of the Earth is curved.</i>	

	<i>is not a perfect sphere.</i> ○ <i>Explain using diagrams why early sailors knew the earth was not flat</i> ▪ <i>Level 3: Use a watermelon (Earth), two toothpicks and a torch (Sun). Stick the toothpicks into the upper side of the watermelon one inch apart. Shine the torch towards the toothpicks and determine the length of the shadow. Write up your experiment and explain in your conclusion how the length of the shadows shows that the surface of the Earth is curved</i> <i>c) Government:</i> <i>i. Learning Tasks:</i> ▪ <i>List the features of capitalism and socialism</i> ▪ <i>Compare and contrast the advantages and disadvantages of each system</i> <i>ii. Pedagogy:</i> ▪ <i>Talk for Learning/Discussion : Learners in mixed-ability groups discuss a case study on socialism and</i>		

	<i>capitalism. Learners explore the features of socialism and capitalism and discuss their respective advantages and disadvantages. Groups report on their findings to the whole class and learners from other groups contribute to the ensuing discussion. The teacher summarises the main points of learning</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: State the main features of socialism and capitalism</i> ▪ <i>Level 2: Explain relative advantages and disadvantages of socialism and capitalism</i> ▪ <i>Level 3: Explain with detailed reasons, why either socialism or capitalism is a preferable system</i> <i>d) History:</i> <i>i. Learning Tasks:</i> <i>Vary difficulty levels</i> ▪ <i>Less confident (AP): Focus on a single word describing the lifestyle of first hunter-gatherers (Example: Nomadic)</i> ▪ <i>More confident (P): Use the chosen</i>		

	<i>word to form a sentence explaining the lifestyle. (Example: The first hunter-gatherers of Ghana lived a nomadic lifestyle, constantly moving to find food and resources.)</i> ▪ <i>High proficiency (HP): Analyse differences between hunter-gatherer practices and modern life in hunting, food gathering and nomadism. (Compare tool use, food variety and reasons for movement)</i> <i>ii. Pedagogy:</i> ▪ <i>Visual Learners: Use pictures and videos to explain hunting practices</i> ▪ <i>Kinesthetic Learners (Nature Walk): Observe wild plants similar to those gathered historically</i> ▪ <i>Auditory Learners (Video): Watch a video about nomadic life with targeted questioning</i> ▪ <i>All Learners (Source Analysis): Analyse various sources (pictures, stories) about hunter-gatherer lifestyles, with varying</i>		

	<i>difficulty levels for each learner</i> iii. <i>Key Assessments:</i> ▪ <i>Level 1 & 2: Describe the lifestyle of the first hunter-gatherers of Ghana with a sketch.</i> ▪ <i>Level 3: Create a presentation that answers the following: What were the main challenges faced by hunter-gatherers in Ghana? How did they adapt to their environment and overcome these challenges?</i> e) <i>Religious Studies:</i> i. <i>Learning Tasks:</i> ▪ <i>State reasons for the study of religion at SHS</i> ▪ <i>State and explain reasons for the study of religion as SHS</i> ▪ <i>Justify the need to study religion at SHS</i> ii. <i>Pedagogy:</i> ▪ <i>Creative Art: In mixed ability/gender/religion groups, design a flier aimed at other students to promote the study of religion and its relevance in the SHS curriculum. Teachers may differentiate tasks</i>		

	<i>in this group activity along the lines of:</i> ○ <i>Leadership – Collaborative learner</i> ○ <i>Flier concept – Creative learner</i> ○ <i>Flier design – Artistic learner</i> ○ <i>Coordinator - Structurally organised Learner</i> ○ <i>Critique - Critical learner</i> iii. <i>Key Assessments:</i> ▪ <i>Level 1: Oral response: State three reasons why the study of religion in SHS is important</i> ▪ <i>Level 2: Task learners to state and explain three reasons for the study of religion in SHS</i> ▪ <i>Level 3: Essay: Explain how the study of religion makes the world a better place to live</i> ▪ <i>Level 4: Creative Art: Learners design a flier to convince other students that the study of religion is relevant in the SHS curriculum</i> f) <i>Social Studies:</i> i. <i>Learning Tasks:</i> ▪ <i>Learners who are lacking confidence in the content (AP) should focus on basic concepts of road</i>		

	<i>safety and its importance in preventing accidents and injuries. The learners should create simple explanations of the key reasons for road safety in Ghana</i> ▪ <i>Learners should explore the economic, social and environmental impacts of road safety in Ghana. Those who are secure in their understanding (P and HP) should be encouraged to develop their detail and discuss the legal compliance and infrastructure improvement aspects of road safety comprehensively</i> ▪ <i>Those who are very secure in the content (HP) should analyse the interconnection of different factors influencing road safety, such as emergency response and environmental impact</i> <i>ii. Pedagogy:</i> ▪ <i>Experiential learning: In groups, use visual aids and simplified language to explain the meaning and importance of road safety for those who are less confident (AP)</i>		

	▪ <i>Provide structured guidance during research tasks and presentations for those who are proficient or approaching proficiency</i> ▪ <i>Engage in activities that involve critical thinking, such as analysing case studies of road accidents and their implications for those demonstrating higher levels of proficiency</i> iii. <i>Key Assessments:</i> ▪ <i>Level 2: Summarise the causes and implications of road accidents</i> ▪ <i>Level 3: Analyse ways to minimise road accidents</i> ▪ <i>Level 4: Discuss the effectiveness of road safety measures in Ghana and propose innovative solutions for improvement</i> <i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning plans for <i>Weeks 3 and 4</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k).		
		<i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for <i>Weeks 3 and 4</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k).	

	<i>E.g.</i> a) <i>Starter</i> i. <i>Activity ball</i> ii. <i>Video</i> iii. <i>Games</i> iv. <i>Songs</i> v. <i>Riddles</i> vi. <i>Anecdotes</i> b) <i>Pedagogical exemplars</i> c) <i>Teaching and Learning resources</i> d) <i>Main Lesson (Teacher and Learner activity)</i> e) <i>Assessment (DoK)</i> f) <i>Lesson closure</i> g) <i>Reflection and remarks</i>	<i>E.g.</i> a) <i>Starter</i> <i>Activity ball, etc.</i>	
3. Peer-review of learning plans. ▪ Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	3.1 Ask teachers to exchange their learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>conformance to the learning planner structure</i> ii. <i>alignment among curriculum, teacher manual and learning planner</i> iii. <i>appropriateness and innovativeness of pedagogical choices</i> iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated teaching and learning and assessment</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and</i>	3.1 Exchange your learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>conformance to the learning planner structure</i> ii. <i>alignment among curriculum, teacher manual and learning planner</i> iii. <i>appropriateness and innovativeness of pedagogical choices</i> iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated teaching and learning and assessment</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and</i>	10mins

	<i>feasibility of executing the learning planner</i> ix. <i>appropriateness of essential questions</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	<i>feasibility of executing the learning planner</i> ix. <i>appropriateness of essential questions</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	
4.Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i> in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a-1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group (NTS 1a). 4.2 Kindly complete your learning plans if you were unable to complete them during the session (NTS 3I). 4.3 Read DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i> in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a-1b).	10mins

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Ask teachers to share two things they did differently based on DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they 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).	1.1 Share two things you did differently 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).	10mins
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 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 5 and 6</i>. This session would cover the following subject -specific focal areas: a) <i>Economics</i> i. <i>The law of demand</i> ii. <i>The types of demand</i> iii. <i>The concept of utility</i>	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 5 and 6</i>. This session would cover the following subject -specific focal areas: a) <i>Economics</i> i. <i>The law of demand</i> ii. <i>The types of demand</i> iii. <i>The concept of utility</i>	60mins

	<i>b) Geography</i> <i>i. Latitudes and longitudes</i> <i>ii. Calculating distances using latitudes and time using longitudes</i> <i>c) Government</i> <i>i. The indigenous government system</i> <i>ii. The indigenous government systems (Ewe)</i> <i>iii. The indigenous government systems (Ga-Dangme)</i> <i>iv. The indigenous systems of government (Akan)</i> <i>v. Similarities and differences in the indigenous systems of government</i> <i>vi. Roles of traditional leaders in socio-economic development of Ghana</i> <i>d) History</i> <i>i. Accounts of the origin of the Guan</i> <i>ii. Accounts of the origin of ethnic groups in the savannah zone of Ghana</i> <i>iii. Accounts of the origin of the Akan</i> <i>iv. Accounts of the origin of the major ethnic groups in the coastal zone (Ga-Adangbe and Ewe)</i> <i>e) Religious Studies</i> <i>i. History of Christianity: Jesus Christ and the early church</i> <i>ii. History of Christianity: The Protestant reformation (1517) and the springing up of many</i>	<i>b) Geography</i> <i>i. Latitudes and longitudes</i> <i>ii. Calculating distances using latitudes and time using longitudes</i> <i>c) Government</i> <i>i. The indigenous government system</i> <i>ii. The indigenous government systems (Ewe)</i> <i>iii. The indigenous government systems (Ga-Dangme)</i> <i>iv. The indigenous systems of government (Akan)</i> <i>v. Similarities and differences in the indigenous systems of government</i> <i>vi. Roles of traditional leaders in socio-economic development of Ghana</i> <i>d) History</i> <i>i. Accounts of the origin of the Guan</i> <i>ii. Accounts of the origin of ethnic groups in the savannah zone of Ghana</i> <i>iii. Accounts of the origin of the Akan</i> <i>iv. Accounts of the origin of the major ethnic groups in the coastal zone (Ga-Adangbe and Ewe)</i> <i>e) Religious Studies</i> <i>i. History of Christianity: Jesus Christ and the early church</i> <i>ii. History of Christianity: The Protestant Reformation (1517) and the springing up of many</i>	

	<i>Christian denominations which separated from the Roman Catholic church</i> f) <i>Social Studies</i> i. <i>Road signs and markings and their implications for road safety in Ghana</i> ii. <i>Institutions responsible for maintaining road safety, the challenges they face and how these challenges can be addressed</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 5 and 6 lessons</i>, using the teacher manual, taking into account, GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 5 and 6</i> in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 5 and 6</i> in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference	<i>Christian denominations which separated from the Roman Catholic church</i> f) <i>Social Studies</i> i. <i>Road signs and markings and their implications for road safety in Ghana</i> ii. <i>Institutions responsible for maintaining road safety, the challenges they face and how these challenges can be addressed</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 5 and 6 lessons</i>, using the teacher manual, taking into account, GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 5 and 6</i> in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 5 and 6</i> in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference	

	to the curriculum and teacher manual. LO2: Review <i>Weeks 5 and 6</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 5 and 6</i> in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 5 and 6</i> as appropriate. 2.2 Ask teachers in groups to identify and share the aspects of Weeks 5 and 6 lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcome</i> c) <i>Learning indicator(s), etc.</i> 2.3 Ask teachers to shower thought at least two essential questions in preparation towards the lessons in <i>Weeks 5 and 6</i> (NTS 1a, 2c, 2e, 2f and 3d-3g).	to the curriculum and teacher manual. LO2: Review <i>Weeks 5 and 6</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 5 and 6</i> in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 5 and 6</i> as appropriate. 2.2 In your group, identify and share the aspects of the Weeks 5 and 6 lessons in your teacher manual 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 Shower thought at least two essential questions in preparation towards lessons in <i>Weeks 5 and 6</i> (NTS 1a, 2c, 2e, 2f and 3d-3g).	

	<i>E.g.</i> a) <i>General</i> i. <i>Which resources can be deployed to facilitate appreciation of the lesson?</i> ii. <i>How will the concepts be applied to everyday life?</i> b) <i>Economics</i> i. <i>In what ways can the cross-cutting themes - 21st century, GESI and National values be integrated in teaching the law and types of demand?</i> ii. <i>How can the understanding of the law of demand be helpful in plotting the demand curve?</i> iii. <i>How can real life examples be used to explain the types of demand?</i> c) <i>Geography</i> i. <i>Why are latitudes and longitudes important for understanding and locating places on earth?</i> ii. <i>In what practical ways can the application of the knowledge of latitudes and longitudes be used to understand global positioning and navigation?</i> iii. <i>How can understanding of latitudes and longitudes be assessed effectively?</i>	<i>E.g.</i> a) <i>General</i> <i>Which resources can be deployed to facilitate appreciation of the lesson?, etc.</i> b) <i>Economics</i> <i>In what ways can the cross-cutting themes - 21st century, GESI and National values be integrated in teaching the law and types of demand?, etc.</i> c) <i>Geography</i> <i>Why are latitudes and longitudes important for understanding and locating places on earth?, etc.</i>	

	d) <i>Government</i> i. <i>What cultural similarities and differences can be identified in the indigenous government systems in Ghana?</i> ii. <i>How can the differences and similarities of indigenous systems of government help to promote peaceful co-existence in the society?</i> iii. <i>What ways do indigenous government systems contribute to sustainable development in the society?</i> e) <i>History</i> i. <i>How will prior knowledge about the migration of ethnic groups help to comprehend the multiple migration accounts of the Guan?</i> ii. <i>How can an understanding of diverse origin stories contribute to promoting tolerance, cultural understanding, and social cohesion in the Savannah Zone?</i> iii. <i>How do migration narratives contribute to shaping ethnic identity and belonging in the contemporary Savannah Zone?</i> f) <i>Religious Studies</i> i. <i>What roles did reformers play in the establishment of</i>	d) <i>Government</i> <i>What cultural similarities and differences can be identified in the indigenous government systems in Ghana?, etc.</i> e) <i>History</i> <i>How will prior knowledge about the migration of ethnic groups help to comprehend the multiple migration accounts of the Guan?, etc.</i> f) <i>Religious Studies</i> <i>What roles did reformers play in the establishment of</i>	

	<i>Christian denominations?</i> ii. <i>What does the protestant reformation teach about critical thinking?</i> iii. <i>How does the presence of many Christian denominations help to appreciate unity in diversity?</i> g) <i>Social Studies:</i> i. <i>In what ways do road safety issues necessitate the emergence of institutions mandated for road safety in Ghana?</i> ii. <i>Why is maintenance of road safety in Ghana difficult to achieve?</i> iii. <i>What measures are most effective in addressing challenges of road safety in Ghana?</i> 2.4 Ask teachers to discuss at least two activities on differentiation in preparation towards lessons in <i>Weeks 5 and 6</i> using the example of geography as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> Activities for differentiation must focus content, process and product on the different levels of proficiency <i>Note:</i> Examples of differentiation for other focal areas can be found in the various subject-specific Teacher Manuals.	<i>Christian denominations?, etc.</i> g) <i>Social Studies:</i> <i>In what ways do road safety issues necessitate the emergence of institutions mandated for road safety in Ghana?, etc.</i> 2.4 Discuss at least two activities on differentiation in preparation towards lessons in <i>Weeks 5 and 6</i> using the example of geography as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Hint</i> Activities for differentiation must focus content, process and product on the different levels of proficiency <i>Note:</i> Example for this week is from Government. Examples for other subjects can be found in the Subject Teacher Manuals.	

	<i>E.g.</i> a) <i>Economics:</i> i. <i>Learning tasks:</i> ▪ <i>Present the law of demand using visual aids such as graphs or diagrams</i> ○ <i>Learners who understand the concept are given some level of support by encouraging and motivating learners to plot a demand curve with a given demand table/schedule.</i> ○ <i>The learners who show a high level of understanding are given the opportunity to pursue independent study projects using demand function to examine the law of demand.</i> ii. <i>Pedagogy:</i> <i>Problem-Based Learning:</i> ▪ <i>With the help of a table which shows price and quantity demanded plot demand curves to show the law of demand for a range of goods and services</i> ▪ <i>Learners who are not actively participating or have</i>	<i>E.g.</i> a) <i>Government:</i> i. <i>Learning tasks:</i> ▪ <i>State the main features of the indigenous governance systems in Ghana</i> ▪ <i>Explain why indigenous governance systems are still important today</i> ▪ <i>Describe the indigenous government system of the Mole-Dagbani</i> ii. <i>Pedagogy:</i> <i>Collaborative Learning:</i> ▪ <i>In mixed groups, learners identify the features of the Mole-Dagbani political system. The teacher should move around the class, checking that all learners understand the features and asking questions that will enable learners to</i>	

	<i>low ability in stating the law of demand (AP) should be supported by teachers through the provision of visual aids and other hands-on materials, frequent feedback, and peer support. They must be encouraged to use their personal experience to perform tasks</i> ▪ <i>For learners who show clear understanding and ability to perform tasks (P), teacher should provide minimise support through encouraging and motivating learners to plot a demand curve with a given demand table/schedule</i> ▪ <i>Learners who show a high level (HP) of understanding are given the opportunity by teachers to pursue independent study projects on using demand function to examine the law of demand</i> <i>iii. Key Assessment:</i> ▪ <i>Level 2:</i> ○ <i>Explain the law of demand</i> ○ <i>Illustrate the demand curve</i>	<i>better understand the concepts</i> <i>iii. Key assessment:</i> ▪ <i>Level 1: Outline the features of the Mole-Dagbani.</i>	

	using the data below: <table><tr><th>PRICE</th><th>QUANTITY</th></tr><tr><td>2</td><td>20</td></tr><tr><td>4</td><td>15</td></tr><tr><td>6</td><td>10</td></tr><tr><td>8</td><td>5</td></tr><tr><td>10</td><td>1</td></tr></table> ▪ Level 3: Use the relationship between price and quantity demanded to determine the law of demand ▪ Level 4: Examine the law of demand using the given demand function $Q_d = 50 - 0.5P$ b) Geography i. Learning tasks: ▪ Using the geographic coordinates provided, identify the location of the point below Point A: 22°N and 45°E ▪ Using the geographic coordinates provided, identify the locations of the following points ○ Point A: 35°N and 139°E ○ Point B: 51°S and 0° ▪ Using an atlas map showing the physical features. Find the latitude and longitude of the following features	PRICE	QUANTITY	2	20	4	15	6	10	8	5	10	1		
PRICE	QUANTITY														
2	20														
4	15														
6	10														
8	5														
10	1														

	○ <i>Lake Bosomtwi</i> ○ <i>Cape Three Points</i> <i>ii. Pedagogy:</i> <i>Exploratory Learning:</i> ▪ <i>Guide learners through a structured exploration of the globe, atlas, or maps. Provide specific tasks or questions that require learners to locate and analyse latitudes and longitudes</i> ▪ <i>Offer differentiated support based on individual needs. Provide extra guidance for learners who require it, while allowing more independent exploration for those who are more proficient. Provide graphic organisers or templates that help learners visually organise and compare the characteristics of latitudes and longitudes</i> <i>iii. Key assessment:</i> ▪ <i>Level 1: Name five key lines of latitude.</i> ▪ <i>Level 2: Find the Latitude and Longitude coordinates for the cities of Accra, Abuja, Banjul,</i>		

	<i>Dakar, Kinshasa and Luanda.</i> ▪ <i>Level 3: Find the approximate latitude and longitude coordinates for at least 10 capital cities outside of Africa</i> <i>c) Government</i> <i>i. Learning tasks:</i> ▪ <i>State the main features of the indigenous governance systems in Ghana</i> ▪ <i>Explain why indigenous governance systems are still important today</i> ▪ <i>Describe the indigenous government system of the Mole-Dagbani</i> <i>ii. Pedagogy:</i> <i>Collaborative Learning:</i> ▪ <i>In mixed groups, learners identify the features of the Mole-Dagbani political system. The teacher should move around the class, checking that all learners understand the features and asking questions that will enable learners to better understand the concepts</i>		

	iii. <i>Key assessment:</i> ▪ <i>Level 1: Outline the features of the Mole-Dagbani.</i> d) <i>History</i> i. <i>Learning tasks:</i> ▪ <i>All Learners: Sketch a map of Ghana and show major Guan towns</i> ▪ <i>Less Confident Learners (AP): Provide prompts or a starting point on the map to guide their sketching. (Example: Label Accra, Kumasi, and Tamale)</i> ▪ <i>Confident Learners (P & HP): Analyse various sources about Guan origins</i> ii. <i>Pedagogy:</i> ▪ <i>Visual Learners: Watch documentaries with additional support for struggling learners through clear questioning</i> ▪ <i>Source Analysis: Analyse primary and secondary sources on Guan origins</i> ▪ <i>Confident learners: Debate source reliability (oral accounts vs. written records)</i> ▪ <i>Struggling learners: Use graphic organisers (storyboards, flowcharts) to</i>		

	<i>visualise the information</i> iii. Key assessment: ▪ <i>Level 3: Create a sketched map depicting the Guan migration routes</i> ▪ <i>Level 4: Analyse the strengths and weaknesses of Guan origin accounts. Evaluate their usefulness in understanding Guan history</i> e) <i>Religious Studies:</i> i. <i>Learning tasks:</i> ▪ <i>Describe the relationship between Christianity and Judaism</i> ▪ <i>Use Biblical quotes to explain the relationship between Christianity and Judaism</i> ▪ <i>Use Biblical quotes and other Christian sources to justify the view that Christianity originated from Judaism</i> ii. <i>Pedagogy:</i> <i>Collaborative Learning:</i> ▪ <i>The teacher divides the class into mixed ability, gender, religious groups to search information from the Bible and other evidence and use it to discuss Jesus Christ as the</i>		

	<i>originator of Christianity. Teachers move around the room to target learners who may need more support. These may be through direct instructions such as:</i> ○ <i>HP learners should be invited to share their findings with the whole class</i> ○ <i>P learners should search for Biblical quotes</i> ○ <i>AP learners should read Biblical quotations</i> <i>iii. Key Assessment:</i> ▪ <i>Level 1 Oral report: Learners tell the story of the birth of Jesus Christ</i> ▪ <i>Level 2 Notes: Learners explain the early beginnings of Christianity in a one-page report</i> ▪ <i>Level 3: Peer editing critique: Learners write a list of questions they will ask resource person on the Early Church and subject it to peer review and critique</i> ▪ <i>Level 4: Timeline: Learners create a</i>		

	<i>chronological chart that shows significant events in the history of Christianity and justify why each event was significant</i> f) <i>Social Studies:</i> i. <i>Learning tasks:</i> ▪ <i>Learners who are less confident (AP) should identify and match basic road signs to their meanings</i> ▪ <i>Learners who are more confident (P) should assess understanding through discussions on the implications of road signs and markings for road safety</i> ▪ <i>Learners who have a high level of proficiency (HP) should develop road safety proposals or presentations based on their analysis of road signs and markings</i> ii. <i>Pedagogy:</i> ▪ <i>Search for materials (documentaries, videos, pictures) on road signs and markings and discuss their meanings</i> ▪ <i>Use visual aids and interactive activities to introduce road signs and markings, such as picture</i>		

	<i>matching games or flashcards</i> ▪ <i>Encourage group discussions to reinforce understanding of the meanings and importance of road signs. The teacher should circulate the room during these tasks to ensure that all learners are engaged and to provide support to those who may be less secured in their understanding</i> ▪ <i>Conduct group discussions on the role of road signs in promoting road safety and enhancing traffic management. Teacher to circulate the group discussions to check and support understanding as well as push those who are more secure in the content</i> <i>iii. Key assessment:</i> ▪ <i>Level 1: Identify road signs and markings and discuss their meanings</i> ▪ <i>Level 2: Discuss the implications of road signs and markings for their safety as road users</i>		

	<i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning plans for <i>Weeks 5 and 6</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k). <i>E.g.</i> <i>a. Starter</i> <i>i. Activity ball</i> <i>ii. Video</i> <i>iii. Games</i> <i>iv. Songs</i> <i>v. Riddles</i> <i>vi. Anecdotes</i> <i>b. Pedagogical exemplars</i> <i>c. Teaching and Learning resources</i> <i>d. Main Lesson (Teacher and Learner activity)</i> <i>e. Assessment (DoK)</i> <i>f. Lesson closure</i> <i>g. Reflection and remarks</i>	<i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for <i>Weeks 5 and 6</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k). <i>E.g.</i> <i>a. Starter</i> <i>Activity ball, etc.</i>	
3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	3.1 Ask teachers to exchange their completed learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> <i>i. conformance to the learning planner structure</i> <i>ii. alignment among curriculum, teacher manual and learning planner</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i>	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> <i>i. conformance to the learning planner structure</i> <i>ii. alignment among curriculum, teacher manual and learning planner</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i>	10min

	iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated instruction and assessment</i> vii. <i>Accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner</i> ix. <i>appropriateness of essential questions</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated instruction and assessment</i> vii. <i>Accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner</i> ix. <i>appropriateness of essential questions</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	
4.Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i> in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a, 1b).	4.1 In your groups, reflect, write and share what you have learnt with the larger group (NTS 1a). 4.2 Kindly, complete your learning plans, if you were unable to complete them during the session (NTS 3I). 4.3 Remember to read DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Start the session by asking teachers to share two things they did differently based on DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they 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> was beneficial and supported learning (NTS 1a - 1c).	1.1 Share two things you did differently 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> was beneficial and supported learning (NTS 1a - 1c).	10mins
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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 7 and 8</i>. This session would cover the following subject -specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 7 and 8</i>. This session would cover the following subject -specific focal areas:	

completed per session)	a) Economics i. <i>The law of diminishing marginal utility in everyday life</i> ii. <i>The factors of production</i> b) Geography i. <i>Maps and their importance</i> ii. <i>Map scales and their conversions</i> iii. <i>Methods of representing relief on maps</i> iv. <i>Using contours to represent relief on topographic maps</i> c) Government i. <i>Constitution and constitutionalism</i> ii. <i>Meaning, features, advantage, and disadvantages of written constitution</i> iii. <i>Meaning, features, advantages, and disadvantages of unwritten constitution</i> iv. <i>Meaning and composition of the executive organ of Government</i> v. <i>Meaning and features of the presidential system</i> vi. <i>Advantages and disadvantages of the presidential system</i> d) History i. <i>Contributions of some key leaders of the major ethnic groups during their migration and settlement</i>	a) Economics i. <i>The law of diminishing marginal utility in everyday life</i> ii. <i>The factors of production</i> b) Geography i. <i>Maps and their importance</i> ii. <i>Map scales and their conversions</i> iii. <i>Methods of representing relief on maps</i> iv. <i>Using contours to represent relief on topographic maps</i> c) Government i. <i>Constitution and constitutionalism</i> ii. <i>Meaning, features, advantage, and disadvantages of written constitution</i> iii. <i>Meaning, features, advantages, and disadvantages of unwritten constitution</i> iv. <i>Meaning and composition of the executive organ of Government</i> v. <i>Meaning and features of the presidential system</i> vi. <i>Advantages and disadvantages of the presidential system</i> d) History i. <i>Contributions of some key leaders of the major ethnic groups during their migration and settlement</i>	

	ii. <i>Reasons for the migration of the major ethnic groups into Ghana</i> iii. <i>The rise and decline of states in the Savannah Zone of Ghana</i> iv. <i>The rise and decline of states in the Forest Zone</i> v. <i>The rise and decline of states in the Coastal Zone</i> e) <i>Religious Studies</i> i. <i>History of Christianity: The coming of Christianity to Ghana</i> ii. <i>History of Islam: Makkah to Madinah and back to Makkah</i> f) <i>Social Studies</i> i. <i>Impact of indigenous technologies, such as metalworking, irrigation systems and transportation on ancient Africa</i> ii. <i>The place of ethics and ethical behaviour in the development of the individual and the Ghanaian society</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 7 and 8 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k).	ii. <i>Reasons for the migration of the major ethnic groups into Ghana</i> iii. <i>The rise and decline of states in the Savannah Zone of Ghana</i> iv. <i>The rise and decline of states in the Forest Zone</i> v. <i>The rise and decline of states in the Coastal Zone</i> e) <i>Religious Studies</i> i. <i>History of Christianity: The coming of Christianity to Ghana</i> ii. <i>History of Islam: Makkah to Madinah and back to Makkah</i> f) <i>Social Studies</i> i. <i>Impact of indigenous technologies, such as metalworking, irrigation systems and transportation on ancient Africa</i> ii. <i>The place of ethics and ethical behaviour in the development of the individual and the Ghanaian society</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 7 and 8 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k).	

	LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the <i>lessons for Weeks 7 and 8</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 7 and 8</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 7 and 8</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 7 and 8</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 7 and 8</i>, as appropriate.	LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the <i>lessons for Weeks 7 and 8</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 7 and 8</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 7 and 8</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 7 and 8</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 7 and 8</i>, as appropriate.	

	2.2 Ask teachers in groups to identify and share the aspects of the <i>Weeks 7 and 8</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>a) Content standard</i> <i>b) Learning outcome</i> <i>c) Learning indicator(s), etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the lessons in <i>Weeks 7 and 8</i> (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) General</i> <i>i. How can core national values be incorporated in this lesson?</i> <i>b) Economics</i> <i>i. What assessment methods can be used to evaluate comprehension and application of the law of diminishing marginal utility?</i> <i>ii. How can the law of diminishing marginal utility be stated?</i> <i>iii. What knowledge is needed to explain the law of diminishing marginal utility using real life examples?</i> <i>c) Geography</i> <i>i. Why are maps essential tools for understanding and navigating the world?</i>	2.2 In groups identify and share the aspects of the <i>Weeks 7 and 8</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standard, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in <i>Weeks 7 and 8</i> (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) General</i> <i>How can core national values be incorporated in this lesson?, etc.</i> <i>b) Economics</i> <i>What assessment methods can be used to evaluate comprehension and application of the law of diminishing marginal utility?, etc.</i> <i>c) Geography</i> <i>Why are maps essential tools for understanding and navigating the world?, etc.</i>	

	ii. <i>What teaching strategies will be most effective in conveying the importance and utility of maps?</i> iii. <i>How can digital mapping tools and Geographic Information Systems (GIS) enhance the understanding of geographical concepts?</i> d) <i>Government</i> i. <i>How will the understanding of the meaning of constitution and constitutionalism help appreciate the values of justice, equality and patriotism?</i> ii. <i>How can society collectively limit the powers of those in authority?</i> iii. <i>How was the constitution created?</i> e) <i>History</i> i. <i>To what extent do the various migration accounts highlight the contributions or roles of some key leaders during their migratory expeditions?</i> ii. <i>How are the contributions of key migration leaders remembered and celebrated within their respective groups today?</i> iii. <i>How did population pressures, inter-group conflicts, and social upheavals influence migration decisions?</i>	d) <i>Government</i> <i>How will the understanding of constitution and constitutionalism help appreciate the values of justice, equality and patriotism?, etc.</i> e) <i>History</i> <i>To what extent do the various migration accounts highlight the contributions or roles of some key leaders during their migratory expeditions?, etc.</i>	

	<i>f) Religious Studies</i> <i>i. What values can be gained from the history of the arrival of Christian missionaries in Ghana?</i> <i>ii. How does the history of the early missionaries teach the spirit of perseverance?</i> <i>iii. How can the presence of Pentecostalism in Ghana be explained?</i> <i>g) Social Studies</i> <i>i. In what ways does the presence of copper, iron ore and gold deposits across Africa stimulate the development of metal working skills in early African societies?</i> <i>ii. How can indigenous technology be blended with modern technologies for solving problems in Ghanaian society?</i> <i>iii. How were different modes of transportation utilised in the movement of goods and people in early African societies?</i> 2.4 Ask teachers in pairs to discuss and share at least two activities on differentiation in preparation towards the lessons in <i>Weeks 7 and 8</i>, using the examples provided as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g).	<i>f) Religious Studies</i> <i>What values can be gained from the history of Christianity's arrival in Ghana?, etc.</i> <i>g) Social Studies</i> <i>In what ways does the presence of copper, iron ore and gold deposits across Africa stimulate the development of metal working skills in early African societies?, etc.</i> 2.4 In your pair, discuss and share at least two activities on differentiation in preparation towards the lessons in <i>Weeks 7 and 8</i>, using the examples provided as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	

	<i>Hint</i> <i>Activities for differentiation must focus learning tasks, pedagogical exemplars and key assessments on the different levels of proficiency.</i> <i>Note:</i> <i>Examples of differentiation for other focal areas can be found in the various subject-specific Teacher Manuals.</i> <i>a) Economics:</i> <i>i. Learning Tasks:</i> ▪ <i>Drink a cup of water and tell us how you feel. Can you drink an additional cup?</i> ▪ <i>Explain why you can or cannot drink an additional cup(s) of water</i> <i>ii. Pedagogy:</i> <i>Building on What Others Say:</i> ▪ <i>Through mixed ability grouping, learners discuss the law of diminishing marginal utility based on their observation from the role play.</i> <i>Note:</i> ▪ <i>Learners who are not actively participating or have low ability in state the law of diminishing marginal utility (AP) are given other hands-on activities, frequent feedback, and peer support. They must be encouraged to use their personal experiences to perform tasks</i>	<i>Hint</i> <i>Activities for differentiation must focus learning tasks, pedagogical exemplars and key assessments on the different levels of proficiency.</i> <i>Note:</i> <i>Example for this week is from History. Examples for other subjects can be found in the Subject Teacher Manuals.</i> <i>a) History:</i> <i>i. Learning Tasks:</i> ▪ <i>Prepare a presentation on any leader who contributed to the migration of an ethnic group to Ghana. Give prompts to those learners who may not be confident (AP) in their understanding of the content.</i> ▪ <i>Sketch any of the leaders of the ethnic groups who migrated to Ghana.</i> ▪ <i>Use Microsoft Excel to create a database of all the leaders who helped in the migration of ethnic groups to their present-day locations. Provide the following information in your database:</i> ○ <i>Name of the leader</i> ○ <i>Name of the ethnic group</i> ○ <i>Place of Origin</i>	

	▪ <i>For learners who grasp clear understanding and ability to perform tasks (P), minimal teacher support is given through encouraging and motivating learners to explain the law of diminishing marginal utility using real life examples</i> ▪ <i>Learners who show a high level (HP) of understanding are given complex task of analysing the implication of the law of diminishing marginal utility to consumer decision making</i>	○ <i>Challenges encountered on their way</i> ○ <i>Period they migrated</i> ○ <i>An estimate of how old the leader would have been if they were alive today</i> ○ <i>The traditional title they would have earned if they were living today</i> <i>Note:</i> ▪ <i>Learners who are approaching proficiency may need some exemplars to support their learning here</i>	
	<i>iii. Key Assessments</i> ▪ <i>Level 1: Read aloud a simple scripted drama which role plays the law of diminishing marginal utility</i> ▪ <i>Level 2:</i> ○ <i>Describe in your own words how drinking several cups of water can be used to show how the law of diminishing marginal utility works</i> ○ <i>Explain the law of diminishing marginal utility using real-life situations as examples</i>		

	▪ <i>Level 3: Analyse the implication of the law of diminishing marginal utility to consumer decision making</i> <i>b) Geography:</i> <i>i. Learning Tasks:</i> ▪ <i>What is the distance between Tema on latitude 6°N and Bawku on latitude 11°N?</i> ▪ <i>Calculate the distance, in kilometres, between the Tropic of Cancer and the Tropic of Capricorn.</i> ▪ <i>A football match between Black Stars and Super Eagles is to be played at Baba Yara Sports Stadium On longitude 0° at 5pm at what time will football fans in Lagos, on longitude 15°E, tune in to watch on the television sets?</i> ▪ <i>It is noon at Point X (longitude 35°E, what will be the time at Point Y, on longitude 20°W?</i> ▪ <i>If the time at longitude 100° E was 5 a.m. Monday 24th July 2023, what was the:</i> ○ <i>time at longitude 10° W</i> ○ <i>day at longitude 10° W</i> ○ <i>date at longitude 10° W</i>		

	<i>ii. Pedagogy</i> <i>Talk for learning and Collaborative Learning:</i> ▪ <i>Ask learners to brainstorm on the definition of maps, elements, types and importance of maps. This exercise should be based on visual experiences using examples provided by the teacher in hard copy and digital. The teacher should moderate discussions, being mindful of the different abilities of learners and ask probing questions of increasing difficulty that will stretch and challenge all individuals</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1:</i> ○ <i>State five elements of a map</i> ○ <i>Describe what a key is used for on a map</i> ○ <i>Describe what a scale is used for on a map</i> ▪ <i>Level 2:</i> ○ <i>Explain the difference</i>	<i>ii. Pedagogy:</i> ▪ <i>Struggling Learners (Guided Discussion): Use guided questions in small groups to explore leader roles in migration and settlement</i> ▪ <i>Proficient Learners (Concentric Circle Discussion): Discuss the role of women in migration after independent research projects on specific female figures</i> ▪ <i>Highly Proficient Learners (Independent Research): Encourage independent research projects on specific female figures in migration stories</i> <i>iii. Key Assessments:</i> ▪ <i>Level 2: Discuss the accomplishments of three migration leaders</i> ▪ <i>Level 3 & 4:</i> ○ <i>Discussions: Analyse leader remembrance and contemporary debates</i>	

	<i>between general purpose maps and thematic maps</i> ○ <i>Explain the practical importance of maps to people</i> ▪ <i>Level 3: Outline the features shown by digital maps and critically compares digital maps with printed versions</i> c) <i>Government:</i> i. <i>Learning Tasks:</i> ▪ <i>State the meanings of constitution and constitutionalism</i> ▪ <i>Explain the benefits to a country and its citizens for having a constitution</i> ▪ <i>Explain the ways in which constitutionalism is promoted and sustained</i> ii. <i>Pedagogy:</i> <i>Talk for Learning:</i> ▪ <i>In pairs, learners come up with examples on how society can limit the powers of those in authority (i.e. school prefects). The teacher invites learners to share their answers and guides them to relate their responses to the concept of constitutionalism</i> ▪ <i>The teacher invites different learners to share their answers and then summarises what has been learnt</i>	<i>surrounding legacies</i> ○ <i>Paragraph: Explain how understanding leader roles enriches understanding of migration and ethnic identity</i>	

	<i>about constitutionalism</i> iii. <i>Key Assessment:</i> ▪ <i>Level 1: State the meanings of constitution and constitutionalism</i> ▪ <i>Level 2: Explain the advantages of having a constitution</i> ▪ <i>Level 3: Compare and contrast the constitution of Ghana with that of another country</i> d) <i>History:</i> i. <i>Learning Tasks:</i> ▪ <i>Prepare a presentation on any leader who contributed to the migration of an ethnic group to Ghana. Give prompts to those learners who may not be confident (AP) in their understanding of the content.</i> ▪ <i>Sketch any of the leaders of the ethnic groups who migrated to Ghana.</i> ▪ <i>Use Microsoft Excel to create a database of all the leaders who helped in the migration of ethnic groups to their present-day locations. Provide the following information in your database:</i> ○ <i>Name of the leader</i>		

	○ <i>Name of the ethnic group</i> ○ <i>Place of Origin</i> ○ <i>Challenges encountered on their way</i> ○ <i>Period they migrated</i> ○ <i>An estimate of how old the leader would have been if they were alive today</i> ○ <i>The traditional title they would have earned if they were living today</i> <i>Note:</i> ▪ <i>Learners who are approaching proficiency may need some exemplars to support their learning here</i> <i>ii. Pedagogy:</i> ▪ <i>Struggling Learners (Guided Discussion): Use guided questions in small groups to explore leader roles in migration and settlement</i> ▪ <i>Proficient Learners (Concentric Circle Discussion): Discuss the role of women in migration after independent research projects on specific female figures</i> ▪ <i>Highly Proficient Learners (Independent Research): Encourage independent research projects on specific</i>		

	<i>female figures in migration stories</i> iii. Key Assessments: ▪ Level 2: Discuss the accomplishments of three migration leaders ▪ Level 3 & 4: ○ Discussions: Analyse leader remembrance and contemporary debates surrounding legacies ○ Paragraph: Explain how understanding leader roles enriches understanding of migration and ethnic identity e) Religious Studies: i. Learning Tasks: ▪ Recount the history of how Christianity first came to the Gold Coast ▪ Recount the history of Christianity in the Gold Coast during the missionary era ▪ Recount the history of Christianity in the Gold Coast, highlighting significant episodes and key personalities ii. Pedagogy: Collaborative learning: ▪ Working in mixed ability groups, learners share their collective understanding on the		

	<i>history of Christianity and present back to the class individually or as a group</i> ○ <i>AP learners may use pictures, videos and artifacts to narrate the history of Christianity in Gold Coast.</i> ○ <i>P learners may use facts taken from a resource persons' presentation to explain the history of Christianity in Gold Coast.</i> ○ <i>HP learners may use facts from online sources to describe significant episodes and key personalities in the history of Christianity in Gold Coast.</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: Oral Response: Narrate the story of how Christianity first came to Gold Coast</i> ▪ <i>Level 2: Reflective Writing: Write a reflective account on how their visit to a historical site impacted their understanding of history of Christianity</i> ▪ <i>Level 3: Timeline: Create a timeline of</i>		

	<i>events related to the introduction of Christianity in Ghana. Learners may use digital tools such as computer software or manually design posters for this assessment activity</i> ▪ <i>Level 4:</i> ○ <i>Drama: Rehearse and dramatise segments of the history of Christianity in Ghana. Be sure to define diverse roles so that every learner may have a role to play</i> ○ <i>Creative drawing: Draw a map of Ghana locating the establishments of different Christian denominations to show areas of the country where they are dominant</i> ○ <i>Creative compositions: In groups to compose a song/rap or poem on the history of any Christian denomination and perform it in class</i> <i>f) Social Studies:</i> <i>i. Learning Tasks:</i> ▪ <i>Learners assess how the presence of copper, iron ore and gold deposits across Africa stimulated the</i>		

	<i>development of metalworking skills in various regions</i> ▪ <i>Learners examine ways African societies mastered techniques for smelting, forging and shaping metals, creating tools, weapons, ornaments and other objects that enhanced their daily activities with a focus on specific examples from Ghana. Those who are very secure in their understanding of the content (HP) should be encouraged to consider the issues and contexts surrounding the mastery of these techniques by perhaps drawing connections to the geography/ history of the areas</i> ▪ <i>Learners explore how early African societies utilised various modes of transportation, e.g., canoes and boats for navigating waterways, camels for traversing deserts and carts and wagons for transporting goods and people over land</i> <i>ii. Pedagogy: Technology-enhanced learning:</i>		

	▪ <i>Learners create multimedia presentations on how the presence of copper, iron ore and gold deposits across Africa stimulated the development of metalworking skills in various regions</i> ▪ <i>Learners watch documentaries on how early African societies mastered techniques for smelting, forging and shaping metals, creating tools, weapons, ornaments and other objects that enhanced their daily activities. The teacher should provide targeted questions to the various groups of learners in the room. Those who are less confident in their understanding (AP) should be asked closed questions to allow them to access the information and those who are more secure in their understanding (P and HP) should be asked more open-ended questions to stretch and challenge their understanding</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: Discuss how rainfall and the</i>		

	<i>availability of water bodies shaped the advancement of irrigation systems in parts of Africa</i> ▪ <i>Level 2: Examine how early African societies utilised various modes of transportation, e.g., canoes and boats for navigating waterways, camels for traversing deserts and carts and wagons for transporting goods and people over land</i> ▪ <i>Level 3: Discuss how indigenous technology can be blended with modern technologies to serve as a unique tool for solving problems in the community</i> <i>Note: Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning plans for <i>Weeks 7 and 8</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k). <i>E.g.</i> <i>a. Starter</i> <i>i. Activity ball</i> <i>ii. Video</i> <i>iii. Games</i> <i>iv. Songs</i>	<i>Note: Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for <i>Weeks 7 and 8</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Starter</i> <i>Activity ball, etc.</i>	

	v. <i>Riddles</i> vi. <i>Anecdotes</i> b. <i>Pedagogical exemplars</i> c. <i>Teaching and Learning resources</i> d. <i>Main Lesson (Teacher and Learner activity)</i> e. <i>Assessment (DoK)</i> f. <i>Lesson closure</i> g. <i>Reflection and remarks</i>		
3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	3.1 Ask teachers to exchange their completed learning plan with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>conformance to the learning planner structure</i> ii. <i>alignment among curriculum, teacher manual and learning planner</i> iii. <i>appropriateness and innovativeness of pedagogical choices</i> iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated instruction and assessment</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner, etc.</i> ix. <i>appropriateness of essential questions</i>	3.1 Exchange your completed learning plan with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>alignment among curriculum, teacher manual and learning planner</i> ii. <i>appropriateness and innovativeness of pedagogical choices</i> iii. <i>innovativeness of pedagogical choices</i> iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated instruction and assessment, etc.</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner, etc.</i> ix. <i>appropriateness of essential questions</i>	10mins

	3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	
4.Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3l). 4.3 Remind teachers to read DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a-1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group (NTS 1a and 3i). 4.2 Kindly complete your learning plans if you were unable to complete them during the session (NTS 3l). 4.3 Remember to read DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual.	

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning, providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Ask teachers to share two things they did differently based on DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, which they think impacted learning positively (NTS 1a and 1b). 1.2 Ask teachers, as critical friends, to discuss why they 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).	1.1 Share two things you did differently based on DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, which you think impacted learning positively (NTS 1a and 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).	10mins
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 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 9 and 10</i>. This session would cover the following subject -specific focal areas: a) <i>Economics</i> i. <i>The rewards of factors of production</i> ii. <i>Relating production to productivity</i>	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 9 and 10</i>. This session would cover the following subject -specific focal areas: a) <i>Economics</i> i. <i>The rewards of factors of production</i> ii. <i>Relating production to productivity</i>	60mins

	<i>b) Geography:</i> <i>i. Ghana's location, size and administrative regions</i> <i>ii. Relief and drainage in Ghana</i> <i>c) Government:</i> <i>i. Meaning and features of Parliamentary system of government</i> <i>ii. Advantages and disadvantages of the Parliamentary system of government</i> <i>iii. Ghana's Executive organ of government (Hybrid)</i> <i>iv. Meaning, types and structure of the Legislature</i> <i>d) History:</i> <i>i. Family structure, kinship and inheritance system in pre-colonial Ghana</i> <i>ii. Rites of passages I (Naming ceremonies in pre-colonial Ghana)</i> <i>iii. Rites of passages II (Puberty Rites in pre-colonial Ghana)</i> <i>iv. Rites of passages III (Marriage Rites)</i> <i>v. Rites of passages IV (Funeral Rites in pre-colonial Ghana)</i> <i>vi. Traditional Ghanaian games through time</i> <i>e) Religious Studies:</i> <i>i. The death of Prophet Muhammad (PBUH) and the spread of Islam beyond Arabia</i> <i>ii. Islamisation from North Africa and its arrival in Ghana</i>	<i>b) Geography:</i> <i>i. Ghana's location, size and administrative regions</i> <i>ii. Relief and drainage in Ghana</i> <i>c) Government:</i> <i>i. Meaning and features of Parliamentary system of government</i> <i>ii. Advantages and disadvantages of the Parliamentary system of government</i> <i>iii. Ghana's Executive organ of government (Hybrid)</i> <i>iv. Meaning, types and structure of the Legislature</i> <i>d) History:</i> <i>i. Family structure, kinship and inheritance system in pre-colonial Ghana</i> <i>ii. Rites of passages I (Naming ceremonies in pre-colonial Ghana)</i> <i>iii. Rites of passages II (Puberty rites in pre-colonial Ghana)</i> <i>iv. Rites of passages III (Marriage rites)</i> <i>v. Rites of passages IV (Funeral rites in pre-colonial Ghana)</i> <i>vi. Traditional Ghanaian games through time</i> <i>e) Religious Studies:</i> <i>i. The death of Prophet Muhammad (PBUH) and the spread of Islam beyond Arabia</i> <i>ii. Islamisation from North Africa and its arrival in Ghana</i>	

	<i>f) Social Studies:</i> <i>i. Consequences of unethical behaviour</i> <i>ii. Common features of ancient African civilisations</i>	<i>f) Social Studies:</i> <i>i. Consequences of unethical behaviour</i> <i>ii. Common features of ancient African civilisations</i>	
	LO 1: Develop subject-specific learning plans for teaching <i>Weeks 9 and 10 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 9 and 10</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 9 and 10</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 9 and 10</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	LO 1: Develop subject-specific learning plans for teaching <i>Weeks 9 and 10 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 9 and 10</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 9 and 10</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 9 and 10</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	

	LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 9 and 10</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 9 and 10</i>, as appropriate. 2.2 Ask teachers in groups to identify and share the aspects of Weeks 9 and 10 lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcome</i> c) <i>Learning indicator(s), etc.</i> 2.3 Ask teachers to think-pair-ink and share at least two essential questions in preparation towards lessons for <i>Weeks 9 and 10</i> (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> a) <i>General:</i> i. <i>How will the concepts in the lesson be applied?</i> ii. <i>How can the knowledge and skills acquired from the lesson be related to everyday life?</i> b) <i>Economics:</i> i. <i>What preparations are needed to adopt a</i>	LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 9 and 10</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 9 and 10</i>, as appropriate. 2.2 In your group, identify and share the aspects of the Weeks 9 and 10 lessons in your teacher manual 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 Think-pair-ink and share at least two essential questions in preparation towards lessons for <i>Weeks 9 and 10</i> (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> a) <i>General:</i> <i>How can the knowledge and skills acquired from the lesson be related to everyday life? etc.</i> b) <i>Economics:</i> <i>What preparations are needed to adopt a</i>	

	<i>teaching style that will cater for different learning abilities within the class?</i> <i>ii. How can the understanding of the factors of production help in identifying the rewards?</i> <i>iii. How can the factors of production be linked to the rewards?</i> <i>c) Geography:</i> <i>i. What maps, atlases, or interactive tools can be employed to support the learning of the exploration of Ghana's geography?</i> <i>ii. How does Ghana's position in the West African sub-region impact its climate and vegetation?</i> <i>iii. How might understanding Ghana's location and administrative region contribute to a sense of identity and belongingness?</i> <i>d) Government:</i> <i>i. Should activities of Parliament be judged as a whole or by individual representatives/MPs?</i> <i>ii. What are the strengths and weaknesses associated with the parliamentary system of government?</i> <i>iii. How does the hybrid system in Ghana contribute to political</i>	<i>teaching style that will cater for different learning abilities within the class?, etc.</i> <i>c) Geography:</i> <i>What maps, atlases, or interactive tools can be employed to support the learning of the exploration of Ghana's geography?, etc.</i> <i>d) Government:</i> <i>Should Parliament be judged as a whole or by individual representatives/MPs?, etc.</i>	

	<i>stability and effective governance?</i> e) <i>History:</i> i. <i>To what extent will contemporary family and inheritance practices aid an understanding of the socio-cultural organisation of the major kingdoms in pre-colonial Ghana in terms of family structure and inheritance system?</i> ii. <i>How can an understanding of pre-colonial Ghanaian rites of passage help to appreciate contemporary changes in socio-cultural practices?</i> iii. <i>How did funeral rites have immense significance in Ghanaian culture among different ethnic groups in pre-colonial times?</i> f) <i>Religious Studies:</i> i. <i>What significant events preceded the death of Prophet Muhammad (PBUH)?</i> ii. <i>How does the history of the struggle over successor to Prophet Muhammad (PBUH) teach about the need for will of testaments?</i> iii. <i>What factors influenced the spread of Islam beyond Arabia?</i> g) <i>Social Studies:</i>	e) <i>History:</i> <i>To what extent will contemporary family and inheritance practices aid an understanding of the socio-cultural organisation of the major kingdoms in pre-colonial Ghana in terms of family structure and inheritance system?, etc.</i> f) <i>Religious Studies:</i> <i>What significant events preceded the death of Prophet Muhammad (PBUH)?, etc.</i> g) <i>Social Studies:</i> <i>How far reaching does unethical behaviour</i>	

	<table><tr><td>2.</td><td>Labour</td><td></td></tr><tr><td>3.</td><td>Capital</td><td></td></tr><tr><td>4.</td><td>Entrepreneur ship</td><td></td></tr></table>	2.	Labour		3.	Capital		4.	Entrepreneur ship		Muhammad were connected to the first four Caliphs	
2.	Labour											
3.	Capital											
4.	Entrepreneur ship											
	▪ In the process of completing the table on the rewards for the factors of production: ○ Guide learners who may struggle to identify the specific rewards by first explaining the activities that each factor of production is supposed to do. This should be followed with a list of the rewards associated with those activities. Teachers can then guide the learners to match the activities to the factors of production and subsequently match the rewards the factors of production ○ Learners demonstrate an											

	<i>understanding of the activities of each factor of production and the rewards for the activities should be guided to match the factors of production to the rewards</i> ii. <i>Pedagogy:</i> ▪ <i>Talk for learning approaches (TfL): Discuss the various rewards and relate them to the factors of production. Teachers during the process of discussion should use probing and leading questions to elicit appropriate responses from learners</i> ▪ <i>Teacher guides learners to identify specific activities under each factor of production and probe further to bring out the specific reward for the identified activities (AP)</i> ▪ <i>Teacher encourages learners' reflection and critical thinking to identify specific rewards and match them to the various factors of production (P/HP)</i>	ii. <i>Pedagogy:</i> <i>Talk for Learning:</i> ▪ <i>Learners engage in a discussion about the history of Islam from digital pedagogy, resource person and directed reading activities. Teacher should pay attention to involve all learners in discussion, bearing in mind of their different levels of abilities. The following questions may guide the discussions:</i> ○ <i>Who were the first four Caliphs in Islam? (AP)</i> ○ <i>What contributions did the first four Caliphs make to the development of Islam? (P)</i> ○ <i>How did the institution of caliphate ignite the debate over the true successor of Prophet</i>	

		<i>Muhammad (PBUH)? (HP)</i>	
	iii. Key Assessments: ▪ <i>Level 1: Match the correct reward to each of the factors of production</i> ▪ <i>Level 2: Criticise the matching of each factor of production to the identified reward</i> b) Geography: i. Learning tasks: ▪ <i>Learners use an atlas or the Internet to describe the relative and absolute location and size of Ghana</i> ▪ <i>Learners identify the administrative regions and main towns</i> ii. Pedagogy: <i>Collaborative Learning:</i> ▪ <i>Different learning styles should be accommodated by providing alternative representations of Ghana's size, such as digital maps, visual aids, verbal explanations or tactile resources</i> ▪ <i>Guided questions should be used to stimulate learner discussion about Ghana's size,</i>	iii. Key Assessments: ▪ <i>Level 1: Oral Report: Learners list the first four caliphs of Islam in the order of succession</i> ▪ <i>Level 2: Written Report: Learners draft a one-page notes on the first four Caliphs</i> ▪ <i>Level 3: Formal Presentation: Learners use PowerPoint to present on the contributions of the first four Caliphs to the spread of Islam</i> ▪ <i>Level 4: Creative Composition Learners create a poem or music to communicate the contribution of the first four Caliphs to the spread of Islam.</i>	

	<i>encouraging active engagement, reasoning and listening to others' viewpoints</i> ▪ <i>Individualised support should be offered to those needing extra assistance, with close monitoring and adjustments to instruction</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1:</i> ○ <i>Describe the relative location of Ghana with accurate reference to at least four features</i> ○ <i>Describe the absolute location of Ghana with accurate reference to lines of latitude and longitude in degrees</i> ▪ <i>Level 2:</i> ○ <i>Describes the relative location of Ghana with reference to its position in Africa, all neighbouring countries, Gulf of Guinea, and at least four other features</i> ○ <i>Describes the absolute location of Ghana with reference to the lines of latitude and longitude, the Greenwich</i>		

	<i>Meridian and the Equator</i> ○ <i>On an outline map of Ghana which shows unnamed administrative regions and their capital cities can name all sixteen regions and their capital cities</i> ▪ <i>Level 3: Sketch an outline map of Ghana and insert the country capital, regional capitals, indicate and name the latitudinal and longitudinal limits of Ghana and the relative position of the Equator and Greenwich Meridian</i> ▪ <i>Level 4: Analyse the size, relative and absolute position of Ghana from a global perspective</i> <i>c) Government:</i> <i>i. Learning tasks:</i> ▪ <i>Describe features of the parliamentary system of government</i> ▪ <i>Explain the relative advantages and disadvantages of parliamentary system of government</i> <i>ii. Pedagogy:</i> <i>Structuring talk and Collaborative Learning:</i> ▪ <i>In small groups and with materials provided by the teacher, learners investigate the</i>		

	<i>operation of the parliamentary system in different countries. (The teacher should select two or three and provide materials accordingly). The teacher should encourage high proficiency learners to assist their peers and provide guidance to learners who need support. Learners from selected groups present their findings and other learners join by making short contributions after the presentations</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: State the role of the executive branch of government and describe the main features of presidential, parliamentary, and Ghana's hybrid systems of government</i> ▪ <i>Level 2: Explain the relative advantages and disadvantages of the different systems of government</i> ▪ <i>Level 3: Discuss whether Ghana's hybrid system of government combines the best features of both parliamentary and presidential systems of government</i>		

	d) <i>History:</i> i. <i>Learning tasks:</i> ▪ <i>Explain the basic difference between matrilineal (inheritance through mothers' line) and patrilineal (inheritance through fathers' line) systems</i> ▪ <i>Analyse the importance of family in pre-colonial Ghana.</i> ○ <i>Proficient (P) & Highly Proficient (HP): Compare family roles in pre-colonial Ghana to your own culture</i> ○ <i>Less confident (AP): Research and compare two ethnic groups in Ghana with teacher-provided prompts or exemplars</i> ○ <i>Proficient (P): Research and compare two ethnic groups independently, focusing on similarities and differences in family structure</i> ○ <i>Highly Proficient (HP): Research and compare multiple ethnic groups independently, analysing how historical factors</i>		

	<i>influenced kinship systems</i> <i>ii. Pedagogy:</i> <i>Community Interviews (Experiential Learning):</i> <i>Conduct interviews within the community about family structure, kinship, and inheritance for a local perspective</i> ▪ <i>Documentaries and Videos (Experiential Learning): Use documentaries or videos as an alternative to interviews for those without access or interview opportunities.</i> ▪ <i>Group Presentations (Problem-Based Learning): Encourage group presentations on pre-colonial inheritance systems to foster collaboration and research skills</i> ▪ <i>Independent Research (Problem-Based Learning): Provide opportunities for independent research projects for advanced learners who excel in research and presentation skills</i> <i>iii. Key Assessments:</i> ▪ <i>Level 2: Written tasks focusing on variation of family structure and change in kinship/inheritance</i>		

	<i>practices over time in pre-colonial Ghana</i> ▪ <i>Level 4 Project: Research your community's inheritance system Create a biographical essay based on the system:</i> ○ <i>Patrilineal System: Focus on a grandfather's life history</i> ○ <i>Matrilineal System: Focus on a grandmother's life history</i> ○ <i>Highlight how the inheritance system influenced their life experiences</i> <i>e) Religious Studies</i> <i>i. Learning tasks:</i> ▪ <i>Identify the first four Caliphs of Islam in order of succession</i> ▪ <i>Explain the contributions of the first four Caliphs to the spread of Islam</i> ▪ <i>Argue that the confusion over true successor of Muhammad were connected to the first four Caliphs</i> <i>ii. Pedagogy: Talk for Learning:</i> ▪ <i>Learners engage in a discussion about the history of Islam from digital pedagogy,</i>		

	<i>resource person and directed reading activities. Teacher should pay attention to involve all learners in discussion, bearing in mind of their different levels of abilities. The following questions may guide the discussions:</i> ○ <i>Who were the first four Caliphs in Islam? (AP)</i> ○ <i>What contributions did the first four Caliphs make to the development of Islam? (P)</i> ○ <i>How did the institution of caliphate ignite the debate over the true successor of Prophet Muhammad (PBUH)? (HP)</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: Oral Report: Learners list the first four caliphs of Islam in the order of succession</i> ▪ <i>Level 2: Written Report: Learners draft a one-page notes on the first four Caliphs</i> ▪ <i>Level 3: Formal Presentation:</i>		

	<i>Learners use PowerPoint to present on the contributions of the first four Caliphs to the spread of Islam</i> ▪ <i>Level 4: Creative Composition</i> <i>Learners create a poem or music to communicate the contribution of the first four Caliphs to the spread of Islam.</i> <i>f) Social Studies:</i> <i>i. Learning tasks:</i> ▪ <i>Learners who are approaching proficiency in understanding the concepts (AP) identify straightforward examples of unethical behaviour and its immediate, tangible consequences. Use stories or case studies with relatable outcomes to illustrate the personal, organisational and societal impacts</i> ▪ <i>Learners who are confident with the concepts (P and HP) discuss more complex scenarios involving unethical behaviour, examining not only direct effects but also indirect and long-term</i>		

	consequences. Include discussions on moral dilemmas to deepen understanding ii. Pedagogy: ▪ <i>Experiential Learning: Through role-play, learners enact a scenario that concludes with the statement, "Had I known is always at last". Provide prompts for learners who are not as confident in the content</i> ▪ <i>Facilitate semi-structured role-plays that require learners to make decisions on how situations unfold and encourage open-ended discussions that require critical thinking and personal reflection on the consequences of unethical actions</i> ▪ <i>For visually impaired or tactile learners, use physical objects or models to represent ethical scenarios. Technology like screen readers and Braille note-takers can support independent learning activities</i> iii. Key Assessments: ▪ <i>Level 1: Explain what constitutes unethical behaviour and its</i>		

	<i>most immediate consequences</i> ▪ <i>Level 2: Explain or classify the consequences of unethical behaviours, demonstrating an understanding beyond recall</i> ▪ <i>Level 3: Analyse or evaluate different unethical scenarios, considering the long-term and broader societal impacts</i> ▪ <i>Level 4: Design solutions or campaigns to address unethical behaviour, integrating knowledge from various sources and considering multiple perspective</i> <i>Note: Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning planner for <i>Weeks 9 and 10</i> in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Starter</i> i. <i>Activity ball</i> ii. <i>Video</i> iii. <i>Games</i> iv. <i>Songs</i> v. <i>Riddles</i>	<i>Note: Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plan for <i>Weeks 9 and 10</i> in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Starter</i> <i>Activity ball, etc.</i>	

	vi. <i>Anecdotes</i> vii. <i>Pedagogical exemplars</i> viii. <i>Teaching and Learning resources</i> ix. <i>Main Lesson (Teacher and Learner activity)</i> x. <i>Assessment (DoK)</i> xi. <i>Lesson closure</i> xii. <i>Reflection and remarks</i>		
3. Peer-review of learning plans. ■ Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	3.1 Ask teachers to exchange their completed learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>conformance to the learning planner structure</i> ii. <i>alignment among curriculum, teacher manual and learning planner</i> iii. <i>appropriateness and innovativeness of pedagogical choices</i> iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated teaching and learning and assessment</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner</i> ix. <i>appropriateness of essential questions, etc.</i>	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>conformance to the learning planner structure</i> ii. <i>alignment among curriculum, teacher manual and learning planner</i> iii. <i>appropriateness and innovativeness of pedagogical choices</i> iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated teaching and learning and assessment</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner</i> ix. <i>appropriateness of essential questions, etc.</i>	10mins

	3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a-1b).	4.1 In your groups, reflect, write and share what you have learnt with the larger group (NTS 1a). 4.2 Kindly, complete your learning plan if you were unable to complete them during the session NTS 3I). 4.3 Remember to read DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a-1b).	10mins

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Ask teachers to share two things they did differently based on DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, which they think impacted learning positively (NTS 1a and 1b). 1.2 Ask teachers, as critical friends, to discuss why they 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).	1.1 Share two things you did differently based on DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, which you think impacted learning positively (NTS 1a and 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).	10mins
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 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 11 and 12</i>. This session would cover the following subject -specific focal areas: <i>a) Economics</i> <i>i. Location and localisation of industries</i>	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 11 and 12</i>. This session would cover the following subject -specific focal areas: <i>a) Economics</i> <i>i. Location and localisation of industries</i>	60mins

	ii. <i>Division of labour and specialisation in production</i> b) <i>Geography</i> i. <i>Subsistence and Commercial Agriculture</i> ii. <i>Lumbering as an Economic Activity</i> c) <i>Government</i> i. <i>Meaning and Features of the Unicameral and Bicameral Legislature</i> ii. <i>Relative Advantages and Disadvantages of Unicameral and Bicameral Legislatures</i> iii. <i>Meaning of the Judiciary</i> iv. <i>The Structure of the Judiciary</i> d) <i>History</i> i. <i>Pre-colonial Ghanaian Dances and Songs</i> ii. <i>How socio-cultural practices affected the development of pre-colonial Ghanaian societies</i> iii. <i>Changes and Continuities in Socio-cultural Practices of Ghanaians</i> iv. <i>Centralised Political systems in Pre-colonial Ghana</i> v. <i>Non-centralised Political Systems in Pre-colonial Ghana</i> vi. <i>Theocratic Political Systems in Pre-colonial Ghana</i> e) <i>Religious Studies</i> i. <i>Understanding the concept of development</i>	ii. <i>Division of labour and specialisation in production</i> b) <i>Geography</i> i. <i>Subsistence and Commercial Agriculture</i> ii. <i>Lumbering as an Economic Activity</i> c) <i>Government</i> i. <i>Meaning and Features of the Unicameral and Bicameral Legislature</i> ii. <i>Relative Advantages and Disadvantages of Unicameral and Bicameral Legislatures</i> iii. <i>Meaning of the Judiciary</i> iv. <i>The Structure of the Judiciary</i> d) <i>History</i> i. <i>Pre-colonial Ghanaian Dances and Songs</i> ii. <i>How socio-cultural practices affected the development of pre-colonial Ghanaian societies</i> iii. <i>Changes and Continuities in Socio-cultural Practices of Ghanaians</i> iv. <i>Centralised Political systems in Pre-colonial Ghana</i> v. <i>Non-centralised Political Systems in Pre-colonial Ghana</i> vi. <i>Theocratic Political Systems in Pre-colonial Ghana</i> e) <i>Religious Studies</i> i. <i>Understanding the concept of development</i>	

	ii. <i>Contributions of AIR to the development of Ghana</i> iii. <i>Contributions of Christianity to the development of Ghana</i> iv. <i>Contributions of Islam to the development of Ghana</i> f) <i>Social Studies</i> i. <i>The origins, rise and fall of empires in the Western Sudanese region of Africa</i> ii. <i>Origin, the characteristics and impact of the Industrial Revolution on the African continent</i>	ii. <i>Contributions of AIR to the development of Ghana</i> iii. <i>Contributions of Christianity to the development of Ghana</i> iv. <i>Contributions of Islam to the development of Ghana</i> f) <i>Social Studies</i> i. <i>The origins, rise and fall of empires in the Western Sudanese region of Africa</i> ii. <i>Origin, the characteristics and impact of the Industrial Revolution on the African continent</i>	
	LO 1: Develop subject-specific learning plans for teaching <i>Weeks 11 and 12 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 11 and 12</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 11 and 12</i>, in relation to the focal areas of the specific General Arts subjects (economics,	LO 1: Develop subject-specific learning plans for teaching <i>Weeks 11 and 12 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 11 and 12</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 11 and 12</i>, in relation to the focal areas of the specific General Arts subjects (economics,	

	geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 11 and 12</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 11 and 12</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 11 and 12</i>, as appropriate.	geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 11 and 12</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 11 and 12</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 11 and 12</i>, as appropriate.	
	2.2 Ask teachers in groups to identify and share the aspects of the <i>Weeks 11 and 12</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standard</i> b) <i>Learning outcome</i> c) <i>Learning indicator(s), etc.</i> 2.3 Ask teachers to think-pair-ink and share at least two essential questions in preparation towards lessons for <i>Weeks 11 and 12</i> (NTS 1a, 2c, 2e, 2f and 3d- 3g).	2.2 In groups identify and share the aspects of the <i>Weeks 11 and 12</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standard, etc.</i> 2.3 Think-pair-ink and share at least two essential questions in preparation towards lessons for <i>Weeks 11 and 12</i> (NTS 1a, 2c, 2e, 2f and 3d- 3g).	

	<i>E.g.</i> <i>a) General</i> <i>i. How can interest in the lesson be sustained?</i> <i>ii. How can knowledge obtained from this lesson be used to solve problems in the community?</i> <i>b) Economics</i> <i>i. What resources including visuals can enhance the understanding of location and localisation of industries?</i> <i>ii. How can location and localisation of industries be differentiated?</i> <i>iii. How can the understanding of the concept help in identifying the factors that determine the location of an industry?</i> <i>c) Geography</i> <i>i. What are the main agricultural practices and techniques used in subsistence and commercial farming, and how do they differ?</i> <i>ii. How can we use multimedia resources (like videos and infographics) to enhance understanding of agriculture practices?</i> <i>iii. How can an inclusive learning environment be created by considering the diverse farming practices, cultural traditions, and perspectives related to</i>	<i>E.g.</i> <i>a) General</i> <i>i. How can interest in the lesson be sustained?</i> <i>ii. How can knowledge obtained from this lesson be used to solve problems in the community?</i> <i>b) Economics</i> <i>What resources including visuals can enhance the understanding of location and localisation of industries? etc.</i> <i>c) Geography</i> <i>What are the main agricultural practices and techniques used in subsistence and commercial farming, and how do they differ?etc.</i>	

	<i>subsistence and commercial agriculture?</i> d) <i>Government</i> i. <i>How does the legislative process work within a unicameral system?</i> ii. <i>What views should members of parliament represent when voting?</i> iii. <i>How will you apply the knowledge gained from the studying of bicameral legislature in real life?</i> e) <i>History</i> i. <i>What primary skills are needed to understand and appreciate traditional dances and songs in modern day?</i> ii. <i>In what ways do traditional dances and songs differ from the contemporary ones</i> iii. <i>How does the understanding of traditional dances and songs help preserve the history, customs and beliefs of the various ethnic groups in pre-colonial Ghana?</i> f) <i>Religious Studies</i> i. <i>What evidence exists to show the contribution of Christianity to Ghana's development?</i> ii. <i>How can the relevance of Islam to Ghana's development be justified?</i> iii. <i>How can Christianity and Islam be harnessed</i>	d) <i>Government</i> <i>How does the legislative process work within a unicameral system?,etc.</i> e) <i>History</i> <i>What primary skills are needed to understand and appreciate traditional dances and songs in modern day?, etc.</i> f) <i>Religious Studies</i> <i>What evidence exists to show the contribution of Christianity to Ghana's development?,etc.</i>	

	<i>to promote Ghana's development?</i> <i>g) Social Studies</i> <i>i. Account for the rise and growth of major states and kingdoms in the Savannah zone of West Africa?</i> <i>ii. Illustrate how major states and kingdoms in the Savannah zone of West Africa declined and gradually lost their revered economic and political status.</i> <i>iii. To what extent has the rise and fall of states in the Savannah zone of West Africa influenced the political, economic and cultural situation of the sub-region?</i> 2.4 Ask teachers to shower thought and share at least two activities on differentiation in preparation towards the lessons in <i>Weeks 11 and 12</i>, using the following examples as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Hint</i> <i>Activities for differentiation must focus content, process and product at varying levels of proficiency.</i> <i>Note: Refer to subject specific teacher manual for (other) examples on differentiation</i> <i>a) Economics</i> <i>i. Learning tasks:</i> ▪ <i>Guidance should be given to learners who</i>	<i>g) Social Studies</i> <i>Account for the rise and growth of major states and kingdoms in the Savannah zone of West Africa?, etc.</i> 2.4 Shower thought and share at least two activities on differentiation in preparation towards the lessons for <i>Weeks 11 and 12</i>, using the following examples as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> <i>Activities for differentiation must focus content, process and product at varying levels of proficiency.</i> <i>Note: Refer to subject specific teacher manual for (other) examples on differentiation</i> <i>a) Social Studies</i> <i>i. Learning tasks:</i> ▪ <i>Learners trace the origins of the ancient</i>	

	may have difficulty in describing location and localisation of industries to research what led to the location of the oil refinery in Tema and define the terms "location of industry" and "localisation of industry" in your own words. ▪ Learners who comprehend the description of location and localisation of industries should be guided to investigate the types of industry in Tema and build up a set of factors which has resulted in it being concentrated in this area. This should lead to the task of differentiating between location and localisation of industries. ▪ Learners should further be made to identify and list three examples of industries that have experienced localisation or clustering in Ghana. Explain why they have chosen to concentrate on those areas. ▪ Learners who show a high level of understanding should be made to reflect on what they have learned about the location and localisation of	empires of Ghana, Mali, Songhai and Kanem Bornu. For those who are less confident in their understanding of the content (AP), ensure that they have appropriate prompts and resources to refer to. ▪ Learners who are confident with the content (P and HP) discuss factors that led to the rise and spread of the Western Sudanese States, e.g., leadership, role of religion, strategic location. Integrate tasks that require comparing and contrasting the empires at different points in their history for those very secure in their understanding (HP). ▪ Learners who demonstrate secure understanding (HP) should examine factors that led to the fall and eventual collapse of the Western Sudanese States ▪ HP learners should also explain how the legacies of Western Sudanese empires are reflected in contemporary societies.	

	<i>industries and consider the implications of industrial clustering on regional and national economies.</i> <i>ii. Pedagogy:</i> <i>Experiential Learning and Building on What Others Say:</i> ▪ <i>Teacher guides learners to identify various places where there are locations and localisations of local industries in the community or watch a video or pictures of the Tema Industrial area and any other industrial area in Ghana.</i> ▪ <i>Teacher uses leading questions and creates various scenarios to guide learners with minimal ability to define the terms location of industry and localisation of industry. Teacher provides targeted support and feedback during the process (AP).</i> ▪ <i>Learners who exhibit a clear understanding of the two concepts (location and localisation of industries) are encouraged to differentiate between the two concepts and provide relevant examples. Teacher</i>	<i>ii. Pedagogy:</i> <i>Collaborative Learning:</i> ▪ <i>In a jigsaw activity, learners trace the origins of the ancient empires of Ghana, Mali, Songhai and Kanem Bornu.</i> ▪ <i>In small groups, learners develop chronological timeline to show the origin of the empires of Western Sudanese States. Throughout both of these activities support and challenge should be provided to the teacher as they circulate the room.</i> <i>Project-based learning:</i> ▪ <i>Learners explore sources to analyse the factors that led to the rise and spread of the Western Sudanese States. Ensure that learners who may struggle are given sources that are accessible in terms of language/ have prompts to support their comprehension. Give more complex sources to those showing more confidence.</i>	

	<i>should guide learners through probing questions to learners to engage in critical thinking exercises during the process (P).</i> ▪ <i>Learners who demonstrate a high level of understanding of the concepts should be stretched further to engage in complex reasoning to analyse real-world examples of the location and localisation of industries and consider the implications of industrial clustering on regional and national economies. (HP)</i> iii. <i>Key Assessment :</i> ▪ <i>Level 1: Define the concepts of “location” and “localisation of industries”.</i> ▪ <i>Level 2: Illustrate with examples the localisation of industries in Ghana</i> ▪ <i>Level 3: Differentiate between location and localisation of industry</i> ▪ <i>Level 4: Examine the implications of industrial clustering on national economics</i>	<i>Cooperative learning:</i> ▪ <i>In a graffiti wall activity, learners discuss factors that led to the fall and eventual collapse of the Western Sudanese States.</i> <i>Project-based learning:</i> ▪ <i>In a jigsaw activity, learners create charts, timelines and simulations on how the legacies of Western Sudanese empires are reflected in contemporary societies. Provide prompts to those who may be less secure in their understanding of the content</i> iii. <i>Key Assessments:</i> ▪ <i>Level 1: describe factors that led to the fall and eventual collapse of the Western Sudanese States.</i> ▪ <i>Level 2: Create charts, timelines and simulations on how the legacies of Western Sudanese empires are reflected in contemporary societies. Use assistive technology to ensure that products are accessible to all students.</i> ▪ <i>Level 3: Write comparative essays or</i>	

	<i>b) Geography</i> <i>i. Learning tasks:</i> ▪ <i>Compare and contrast the farming practices between subsistence and commercial farming.</i> ▪ <i>Describe the advantages and disadvantages of subsistence agriculture in Ghana.</i> ▪ <i>Describe the advantages and disadvantages of commercial agriculture in Ghana.</i> ▪ <i>Outline the improvements that could be made to subsistence farming to help solve some of its problems.</i> ▪ <i>Outline the improvements that could be made to commercial farming to help solve some of its problems.</i> <i>ii. Pedagogy:</i> <i>Exploratory Learning:</i> ▪ <i>Learners should be given specific observation tasks tailored to their abilities, promoting focused attention and varied levels of analysis. Mixed-ability groups should be formed for post-visit discussions, allowing learners to share their observations, insights, and questions regarding</i>	<i>prepare presentations on the factors leading to the rise and fall of these empires. Essays should be submitted in accessible formats, with alternative assignments available for learners with specific needs.</i> ▪ <i>Level 4: Design a virtual museum exhibit or website that explores the impact of these empires on Ghana and other contemporary societies. Ensure websites are compatible with screen readers and have videos captioned for deaf users, etc.</i>	

	<i>subsistence and commercial farming in Ghana. Scaffolding materials, such as sentence starters, graphic organizers, or key questions, should be provided to support discussions and help learners organize their thoughts. The teacher should actively facilitate the discussions, offering clarifications, guiding questions, and promoting inclusive participation. Individualized support and feedback should be given to address learners' specific needs and encourage critical thinking. Clear outcomes of the group work should be communicated, specifying the evidence to be presented and how it should be shared. Findings can be discussed in a review or reflective class session, ensuring learners understand the goal they are working towards within specified time limits.</i>		

	iii. <i>Key Assessment:</i> ▪ <i>Level 1:</i> ○ <i>Verbally describes the meaning of agriculture</i> ○ <i>Can verbally name two common subsistence crops and two crops grown on a commercial scale.</i> ○ <i>Outline their experiences growing produce for use in their own home.</i> ▪ <i>Level 2:</i> ○ <i>Outline the differences and similarities between subsistence and commercial farming</i> ○ <i>Describe the problems of subsistence farming and how these might be solved.</i> ○ <i>Research the commercial production of Cocoa in Ghana providing details on where it is produced, methods of production, problems and the importance of this crop to Ghana's economy</i> ▪ <i>Level 3:</i> ○ <i>Outline the actions that could be taken to</i>		

	<i>improve either subsistence or commercial agriculture in Ghana</i> ○ <i>As a Minister of Agriculture, how would you formulate comprehensive policies that foster the shift from subsistence farming to commercial agriculture in rural communities? Consider economic, social and environmental considerations while devising your strategy.</i> c) <i>Government</i> i. <i>Learning tasks:</i> ▪ <i>Explain the features of unicameral and bicameral legislatures</i> ▪ <i>Discuss the key differences between unicameral and bicameral legislatures</i> ii. <i>Pedagogy:</i> <i>Talk for Learning:</i> ▪ <i>The teacher refers back to the previous week's project work and draws out the observation that while Ghana's Parliament has one</i>		

	<i>chamber, other countries have two. This leads into a discussion about unicameral and bicameral legislatures, in which the teacher encourages learners to share what they know about each type of system. Learners in pairs list as many features as they can of unicameral and bicameral legislatures. The teacher moves around the classroom, helping learners who are approaching proficiency by giving prompts and encouraging proficient and highly proficient learners to extend their thinking. Learners from selected groups report back and a consensus reached on the important features of both unicameral and bicameral legislatures.</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: State the functions and membership of legislatures, the main features of unicameral and bicameral systems.</i>		

	d) <i>History</i> i. <i>Learning tasks:</i> ▪ <i>All Learners: Match traditional dances (Apatampa, Bamaaya, Kete, Agbadza) to the ethnic groups that perform them. (Provide a list of ethnicities for reference.)</i> <i>Trace the basic history of a dance form (e.g., Apatampa).</i> ▪ <i>Less confident (AP): Provide a worked example for one dance</i> ▪ <i>Proficient (P) & Highly Proficient (HP): Research the etymology (origin of the word) and historical development of a chosen dance, exploring reasons for its creation and cultural significance.</i> ii. <i>Pedagogy:</i> ▪ <i>Video and Documentary Learning (Experiential Learning): Watch videos or documentaries showcasing traditional dances and songs by various ethnic groups.</i> ▪ <i>Group Performances (Experiential Learning): Stage a performance (dance or song) while</i>		

	<i>considering cultural sensitivities regarding gender roles. Offer alternative activities (basic drumming) for struggling learners. Hint: Be mindful of cultural beliefs and encourage exploration beyond traditional gender roles in performances, but with respect</i> iii. Key Assessments: ▪ Level 3: ▪ Group performances (recorded video or audio) showcasing traditional dances/songs from each zone (Savannah, Forest, Coastal). ▪ Level 4: ▪ Analysis essays exploring symbolic meanings in dance styles, costumes, and song lyrics. Consider the following prompts: ▪ How do these elements represent values and beliefs of pre-colonial societies? ▪ Why are music and dance important in Ghanaian culture today?		

	▪ <i>How do these performances connect people to heritage and community?</i> <i>Hint: Accept responses in written, oral, visual (charts), or multimedia formats.</i> e. <i>Religious Studies</i> i. <i>Learning tasks:</i> ▪ <i>State three contributions of AIR to the development of Ghana</i> ▪ <i>With relevant examples, explain the contributions of AIR to the development of Ghana</i> ▪ <i>Evaluate the contributions of AIR to the development of Ghana</i> ii. <i>Pedagogy:</i> ▪ <i>Debate: In two groups (for and against), learners debate the motion: "AIR has no contribution to make towards the development of Ghana." Teacher may differentiate task in these debate groups along the lines of:</i> ○ <i>Principal Speaker – HP</i> ○ <i>Supporting speakers - P</i> ○ <i>Moderator - AP</i> ○ <i>Time-keeper-AP</i> ○ <i>Cheer group - AP</i>		

	iii. <i>Key Assessments:</i> ▪ <i>Level 1: Oral Response: Identify three contributions of AIR to the development of Ghana</i> ▪ <i>Level 2: Written Response: Explain three major contributions of AIR to the development of Ghana</i> ▪ <i>Level 3: Journalist Report: Working as a mock journalist, learners draft a one-page news report on their observations during the field trip</i> ▪ <i>Level 4: Mock Minister of State: Learners assume the role of a Minister of Environment. In a response to a question filed on the floor of Parliament, learners draft and present a statement on the contribution of AIR to national development.</i> f) <i>Social Studies</i> i. <i>Learning tasks:</i> ▪ <i>Learners trace the origins of the ancient empires of Ghana, Mali, Songhai and Kanem Bornu. For those who are less confident in their understanding of the content (AP), ensure that they have appropriate prompts</i>		

	<i>and resources to refer to</i> ▪ <i>Learners who are confident with the content (P and HP) discuss factors that led to the rise and spread of the Western Sudanese States, e.g., leadership, role of religion, strategic location. Integrate tasks that require comparing and contrasting the empires at different points in their history for those very secure in their understanding (HP)</i> ▪ <i>Learners who demonstrate secure understanding (HP) should examine factors that led to the fall and eventual collapse of the Western Sudanese States</i> ▪ <i>HP learners should also explain how the legacies of Western Sudanese empires are reflected in contemporary societies</i> <i>ii. Pedagogy:</i> <i>Collaborative Learning:</i> ▪ <i>In a jigsaw activity, learners trace the origins of the ancient empires of Ghana, Mali, Songhai and Kanem Bornu</i> ▪ <i>In small groups, learners develop</i>		

	<i>chronological timeline to show the origin of the empires of Western Sudanese States. Throughout both of these activities support and challenge should be provided to the teacher as they circulate the room</i> <i>Project-based learning:</i> ▪ <i>Learners explore sources to analyse the factors that led to the rise and spread of the Western Sudanese States. Ensure that learners who may struggle are given sources that are accessible in terms of language/ have prompts to support their comprehension. Give more complex sources to those showing more confidence</i> <i>Cooperative learning:</i> ▪ <i>In a graffiti wall activity, learners discuss factors that led to the fall and eventual collapse of the Western Sudanese States.</i> <i>Project-based learning:</i> ▪ <i>In a jigsaw activity, learners create charts, timelines and simulations on how the legacies of</i>		

	<i>Western Sudanese empires are reflected in contemporary societies. Provide prompts to those who may be less secure in their understanding of the content</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: describe factors that led to the fall and eventual collapse of the Western Sudanese States</i> ▪ <i>Level 2: Create charts, timelines and simulations on how the legacies of Western Sudanese empires are reflected in contemporary societies. Use assistive technology to ensure that products are accessible to all students</i> ▪ <i>Level 3: Write comparative essays or prepare presentations on the factors leading to the rise and fall of these empires. Essays should be submitted in accessible formats, with alternative assignments available for learners with specific needs</i>		

	▪ <i>Level 4: Design a virtual museum exhibit or website that explores the impact of these empires on Ghana and other contemporary societies. Ensure websites are compatible with screen readers and have videos captioned for deaf users.</i> <i>Note: Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning plans for <i>Week 11 and 12</i> in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Starter</i> <i>i. Activity ball</i> <i>ii. Video</i> <i>iii. Games</i> <i>iv. Songs</i> <i>v. Riddles</i> <i>vi. Anecdotes</i> <i>b) Pedagogical exemplars</i> <i>c) Teaching and Learning resources</i> <i>d) Main Lesson (Teacher and Learner activity)</i> <i>e) Assessment (DoK)</i> <i>f) Lesson closure</i> <i>g) Reflection and remarks</i>	<i>Note: Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for <i>Week 11 and 12</i> in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Starter</i> <i>Activity ball, etc.</i>	

3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	3.1 Ask teachers to exchange their completed learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> <i>i. conformance to the learning planner structure</i> <i>ii. alignment among curriculum, teacher manual and learning planner</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i> <i>iv. incorporation of GESI, SEL and national values</i> <i>v. Application of 21st century skills</i> <i>vi. differentiated instruction and assessment</i> <i>vii. accuracy of the information provided</i> <i>viii. suitability of selected resources and feasibility of executing the learning planner, etc.</i> <i>ix. appropriateness of essential questions</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> <i>i. alignment among curriculum, teacher manual and learning planner</i> <i>ii. innovativeness of pedagogical choices</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i> <i>iv. incorporation of GESI, SEL and national values</i> <i>v. application of 21st century skills</i> <i>vi. differentiated instruction and assessment.</i> <i>vii. accuracy of the information provided</i> <i>viii. suitability of selected resources and feasibility of executing the learning planner, etc.</i> <i>ix. appropriateness of essential questions</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	10mins

4.Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3l). 4.3 Remind teachers to read DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a-1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group (NTS 1a). 4.2 Kindly complete your learning plans if you were unable to complete them during the session (NTS 3l). 4.3 Remember to read DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a-1b).	10mins

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Ask teachers to share two things they did differently based on DPLC Session 7, <i>developing learning plans for Weeks 13 and 14</i>, which they think impacted learning positively (NTS 1a and 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 7, <i>developing lesson plans for Weeks 11 and 12</i>, was beneficial and supported learning (NTS 1a - 1c)	1.1 Share two things you did differently based on DPLC Session 7, <i>developing learning plans for Weeks 13 and 14</i>, which you think impacted learning positively (NTS 1a and 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 lesson plans for Weeks 11 and 12</i>, was beneficial and supported learning (NTS 1a - 1c)	10mins
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 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b, 1e and 1f). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 13 and 14</i>. This session would cover the following subject -specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b, 1e and 1f). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 13 and 14</i>. This session would cover	60mins

		the following subject - specific focal areas:	
	a) <i>Economics</i> i. <i>Supply and types of supply</i> ii. <i>The law of supply</i> b) <i>History</i> i. <i>Some traditional leaders who became great and the contributions they made to the growth of their kingdoms.</i> ii. <i>Role of women in pre-colonial political systems</i> iii. <i>Continuities and changes in Ghanaian political systems</i> iv. <i>Features of Pre-colonial medical practices in Ghana</i> v. <i>Indigenous healthcare providers</i> vi. <i>Diseases and medicinal plants used to cure these diseases in pre-colonial Ghana</i> c) <i>Geography</i> i. <i>Rocks: The types, their characteristics, formational processes and importance</i> ii. <i>Meaning and factors affecting weathering</i>	a) <i>Economics</i> i. <i>Supply and types of supply</i> ii. <i>The law of supply</i> b) <i>History</i> i. <i>Some traditional leaders who became great and the contributions they made to the growth of their kingdoms.</i> ii. <i>Role of women in pre-colonial political systems</i> iii. <i>Continuities and changes in Ghanaian political systems</i> iv. <i>Features of Pre-colonial medical practices in Ghana</i> v. <i>Indigenous healthcare providers</i> vi. <i>Diseases and medicinal plants used to cure these diseases in pre-colonial Ghana</i> c) <i>Geography</i> i. <i>Rocks: The types, their characteristics, formational processes and importance</i> ii. <i>Meaning and factors affecting weathering</i>	

	d) <i>Government</i> i. <i>Meaning, sources, and measurement of Public Opinion</i> ii. <i>Importance of Public Opinion</i> iii. <i>How Public Opinion shapes Public Policy</i> e) <i>Religious Studies</i> i. <i>The main beliefs of AIR</i> ii. <i>The expression of the main beliefs in religious life</i> iii. <i>The relationship among the main elements of AIR</i> iv. <i>Mis-representation of AIR</i> f) <i>Social Studies</i> i. <i>The origin and development of earliest domestic and external forms of trade in Africa</i> ii. <i>Importance of entrepreneurship to personal development</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 13 and 14 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k).	d) <i>Government</i> i. <i>Meaning, sources, and measurement of Public Opinion</i> ii. <i>Importance of Public Opinion</i> iii. <i>How Public Opinion shapes Public Policy</i> e) <i>Religious Studies</i> i. <i>The main beliefs of AIR</i> ii. <i>The expression of the main beliefs in religious life</i> iii. <i>The relationship among the main elements of AIR</i> iv. <i>Mis-representation of AIR</i> f) <i>Social Studies</i> i. <i>The origin and development of earliest domestic and external forms of trade in Africa</i> ii. <i>Importance of entrepreneurship to personal development</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 13 and 14 lessons</i>. using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k).	

	LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 13 and 14</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 13 and 14</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 13 and 14</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 13 and 14</i>, in line with the LOs, LIs and key concepts in the teacher manual.	LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 13 and 14</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 13 and 14</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 13 and 14</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 13 and 14</i>, in line with the LOs, LIs and key	

	LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 13 and 14</i>, as appropriate. 2.2 Ask teachers in groups to identify and share the aspects of Weeks 13 and 14 lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcome</i> c) <i>Learning indicator(s), etc.</i> 2.3 Ask teachers to think-pair-ink and share at least two essential questions in preparation towards the lessons in <i>Weeks 13 and 14</i> (NTS 1a, 2c, 2e, 2f, and 3d- 3g). <i>E.g.</i> a) <i>General</i> i. <i>How will resources be deployed to facilitate understanding of the content?</i> b) <i>Economics</i> i. <i>How can technology and digital tools be incorporated to support learning and develop these skills?</i> ii. <i>How can the understanding of the</i>	concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 13 and 14</i>, as appropriate. 2.2 In your group, identify and share the aspects of the Weeks 9 and 10 lessons in your teacher manual 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 Think-pair-ink and share at least two essential questions in preparation towards the lessons in <i>Weeks 13 and 14</i> (NTS 1a, 2c, 2e, 2f, and 3d- 3g). <i>E.g.</i> a) <i>General</i> <i>How will resources be deployed to facilitate understanding of the content?, etc.</i> b) <i>Economics</i> <i>How can the learners' experience from the environment be used to explain the meaning, types and the law of supply? etc.</i>	

	<i>lesson help in defining supply?</i> iii. <i>How can the different types of supply be explained using examples?</i> c) <i>Government</i> i. <i>What is public opinion and how do governments use it?</i> ii. <i>What makes a reliable public opinion poll?</i> iii. <i>What are the conditions necessary for the formation of public opinion?</i> d) <i>Geography</i> i. <i>What are the different types of rocks, and how do their characteristics and properties differ?</i> ii. <i>How can I.C.T. tools be integrated into teaching and learning about rocks?</i> iii. <i>How does the study of rocks relate to other 21st century skills like collaboration and communication?</i> e) <i>History</i> i. <i>To what extent can primary and secondary sources provide adequate information to learners on the role women played in pre-colonial political system?</i>	c) <i>Government</i> <i>What is public opinion and how do governments use it?, etc.</i> d) <i>Geography</i> <i>What are the different types of rocks, and how do their characteristics and properties differ?, etc.</i> e) <i>History</i> <i>To what extent can primary and secondary sources provide adequate information to learners on the role women played in pre-colonial political system?, etc.</i>	

	ii. <i>In what ways has the introduction of the Western style of governance affected the traditional political systems in pre-colonial Ghana?</i> iii. <i>How can historical skills and concepts be effectively integrated into the teaching and learning of pre-colonial Ghanaian political systems?</i> f) <i>Religious Studies</i> i. <i>What life experiences are needed facilitate the learning of beliefs and practices of AIR?</i> ii. <i>What core beliefs of AIR are central to understanding the religion?</i> iii. <i>How are the beliefs of AIR expressed in religious life?</i> g) <i>Social Studies</i> i. <i>What was the nature of trade in pre-colonial Africa?</i> ii. <i>How did domestic trade differ from external trade in Pre-colonial Africa?</i> iii. <i>Account for the emergence and effects of the trans-saharan trade on African kingdoms</i> iv. <i>In what ways does entrepreneurship contribute to personal development?</i>	f) <i>Religious Studies</i> <i>What life experiences are needed facilitate the learning of beliefs and practices of AIR?, etc.</i> g) <i>Social Studies</i> <i>What was the nature of trade in pre-colonial Africa?, etc.</i>	

	v. <i>What concepts and ideas are necessary for imparting knowledge on the meaning of entrepreneur and entrepreneurship?</i> vi. <i>Assess the advantages and disadvantages of entrepreneurship to individual personal development.</i> 2.4 Ask teachers to discuss at least two activities on differentiation in preparation towards the lessons in <i>Weeks 13 and 14</i>, using the example of geography as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Hint</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessments at varying levels of proficiency.</i> <i>Note: Examples of differentiation for other focal areas can be found in the various subject-specific Teacher Manuals.</i> a) <i>Economics</i> i. <i>Learning tasks:</i> • <i>During your visit to the local market or school canteen or a nearby shop, investigate how sellers are willing and</i>	2.4 Discuss at least two activities on differentiation in preparation towards the lessons in <i>Weeks 13 and 14</i>, using the example of geography as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Hint</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessments at varying levels of proficiency.</i> <i>Note: Example for this week is from Economics. Examples for other subjects can be found in the Subject Teacher Manuals.</i> a) <i>Economics</i> i. <i>Learning tasks:</i> • <i>During your visit to the local market or school canteen or a nearby shop, investigate how sellers are willing</i>	

	<i>able to sell their products.</i> • <i>Discuss how individuals, firms and governments sell. Teacher should ensure that discussion is progressive, starting from:</i> ○ <i>The definition of supply</i> ○ <i>The explanation of supply</i> ○ <i>The explanation of types of supply</i> ○ <i>The differences between the types of supply using real world examples</i> ii. <i>Pedagogy:</i> <i>Experiential learning:</i> • <i>Visit a local market or school canteen or a nearby shop/Role play a local market or school canteen/ watch video of local market screen. In small groups learners share their experiences in an attempt to explain supply</i> ○ <i>Teacher should provide multiple paths ways to learners approaching proficiency to be able to define supply (AP)</i> ○ <i>Teachers should offer opportunities</i>	<i>and able to sell their products.</i> • <i>Discuss how individuals, firms and governments sell. Teacher should ensure that discussion is progressive, starting from:</i> ○ <i>The definition of supply</i> ○ <i>The explanation of supply</i> ○ <i>The explanation of types of supply</i> ○ <i>The differences between the types of supply using real world examples</i> ii. <i>Pedagogy:</i> <i>Experiential learning:</i> • <i>Visit a local market or school canteen or a nearby shop/Role play a local market or school canteen/ watch video of local market screen. In small groups learners share their experiences in an attempt to explain supply</i> ○ <i>Teacher should provide multiple paths ways to learners approaching proficiency to be able to</i>	

	<i>to learners at proficiency for their application of knowledge acquired from the drama to explain why scarcity is the fundamental problem in the economy (P)</i> ○ <i>Teachers should encourage reflective learning practices by asking learners with high proficiency to critically apply the knowledge acquired in explaining the three economic systems (HP)</i>	<i>define supply (AP)</i> ○ <i>Teachers should offer opportunities to learners at proficiency for their application of knowledge acquired from the drama to explain why scarcity is the fundamental problem in the economy (P)</i> ○ <i>Teachers should encourage reflective learning practices by asking learners with high proficiency to critically apply the knowledge acquired in explaining the three economic systems (HP)</i>	
	<i>iii. Key Assessment:</i> ● <i>Level 2: Explain the concept of “supply”</i> ● <i>Level 3: With the use of relevant illustrations, distinguish between the types of supply</i>	<i>iii. Key Assessment:</i> ● <i>Level 2: Explain the concept of “supply”</i> ● <i>Level 3: With the use of relevant illustrations, distinguish between the types of supply</i>	

	<i>g) Geography</i> <i>i. Learning Tasks:</i> <i>Brainstorm on the different rock types and their formation</i> • <i>Note:</i> ○ <i>For AP learners, the teacher can focus on basic knowledge acquisition by identifying rock types and explaining their formation processes.</i> ○ <i>For P learners, expectations are elevated to include detailed explanations of rock formation, characteristics, composition, and geological factors</i> ○ <i>For HP learners, critical thinking is fostered through exploring interrelationships between rock types, analysing geological forces, and considering local impacts on ecosystems and human activities</i> <i>Discuss the importance of rocks to your community/national development</i> • <i>Note:</i> <i>The teacher can tailor expectations accordingly.</i> ○ <i>For learners at the Approaching</i>		

	<i>Proficiency level, focus on basic knowledge of rock uses and their contributions to development</i> ○ <i>Proficient learners explore diverse applications and economic significance,</i> ○ <i>Highly Proficient learners conduct in-depth research, analysing regional characteristics and evaluating sustainability and impacts</i> <i>ii. Pedagogy:</i> <i>Collaborative learning: Create small groups comprising learners with diverse abilities to foster peer learning and collaboration. Tailor prompts and questions to cater to varying proficiency levels.</i> ● <i>For approaching proficiency learners, concentrate on identifying basic rock types and their characteristics</i> ● <i>Proficient learners should be encouraged to analyse the formation processes of different rock types.</i> ● <i>Highly proficient learners can delve into the geological significance, historical contexts, and potential applications of various rock types</i>		

	• Offer scaffolding materials like reference books, diagrams, online resources, and visual aids that can be utilized at different levels of proficiency iii. Key Assessments: • Level 1: Which of the following options best describes what rocks are? A. Living organisms B. Solid minerals C. Gases in the atmosphere D. Liquid substances • Level 2: Explain the difference between sedimentary and igneous rocks, including how they are formed • Level 3: Prepare a presentation on the economic significance of rocks in a specific region or country. Highlight the major rock resources found in that area and discuss how they are utilized for economic purposes. Include examples of industries or sectors that have thrived due to the presence of these rocks • Level 4: Critically analyse the environmental and social impacts of large-scale quarrying operations on local		

	<i>communities and ecosystems. Discuss the ethical considerations involved and propose strategies to mitigate the negative effects while meeting the demands for construction materials</i> <i>h) Government</i> <i>i. Learning Tasks</i> <i>• State the meaning of public opinion</i> <i>• Explain the main methods of measuring public opinion</i> <i>• Describe the sources and influence of public opinion</i> <i>ii. Pedagogy:</i> <i>Group Work:</i> <i>• Teacher leads an interactive discussion on public opinion through targeted questions that all learners understand the concept. Learners in mixed-ability groups create and conduct an opinion poll on the topic of its choosing (e.g. do you favour free healthcare). Have the learners predict the results of their surveys. Groups report on their data to the whole class using a simple graph (i.e. pie or bar). Based on the survey, learners explore the sources and discuss methods</i>		

	<i>of measuring public opinion. The teacher uses the presentation to identify and give support to learners who might be struggling to understand the concept and give more tasks to the high proficient learners.</i> <i>iii. Key Assessments:</i> • <i>Level 1: What is public opinion?</i> • <i>Level 2: Explain the significance of public opinion in a democratic state with appropriate examples.</i> • <i>Level 3: Investigate and report on how public opinion are formed.</i> <i>i) History:</i> <i>i. Learning Tasks:</i> • <i>Analyse the contributions of a traditional leader who helped make their kingdom great.</i> ○ <i>Learners developing conceptual understanding (AP) should make a list of some traditional leaders who became great in pre-colonial Ghana and give characteristics that those traditional leaders might have possessed to be</i>		

	<i>considered "great."</i> ○ <i>More confident learners (P) should research and identify a specific historical example of a traditional leader (from any kingdom in pre-colonial Ghana) who significantly contributed to their kingdom's greatness. Provide a brief biography of the chosen leader and summarise their major accomplishments.</i> ○ <i>Highly Proficient Learners (HP) should analyse the impact of a chosen traditional leader's decisions on various aspects of their kingdom (e.g., social, political, and economic). They should use historical sources to support the analysis.</i> <i>ii. Pedagogy:</i> <i>Project-Based Learning:</i> ● <i>Learners create a 'History Makers Chart' to show how some traditional leaders became great and the contributions they made to the growth of their kingdom.</i>		

	○ <i>For learners who need more support, the teacher should provide a template chart with pre-defined sections for the leader's name, kingdom, achievements, and impact. Learners can fill in the details. Teacher should allow learners to work in pairs or small groups to research and complete the chart together</i> ○ <i>For learners who can be challenged, the teacher should expand the chart by adding additional sections like challenges faced, leadership style, or interesting facts about the leader. Learners can research on multiple leaders and present their findings to the class using visuals and storytelling</i> <i>iii. Key Assessments: Connecting history to today:</i> ● <i>Level 1: Create a list of ten traditional leaders and their major traditional kingdoms in Ghana today</i> ● <i>Level 2: Locate and collect ten photographs featuring</i>		

	<i>traditional leaders, each representing a distinct kingdom from Ghana.</i> • <i>Level 3: Design an information booth about a chosen traditional Ghanaian kingdom. Include a large picture of the current leader, a short text explaining his/her role within the kingdom, and a captivating title for the booth</i> • <i>Level 4: Develop a brief presentation (5-7 minutes) on the significance of traditional leaders in Ghanaian society. Utilise a map of Ghana to pinpoint the locations of different kingdoms and their corresponding leaders. Include pictures showcasing how these leaders uphold their kingdoms' traditions</i> <i>j) Religious Studies:</i> <i>i. Learning Tasks:</i> • <i>Mention key elements of AIR belief</i> • <i>Explain with examples, key elements of AIR beliefs</i> • <i>Distinguish among the key elements of AIR beliefs arranging them hierarchically by level of relevance</i> <i>ii. Pedagogy:</i> <i>Song pedagogy:</i>		

	• <i>Learners listen to Obrafour’s song “Kwame Nkrumah” and use it to learn about main elements of AIR beliefs. tease out main elements of AIR beliefs. Differentiate opportunities for their learning by scaffolding learners to do one or more of the following based on their individual levels of proficiency.</i> ○ <i>AP – Listen to the song to appreciate libation as one of the practices that show AIR belief</i> ○ <i>P – Pay attention to lyrics of the song to identify key elements of AIR belief</i> ○ <i>HP – Analyse the lyrics of the song to hierarchically arrange elements of AIR beliefs by level of relevance</i> <i>iii. Key Assessments:</i> • <i>Level 1: Identify 3 key elements of AIR belief</i> • <i>Level 2: Explain the relevance of 3 elements of AIR belief</i> • <i>Level 3: Use lyrics of Obrafour’s “Kwame Nkrumah” to show relationship among elements of AIR beliefs</i> • <i>Level 4: Transcribe and analyse lyrics of Obrafour’s “Kwame</i>		

	<i>Nkrumah” to hierarchically arrange the elements of AIR belief in order of relevance.</i> <i>d) Social Studies*</i> <i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning plans for <i>Weeks 13 and 14</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k). <i>E.g.</i> a) <i>Starter</i> i. <i>Activity ball</i> ii. <i>Video</i> iii. <i>Games</i> iv. <i>Songs</i> v. <i>Riddles</i> vi. <i>Anecdotes</i> vii. <i>Pedagogical exemplars</i> b) <i>Teaching and Learning resources</i> c) <i>Main Lesson (Teacher and Learner activity)</i> d) <i>Assessment (DoK)</i> e) <i>Lesson closure</i> f) <i>Reflection and remarks</i>	<i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for <i>Weeks 13 and 14</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k). <i>E.g.</i> a. <i>Starter</i> <i>Activity ball, etc.</i>	
3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and	3.1 Ask teachers to exchange their completed learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b and	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department)	10mins

learning plan based on the templates provided.	1e-1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>Conformance to the learning planner structure</i> ii. <i>Alignment among curriculum, teacher manual and learning planner</i> iii. <i>Appropriateness and innovativeness of pedagogical choices</i> iv. <i>Incorporation of GESI, SEL and national values</i> v. <i>Application of 21st century skills</i> vi. <i>Differentiated instruction and assessment</i> vii. <i>Accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	for review (NTS 1a, 1b, and 1e-1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>Alignment among curriculum, teacher manual and learning planner</i> ii. <i>Innovativeness of pedagogical choices</i> iii. <i>Appropriateness and innovativeness of pedagogical choices</i> iv. <i>Incorporation of GESI, SEL and national values</i> v. <i>Application of 21st century skills</i> vi. <i>Differentiated instruction and assessment.</i> vii. <i>Accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	

4. Evaluation and review of session: • Noting that teachers need to identify critical friends to observe lessons and report at next session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a and 3i). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3i). 4.3 Remind teachers to read DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i> in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a-1b).	4.1 In your groups, reflect, write and share what you have learnt with the larger group (NTS 1a and 3i). 4.2 Kindly, complete your learning plans if you were unable to complete them during the session (NTS 3i). 4.3 Remember to read DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a-1b).	10mins

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Ask teachers to share two things they did differently based on DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they 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> was beneficial and supported learning (NTS 1a - 1c)	1.1 Share two things you did differently 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> was beneficial and supported learning (NTS 1a - 1c)	10mins
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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 15 and 16</i>. This session would cover the following subject -specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 15 and 16</i>. This session would cover the following subject -specific focal areas:	60mins

completed per session)	a) <i>Economics:</i> i. <i>The concept of market and its types</i> ii. <i>The concept of price</i> b) <i>Geography:</i> i. <i>Structure, composition and importance of the atmosphere</i> ii. <i>Weather and climate</i> iii. <i>Calculation of annual and mean rainfall</i> iv. <i>Methods of collecting geospatial data</i> c) <i>Government:</i> i. <i>Meaning, types and principles of the Media.</i> ii. <i>Press censorship</i> iii. <i>Importance and Problems of the Media</i> d) <i>History:</i> i. <i>Methods of providing health care in pre-colonial Ghana</i> ii. <i>The role of women in Pre-colonial health care delivery and practices</i> iii. <i>Benefits and challenges of indigenous medical practices</i> iv. <i>Iron working in pre-colonial Ghana</i> v. <i>Brass casting in pre-colonial Ghana</i> vi. <i>Leather work in pre-colonial Ghana</i>	a) <i>Economics:</i> i. <i>The concept of market and its types</i> ii. <i>The concept of price</i> b) <i>Geography:</i> i. <i>Structure, composition and importance of the atmosphere</i> ii. <i>Weather and climate</i> iii. <i>Calculation of annual and mean rainfall</i> iv. <i>Methods of collecting geospatial data</i> c) <i>Government:</i> i. <i>Meaning, types and principles of the Media.</i> ii. <i>Press censorship</i> iii. <i>Importance and Problems of the Media</i> d) <i>History:</i> i. <i>Methods of providing health care in pre-colonial Ghana</i> ii. <i>The role of women in Pre-colonial health care delivery and practices</i> iii. <i>Benefits and challenges of indigenous medical practices</i> iv. <i>Iron working in pre-colonial Ghana</i> v. <i>Brass casting in pre-colonial Ghana</i> vi. <i>Leather work in pre-colonial Ghana</i>	

	e) <i>Religious Studies</i> i. <i>Major Christian Beliefs</i> ii. <i>The Apostles Creed</i> iii. <i>The expression of the main beliefs in religious life</i> f) <i>Social Studies</i> i. <i>Similarities and differences between self-employment and entrepreneurship</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 15 and 16</i>, lessons using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 15 and 16</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 15 and 16</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with	e) <i>Religious Studies</i> i. <i>Major Christian Beliefs</i> ii. <i>The Apostles Creed</i> iii. <i>The expression of the main beliefs in religious life</i> f) <i>Social Studies</i> i. <i>Similarities and differences between self-employment and entrepreneurship</i> LO 1: Develop subject-specific learning plans for teaching <i>Weeks 15 and 16</i>, lessons using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 15 and 16</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 15 and 16</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with	

	reference to the curriculum and teacher manual. LO2: Review <i>Weeks 15 and 16</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 15 and 16</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 15 and 16</i>, as appropriate.	reference to the curriculum and teacher manual. LO2: Review <i>Weeks 15 and 16</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) for <i>Weeks 15 and 16</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 15 and 16</i>, as appropriate.	
	2.2 Ask teachers in groups to identify and share the aspects of the <i>Weeks 15 and 16</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standard</i> b) <i>Learning outcome</i> c) <i>Learning indicator(s), etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the lessons in <i>Weeks 15 and 16</i> (NTS 1a, 2c, 2e, 2f and 3d-3g).	2.2 In groups identify and share the aspects of the <i>Weeks 15 and 16</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standard, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in <i>Weeks 15 and 16</i>, (NTS 1a, 2c, 2e, 2f and 3d-3g).	

	<i>E.g.</i> a) <i>General:</i> <i>i. What strategies can be implemented in setting goals, monitoring progress, and applying content to real-life situations?</i> <i>ii. How can relevant information from the environment be used to explain the concept?</i> b) <i>Economics:</i> <i>i. How can technology and digital tools be incorporated to support learning and develop these skills?</i> <i>ii. How can the understanding of the lesson help in defining supply?</i> <i>iii. How can the different types of supply be explained using examples?</i> c) <i>Geography:</i> <i>i. What are the different methods and technologies used to collect geospatial data, such as GPS, remote sensing, and surveying techniques?</i> <i>ii. How can the exploration of the methods of geospatial data foster SEL competencies and 21st Century skills?</i>	<i>E.g.</i> a) <i>General:</i> <i>What strategies can be implemented in setting goals, monitoring progress, and applying content to real-life situations?</i> b) <i>Economics:</i> <i>How can technology and digital tools be incorporated to support learning and develop these skills?</i> c) <i>Geography:</i> <i>What are the different methods and technologies used to collect geospatial data, such as GPS, remote sensing, and surveying techniques?</i>	

	iii. <i>How can technology and digital tools, such as GIS software or mapping applications, enhance the learning and exploration of geospatial data collection methods?</i> d) <i>Government:</i> i. <i>How do the news media frame public discussion?</i> ii. <i>How do citizens experiences shape interpretations of information from the media?</i> iii. <i>How do the media type impact information dissemination?</i> e) <i>History:</i> i. <i>To what extent can contemporary methods of providing healthcare offer an understanding of the unique healthcare methods in precolonial Ghana?</i> ii. <i>How does understanding the role of women in pre-colonial healthcare inform contemporary healthcare practices in Ghana?</i> iii. <i>How can the knowledge and practices of traditional medicine be preserved and incorporated into contemporary</i>	d) <i>Government:</i> <i>How do the news media frame public discussion?</i> e) <i>History:</i> <i>To what extent can contemporary methods of providing healthcare offer an understanding of the unique healthcare methods in precolonial Ghana?</i>	

	<i>healthcare systems in a safe and effective way?</i> <i>f) Religious Studies:</i> <i>i. What core beliefs are common to all Christian denominations?</i> <i>ii. What real life experiences are needed to appreciate the beliefs and practices of Christians?</i> <i>iii. How central is the Apostles' Creed to Christianity?</i> <i>g) Social Studies</i> <i>i. To what extent can self-employment be considered to be different from entrepreneurship?</i> <i>ii. What prior knowledge is necessary for understanding the relationship between self-employment and entrepreneurship?</i> <i>iii. Between self-employment and entrepreneurship which one is more advantageous to the socio-economic development of the nation</i> 2.4 Ask teachers in pairs to discuss and share at least two activities on differentiation in preparation towards the lessons in <i>Weeks 15 and 16</i>,	<i>f) Religious Studies:</i> <i>What core beliefs are common to all Christian denominations?</i> <i>g) Social Studies</i> <i>To what extent can self-employment be considered to be different from entrepreneurship?, etc.</i> 2.4 In a pair, discuss and share at least two activities on differentiation in preparation towards the lessons in <i>Weeks 15 and 16</i>, using the example of	

	using the example of religious studies as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> Activities for differentiation must focus learning tasks, pedagogy and key assessments on the different levels of proficiency. a. Economics: i. Learning tasks: ● State the meaning of the media ● State the types of media using relevant examples ● Compare and contrast the advantages and disadvantages of each type ● State the main principles of the media ● Explain the significance of each of the main principles	religious studies as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Hint</i> Activities for differentiation must focus learning tasks, pedagogy and key assessments on the different levels of proficiency. <i>Note: Example for this week is from Geography. Examples for other subjects can be found in the Subject Teacher Manuals.</i> a) Geography: i. Learning tasks: ● With mobile or computer or any other form of digital data collection system or App, collect and present geospatial data within the school compound ○ Learners who find difficulty in using digital platforms to collect geospatial data can be assisted to collect basic data within such as identifying and marking different physical features or landmarks ○ Learners that exhibit good skill in can utilise a digital data collection system or app to	

	ii. <i>Pedagogy:</i> <i>Experiential Learning:</i> • <i>Listen to audio (Podcasting) and watch documentaries (vodcasting, YouTube) or pictorial evidence on activities of the media. Have learners reflect on the audio/video and come up with their observations. The teacher leads the class to discuss the meaning of the media, with learners adding their own observations. Have learners identify and write down individually the types and the principles of the media according to the audio/video. In small groups, learners prepare and make a presentation to peers on the types and principles of the media. The teacher walks round the groups, identifying learners who are less secured in understanding the</i>	<i>collect more detailed geospatial data within the school compound, such as measuring distances, recording elevations, or capturing geotagged photographs</i> ii. <i>Pedagogy:</i> <i>Talk for Learning</i> <i>Initiate discussion to identify and explain the main components of the atmosphere (troposphere, stratosphere, mesosphere, thermosphere and exosphere), and explain the gases and their importance in the atmosphere</i> • <i>For AP learners, teachers can simplify language and provide concrete examples. Proficient learners can be encouraged to expand on concepts, engage in collaborative discussions, and think creatively</i> • <i>P and HP learners can be challenged with critical thinking tasks, independent exploration opportunities, and encouraged to propose advanced ideas with broader societal implications. By tailoring support</i>	

	<i>meaning and types of media or the distinction between the principles and provide an additional assistance</i> iii. Key Assessments: • Level 1: Explain the relative advantages and disadvantages of the types of media • Level 2: Compare and contrast the types of media. • Level 3: Explain with detailed reasons how the principles of media enhance its activities in a state	<i>and scaffolding to each group's needs, teachers can foster inclusive and meaningful brainstorming sessions on geospatial data</i> iii. Key Assessments: • Level 1: Provide an example of geospatial data that learners can acquire within the school compound or field and explain its significance • Level 2 (MCQ): Geospatial data can include information about: a. Only the shapes and sizes of objects on Earth b. Only the written descriptions of locations c. Both the locations and characteristics of features on Earth d. None of the above • Level 3: Explain the ethical considerations that need to be taken into account when collecting and using geospatial data within the school compound or field • Level 4: Design a research proposal outlining a geospatial data project within the school compound or field, including research objectives,	

	<i>b) Geography:</i> <i>i. Learning tasks:</i> ● <i>With mobile or computer or any other form of digital data collection system or App, collect and present geospatial data within the school compound</i> ○ <i>Learners who find difficulty in using digital platforms to collect geospatial data can be assisted to collect basic data within such as identifying and marking different physical features or landmarks</i> ○ <i>Learners that exhibit good skill in can utilise a digital data collection system or app to collect more detailed geospatial data within the school compound, such as measuring distances, recording elevations, or capturing geotagged photographs</i> <i>ii. Pedagogy:</i> <i>Talk for Learning:</i> <i>Initiate discussion to identify and explain the main components of the atmosphere (troposphere, stratosphere, mesosphere, thermosphere and</i>	<i>data collection methods, analysis techniques, and potential outcomes</i>	

	<i>exosphere), and explain the gases and their importance in the atmosphere</i> ● <i>For AP learners, teachers can simplify language and provide concrete examples. Proficient learners can be encouraged to expand on concepts, engage in collaborative discussions, and think creatively</i> ● <i>P and HP learners can be challenged with critical thinking tasks, independent exploration opportunities, and encouraged to propose advanced ideas with broader societal implications. By tailoring support and scaffolding to each group's needs, teachers can foster inclusive and meaningful brainstorming sessions on geospatial data</i> <i>iii. Key Assessments:</i> ● <i>Level 1: Provide an example of geospatial data that learners can acquire within the school compound or field and explain its significance.</i> ● <i>Level 2 (MCQ): Geospatial data can include information about:</i>		

	a. <i>Only the shapes and sizes of objects on Earth</i> b. <i>Only the written descriptions of locations</i> c. <i>Both the locations and characteristics of features on Earth</i> d. <i>None of the above</i> ● <i>Level 3: Explain the ethical considerations that need to be taken into account when collecting and using geospatial data within the school compound or field</i> ● <i>Level 4: Design a research proposal outlining a geospatial data project within the school compound or field, including research objectives, data collection methods, analysis techniques, and potential outcomes</i> c) <i>Government:</i> i. <i>Learning tasks:</i> ● <i>State the meaning of political parties.</i> ● <i>Describe types of political parties</i> ii. <i>Pedagogy:</i> <i>Collaborative Learning:</i> ● <i>The teacher present learners with the logos/symbols of political parties in Ghana. Ask learners to consider the following question: “what you think these logos represent”.</i>		

	<i>Have learners independently reflect on these logos and come up with their observations</i> ● <i>Allow learners to work in small-mixed groups to add the corresponding political party name underneath each logo/symbol. Review the logos learners marked as a whole class and create a definition for political parties and its types. Learners are invited to add information from their own knowledge and experience. The teacher invites selected groups to share their findings with the whole class. The teacher then leads a class discussion to reach a consensus on what this lesson focuses on political parties, not on individual politicians</i> <i>iii. Key Assessments:</i> ● <i>Level 1: Outline the main features of political parties?</i> ● <i>Level 2: What are the types of political parties?</i> <i>d) History:</i> <i>i. Learning tasks:</i> ● <i>Learners developing conceptual understanding (AP) should create a list of</i>		

	<i>methods used in pre-colonial Ghana for diagnosing and treating common illnesses</i> • <i>More confident learners (P) should research and describe specific methods used in pre-colonial Ghana for diagnosing and treating common illnesses</i> • <i>Highly Proficient Learners (HP) should analyse the strengths and weaknesses of the healthcare system in pre-colonial Ghana</i> ii. <i>Pedagogy:</i> <i>Collaborative Learning:</i> <i>Learners in groups analyse primary and secondary sources on the history of medicine as practised in Southern and Northern Ghana during the pre-colonial era</i> • <i>For learners who need more support:</i> ○ <i>Provide source excerpts: Instead of full documents, give learners excerpts from primary and secondary sources that are easier to analyse</i> ○ <i>Focus on specific questions: Guide learners with clear questions about the sources, like "What plants were used for medicine in Southern Ghana?"</i>		

	• <i>For learners who can be challenged:</i> ○ <i>Analyse multiple sources: Encourage learners to compare information from different sources (written documents, artefacts) to get a complete picture.</i> ○ <i>Identify bias: Help learners understand that sources can be biased and challenge them to consider different perspectives</i> ○ <i>Create a presentation: Have learners present their analysis to the class, highlighting the differences in medical practices between Southern and Northern Ghana</i> <i>iii. Key Assessments:</i> • <i>Level 1:</i> ○ <i>List two plants traditionally used to treat malaria symptoms</i> ○ <i>Describe one traditional method used to reset a broken bone</i> ○ <i>Name one traditional practice used to soothe the itchiness of chickenpox</i> • <i>Level 2:</i> ○ <i>Explain why some traditional plants might be effective</i>		

	<i>in treating malaria symptoms</i> ○ <i>Compare and contrast the use of splints in modern medicine with traditional methods for setting broken bones</i> ○ <i>Distinguish between traditional practices for treating chickenpox and those recommended by modern medicine</i> ● <i>Level 3: Formulate three open-ended questions you would ask an indigenous healthcare worker to understand their approach to treating malaria</i> ● <i>Level 4: Considering the potential differences in methods for treating malaria, broken bones (twisted bones), and chickenpox between the Northern and Southern sectors of Ghana, analyse the factors that might contribute to these variations. Discuss how historical, cultural, and environmental influences might have shaped traditional healthcare practices in each region. Additionally, explore the potential impact of</i>		

	<i>modern medicine on these traditions</i> <i>e) Religious studies:</i> <i>i. Learning tasks:</i> • <i>Describe Apostle's creed as embodiment of core Christian beliefs</i> • <i>Explain content of Apostle's creed to show core Christian beliefs</i> • <i>Analyse Apostle's creed and identify Biblical quotations that support core Christian beliefs</i> <i>ii. Pedagogy:</i> <i>Learners observe (or watch a video of) a Christian worship to learn about Christian beliefs.</i> • <i>Differentiate opportunities for learning by scaffolding learners to do one or more of the following based on their individual levels of proficiency:</i> ○ <i>AP: Watch Christian worship and pay attention specific practices within the worship</i> ○ <i>P: Watch Christian worship paying attention to songs and recitations as evidence of Christian beliefs</i> ○ <i>HP: Watch Christian worship paying attention to lyrics, recitations and scriptural readings</i>		

	<i>that explain Christian beliefs</i> iii. Keys Assessments: ● <i>Level 1: Mention 3 key Christian beliefs</i> ● <i>Level 2: Explain 3 Christian beliefs</i> ● <i>Level 3: Analyse Christian song/recitation for evidence of Christian beliefs</i> ● <i>Level 4: Create a chart with Biblical quotations that support Christian beliefs contained in the Apostle's Creed</i> f) <i>Social Studies**</i> <i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning plans for <i>Weeks 15 and 16</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k). <i>E.g.</i> a) <i>Starter</i> i. <i>Activity ball</i> ii. <i>Video</i> iii. <i>Games</i> iv. <i>Songs</i> v. <i>Riddles</i> vi. <i>Anecdotes</i> b) <i>Pedagogical exemplars</i> c) <i>Teaching and Learning resources</i> d) <i>Main Lesson (Teacher and Learner activity)</i>		
		<i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for <i>Weeks 15 and 16</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k). <i>E.g.</i> ii. <i>Starter</i> <i>Activity ball, etc.</i>	

	e) <i>Assessment (DoK)</i> f) <i>Lesson closure</i> g) <i>Reflection and remarks</i>		
3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided	3.1 Ask teachers to exchange their completed learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>conformance to the learning planner structure</i> ii. <i>alignment among curriculum, teacher manual and learning planner</i> iii. <i>appropriateness and innovativeness of pedagogical choices</i> iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated instruction and assessment</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of</i>	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> i. <i>alignment among curriculum, teacher manual and learning planner</i> ii. <i>appropriateness and innovativeness of pedagogical choices</i> iii. <i>innovativeness of pedagogical choices</i> iv. <i>incorporation of GESI, SEL and national values</i> v. <i>application of 21st century skills</i> vi. <i>application of differentiated instruction and assessment, etc.</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of</i>	10 mins

	<i>executing the learning planner, etc.</i> ix. <i>appropriateness of essential questions</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	<i>executing the learning planner, etc.</i> ix. <i>appropriateness of essential questions</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	
1. Reflection on the session: ● Reflecting on what has been learnt in the session. ● Advance preparation towards next DPLC session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3I). 4.3 Remind teachers to read DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a-1b).	4.1 In your groups, reflect, write and share what you have learnt with the larger group (NTS 1a). 4.2 Kindly, complete your learning plans if you were unable to complete them during the session (NTS 3I). 4.3 Remember to read DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a-1b).	10mins

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Ask teachers to share two things they did differently based on DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they 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).	1.1 Share two things you did differently 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).	10mins
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 Ask a teacher to read the Purpose, Learning Outcomes (LOs), and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 17 and 18</i>. This session would cover the following subject -specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 17 and 18</i>. This session would cover the following subject -specific focal areas:	60mins

	a) <i>Economics</i> i. <i>Factors that affect price in the economy</i> ii. <i>The economy system</i> b) <i>Geography</i> i. <i>Methods of collecting geospatial data</i> ii. <i>The Advantages and Disadvantages of Geospatial Data Collection Methods/Tools</i> c) <i>Government</i> i. <i>Meaning and types of political parties</i> ii. <i>Structure of political party (Ghana)</i> d) <i>History</i> i. <i>Cloth weaving in pre-colonial Ghana</i> ii. <i>Gold mining in pre-colonial Ghana</i> iii. <i>Wood carving in pre-colonial Ghana</i> iv. <i>Bead making in pre-colonial Ghana</i> v. <i>Pottery making in pre-colonial Ghana</i> vi. <i>How pre-colonial Ghanaians expressed their philosophical and religious ideas through arts and technology</i> e) <i>Religious Studies</i> i. <i>Major beliefs of Islam</i> ii. <i>Expressing the major beliefs of Islam</i>	a) <i>Economics</i> i. <i>Factors that affect price in the economy</i> ii. <i>The economy system</i> b) <i>Geography</i> i. <i>Methods of collecting geospatial data</i> ii. <i>The Advantages and Disadvantages of Geospatial Data Collection Methods/Tools</i> c) <i>Government</i> i. <i>Meaning and types of Political Parties</i> ii. <i>Structure of political party (Ghana)</i> d) <i>History</i> i. <i>Cloth weaving in pre-colonial Ghana</i> ii. <i>Gold mining in pre-colonial Ghana</i> iii. <i>Wood carving in pre-colonial Ghana</i> iv. <i>Bead making in pre-colonial Ghana</i> v. <i>Pottery making in pre-colonial Ghana</i> vi. <i>How pre-colonial Ghanaians expressed their philosophical and religious ideas through arts and technology</i> e) <i>Religious Studies</i> i. <i>Major beliefs of Islam</i> ii. <i>Expressing the major beliefs of Islam</i>	

	<i>f) Social Studies Types and relevance of consumer rights</i>	<i>f) Social Studies Types and relevance of consumer rights</i>	
	LO 1: Develop subject-specific learning plans for teaching <i>Weeks 17 and 18 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant to planning the lessons for <i>Weeks 17 and 18</i>, concerning the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies, and social studies). LI 1.2 Complete learning plans for <i>Weeks 17 and 18</i>, concerning the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies, and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 17 and 18</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	LO 1: Develop subject-specific learning plans for teaching <i>Weeks 17 and 18 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant to planning the lessons for <i>Weeks 17 and 18</i>, concerning the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies, and social studies). LI 1.2 Complete learning plans for <i>Weeks 17 and 18</i>, concerning the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies, and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 17 and 18</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	

	LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching, and learning activities, activities for differentiation, assessment, and closure) for <i>Weeks 17 and 18</i>, in line with the LOs, LIs, and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 17 and 18</i>, as appropriate.	LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching, and learning activities, activities for differentiation, assessment, and closure) for <i>Weeks 17 and 18</i>, in line with the LOs, LIs, and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 17 and 18</i>, as appropriate.	
	<i>2.2 Ask teachers in groups to identify and share the aspects of the Weeks 17 and 18 lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c).</i> E.g. a) Content standard b) Learning outcome c) Learning indicator(s), etc. <i>2.3 Ask teachers to think-pair-ink and share at least two essential questions in preparation towards lessons for Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f and 3d-3g)</i> E.g. a) General How will interest be sustained throughout this lesson?, etc. b) Economics i. How can a positive and engaging learning environment that	2.2 In groups identify and share the aspects of the <i>Weeks 17 and 18</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). E.g. Content standard, etc. 2.3 Think-pair-ink and share at least two essential questions in preparation towards lessons for <i>Weeks 17 and 18</i> (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) General How will interest be sustained throughout this lesson?, etc. b) Economics How can a positive and engaging learning environment that	

	<i>fosters curiosity and creativity be created?</i> ii. <i>How can the lesson help to identify the factors that determines the prices of goods and services in the economy</i> iii. <i>How can the lesson help to explain the factors that determines the prices of goods and services in the economy</i> iv. <i>What prior knowledge and understanding are needed for a successful lesson?</i> v. <i>How can the lesson help in the explanation of the identified forms of economic system?</i> vi. <i>How can the understanding of the lesson help in the identification of countries in the world that practices each of the economic system</i> b) <i>Geography</i> i. <i>What are the different methods and technologies used to collect geospatial data, such as GPS, remote sensing, and surveying techniques?</i> ii. <i>How can the exploration of the methods of geospatial data foster SEL competencies and 21st Century skills?</i> iii. <i>How can technology and digital tools, such as GIS software or</i>	<i>fosters curiosity and creativity be created?, etc.</i> b) <i>Geography</i> <i>What are the different methods and technologies used to collect geospatial data, such as GPS, remote sensing, and surveying techniques?, etc.</i>	

	<i>mapping applications, enhance the learning and exploration of geospatial data collection methods?</i> iv. <i>How do the advantages and disadvantages of geospatial data collection methods/tools vary across different applications and contexts?</i> v. <i>How can we ensure that the learning of geospatial data collection methods consider diverse learning needs?</i> vi. <i>What hands-on activities can simulate data collection scenarios and highlight advantages and disadvantages?</i> c) <i>Government</i> i. <i>What are Ghana's current political parties?</i> ii. <i>How do political parties communicate and reach the citizens?</i> iii. <i>How do political parties encourage/deter citizens from participating in democracy?</i> iv. <i>Why are political parties different from interest groups?</i> v. <i>How do political parties in Ghana nominate Presidential candidates?</i>	c) <i>Government</i> <i>What are Ghana's current political parties?, etc.</i>	

	vi. <i>What are “third parties” and what role do they play in Ghanaian politics?</i> d) <i>History</i> i. <i>What lessons can be learned from the social and cultural significance of cloth weaving in pre-colonial Ghana to promote cultural identity and economic empowerment in Ghanaian communities today?</i> ii. <i>How can studying the environmental and social impacts of pre-colonial gold mining in Ghana inform the development of responsible and sustainable mining practices in the present day?</i> iii. <i>How can the preservation and promotion of traditional wood carving skills contribute to cultural tourism, economic development, and the appreciation of Ghanaian artistic heritage in the global marketplace?</i> iv. <i>How can the analysis of bead-making techniques and symbolic meanings in pre-colonial Ghana inform the development of contemporary craft</i>	d) <i>History</i> <i>What lessons can be learned from the social and cultural significance of cloth weaving in pre-colonial Ghana to promote cultural identity and economic empowerment in Ghanaian communities today?,etc.</i>	

	<i>practices that promote cultural identity, fair trade, and sustainable resource use?</i> v. <i>How can studying the innovative and sustainable pottery-making techniques used in pre-colonial Ghana inspire the development of environmentally friendly and culturally sensitive practices in contemporary ceramics production?</i> vi. <i>How can analysing the symbolism and functionality of various art forms and technologies in pre-colonial Ghana shed light on the underlying philosophical and religious beliefs of these societies, and how does this knowledge inform our understanding of contemporary Ghanaian belief systems and cultural expressions?</i> e) <i>Religious Studies</i> i. <i>What are the core Islamic beliefs?</i> ii. <i>Which Islamic scriptural passages support the major Islamic beliefs?</i> iii. <i>What real life experiences are needed to appreciate the beliefs of Islam?</i> iv. <i>How do Muslims express major Islamic</i>		
		e) <i>Religious Studies</i> <i>What are the core Islamic beliefs?</i>	

	<i>beliefs in their daily lives?</i> v. <i>What life experiences can be leveraged to facilitate the learning of Islamic beliefs and practices?</i> vi. <i>What safeguards are needed to guide the expression of Islamic beliefs?</i> f) <i>Social Studies</i> i. <i>How are consumer rights classified?</i> ii. <i>In what ways do consumer rights protect members of a society from unwholesome products?</i> iii. <i>What are the appropriate GESI and SEL related issues necessary for imparting knowledge on the types and relevance of consumer rights</i> 2.4 <i>Ask teachers to shower thought and share at least two activities on differentiation in preparation towards the lessons for Weeks 17 and 18, using the following examples as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g).</i> <i>Hint</i> <i>Activities for differentiation must focus learning tasks, pedagogy and key assessments on the different levels of proficiency.</i>	f) <i>Social Studies</i> <i>How are consumer rights classified?, etc.</i> 2. 4 <i>Shower thought and share at least two activities on differentiation in preparation towards the lessons for Weeks 17 and 18 using the following example as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).</i> <i>Hint</i> <i>Activities for differentiation must focus learning tasks, pedagogy and key assessments on the different levels of proficiency.</i>	

	<i>Note: Example for this week is from Government. Examples for other subjects can be found in the Subject Teacher Manuals.</i> a) <i>Economics</i> i. <i>Learning task:</i> • <i>Investigate the factors that determine the prices of goods and services in the economy. During the investigation, focus on:</i> • <i>the identification of the basic factors that determine the prices of goods and services</i> • <i>the explanation of the basic factors that determine the prices of goods and services</i> ii. <i>Pedagogy:</i> <i>Experiential Learning:</i> • <i>In mixed-ability and gender groups, take a walk to the school canteen/nearby market/shops or watch a video of market interaction between sellers and buyers fixing price or role play the concept of price. During the visit to the canteen or market, ask the sellers what they consider when pricing their goods? After watching the video or role play, ask learners why they will be willing to pay a certain price for a good but will not pay a different price for that same good at a given</i>	a) <i>Government</i> i. <i>Learning tasks:</i> • <i>State the meaning of political parties.</i> • <i>Describe types of political parties</i> ii. <i>Pedagogy:</i> <i>Collaborative Learning:</i> • <i>The teacher present learners with the logos/symbols of political parties in Ghana. Ask learners to consider the following question: “what you think these logos represent”. Have learners independently reflect on these logos and come up with their observations. Allow learners to work in small-mixed groups to add the corresponding political party name underneath each logo/symbol. Review</i>	

	<i>point in time all things being equal</i> • <i>Approaching proficiency learner (AP): Teacher should encourage peer support to learners to identify the factors that determine prices of goods and services</i> • <i>Proficient Learners (P): Teacher should offer opportunity for the application of personal experiences in explaining the factors that determine prices of goods and services</i> • <i>Highly Proficient Learners (HP): Teacher engages learners in analysing the factors that determine prices of goods and services in the economy</i> <i>iii. Key Assessments:</i> • <i>Level 1: List the three factors that determine prices in the economy</i> • <i>Level 2: Explain the three basic factors that affect pricing decisions</i> • <i>Level 4: Analyse how the pricing of goods and services is determined</i> <i>b) Geography</i> <i>i. Learning tasks:</i> • <i>With mobile or computer or any other form of digital data collection system or App, collect and present geospatial data within the school compound</i>	<i>the logos learners marked as a whole class and create a definition for political parties and its types. Learners are invited to add information from their own knowledge and experience. The teacher invites selected groups to share their findings with the whole class. The teacher then leads a class discussion to reach a consensus on what this lesson focuses on political parties, not on individual politicians.</i> <i>iii. Key Assessments:</i> • <i>Outline the main features of political parties?</i> • <i>What are the types of political parties?</i>	

	○ <i>Learners who find difficulty in using digital platforms to collect geospatial data can be assisted to collect basic data within such as identifying and marking different physical features or landmarks</i> ○ <i>Learners that exhibit good skill in can utilise a digital data collection system or app to collect more detailed geospatial data within the school compound, such as measuring distances, recording elevations, or capturing geotagged photographs</i> <i>ii. Pedagogy:</i> <i>Talk for Learning</i> ● <i>For AP learners, teachers can simplify language and provide concrete examples. Proficient learners can be encouraged to expand on concepts, engage in collaborative discussions, and think creatively</i> ● <i>P and HP learners can be challenged with critical thinking tasks, independent exploration opportunities, and encouraged to propose advanced ideas with broader societal implications. By tailoring support and</i>		

	<i>scaffolding to each group's needs, teachers can foster inclusive and meaningful brainstorming sessions on geospatial data</i> <i>iii. Key Assessments:</i> • <i>Level 1: Provide an example of geospatial data that learners can acquire within the school compound or field and explain its significance.</i> • <i>Level 2: Geospatial data can include information about:</i> <i>a. Only the shapes and sizes of objects on Earth</i> <i>b. Only the written descriptions of locations</i> <i>c. Both the locations and characteristics of features on Earth</i> <i>d. None of the above</i> • <i>Level 3: Explain the ethical considerations that need to be taken into account when collecting and using geospatial data within the school compound or field</i> • <i>Level 4: Design a research proposal outlining a geospatial data project within the school compound or field, including research objectives, data collection methods, analysis techniques, and potential outcomes</i>		

	c) <i>Government</i> i. <i>Learning tasks:</i> • <i>State the meaning of political parties.</i> • <i>Describe types of political parties</i> ii. <i>Pedagogy:</i> <i>Collaborative Learning:</i> • <i>The teacher present learners with the logos/symbols of political parties in Ghana. Ask learners to consider the following question: “what you think these logos represent”. Have learners independently reflect on these logos and come up with their observations. Allow learners to work in small-mixed groups to add the corresponding political party name underneath each logo/symbol. Review the logos learners marked as a whole class and create a definition for political parties and its types. Learners are invited to add information from their own knowledge and experience. The teacher invites selected groups to share their findings with the whole class. The teacher then leads a class discussion to reach a consensus on what this lesson focuses on political parties, not on individual politicians.</i>		

	iii. <i>Key Assessments:</i> • <i>Outline the main features of political parties?</i> • <i>What are the types of political parties?</i> d) <i>History</i> i. <i>Learning tasks:</i> • <i>Learners developing conceptual understanding (AP) should create a list of common tools and materials used in pre-colonial Ghana for weaving cloth. They can also sketch or find pictures to visually represent these tools and materials</i> • <i>More confident learners (P) should research and describe specific techniques used in pre-colonial Ghana for weaving cloth</i> • <i>Highly proficient learners (HP) should analyse the social and economic significance of cloth weaving in pre-colonial Ghana</i> ii. <i>Pedagogy:</i> <i>Experiential learning:</i> • <i>Learners embark on a field trip to art and technological industries [Cloth weaving] in or around their community. Learners write and present a report on the processes of making art and craft works</i> ○ <i>Support: Prepare a question sheet</i>		

	<i>beforehand with prompts to guide observations during the field trip. Offer sentence starters or a report outline for easier writing</i> ○ <i>Challenge: P and HP learners can research a specific aspect of cloth weaving beyond the basic process (e.g., dyeing techniques, historical significance). They can create a more in-depth report or even a video presentation</i> ● <i>Learners trace on a map places in pre-colonial Ghana cloth weaving were predominant</i> ○ <i>Support: Provide a pre-labelled map with some historical cloth weaving locations marked. Learners can research and add more locations.</i> ○ <i>Challenge: Learners can create a more detailed map with symbols or icons representing different weaving styles or techniques practised in those regions. They can even research trade routes for these textiles</i> <i>iii. Key Assessments:</i> ● <i>Level 1: List two materials used for</i>		

	<i>weaving cloth in pre-colonial Ghana</i> • <i>Level 2: Describe two steps involved in the process of weaving cloth in pre-colonial Ghana</i> • <i>Level 3: Imagine you are a weaver in a pre-colonial Ghanaian village. Create a drawing that depicts the tools and workspace you would use for weaving cloth</i> • <i>Level 4: Research the different types of cloth produced in pre-colonial Ghana. Explain how the purpose of the cloth (e.g., everyday wear, ceremonial wear) might have influenced the choice of materials, weaving techniques, and patterns used</i> <i>d) Religious Studies</i> <i>i. Learning tasks:</i> • <i>Outline the Article of Faith in Islam</i> • <i>Explain the Article of Faith in Islam</i> • <i>Use Islamic scripture to justify the Article of Faith in Islam</i> <i>ii. Pedagogy</i> • <i>Digital Literacy: Learners search online for information on Article of Faith in Islam. Differentiate opportunities for learning by scaffolding learners to do one or more of the following based on their</i>		

	<i>individual levels of proficiency:</i> ○ <i>AP: Read information from online sources to learn the Articles of Faith in Islam</i> ○ <i>P: Summarise information from online sources to learn the Articles of Faith in Islam</i> ○ <i>HP: Search for Quranic quotations to support the Articles of Faith in Islam</i> <i>iii. Key Assessments:</i> • <i>Level 1: List the six Articles of Faith in Islam</i> • <i>Level 2: List and explain the six articles of Faith in Islam</i> • <i>Level 3: Use Qur’anic quotations to explain the six articles of Faith in Islam</i> • <i>Level 4: Transcribe lyrics of an Islamic song and analyse the content to show the Articles of Faith in Islam</i> <i>e) Social Studies</i> <i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> <i>2.5 Ask teachers to complete the learning plans for Weeks 17 and 18, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st</i>		
		<i>iv. Social Studies</i> <i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> <i>2.5 Complete the learning plans for Weeks 17 and 18, in relation to the specific General Arts subjects considering cross-cutting</i>	

	<i>century skills, ICT (NTS 3a, 3e-3g and 3k).</i> <i>E.g.</i> <i>a) Starter</i> <i>i. Activity ball</i> <i>ii. Video</i> <i>iii. Games</i> <i>iv. Songs</i> <i>v. Riddles</i> <i>vi. Anecdotes</i> <i>b) Pedagogical exemplars</i> <i>c) Teaching and Learning resources</i> <i>d) Main Lesson (Teacher and Learner activity)</i> <i>e) Assessment (DoK)</i> <i>f) Lesson closure</i> <i>g) Reflection and remarks</i>	issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k). <i>E.g.</i> <i>i. Starter</i> <i>Activity ball, etc.</i>	
3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	3.1 Ask teachers to exchange their learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> <i>i. conformance to the learning planner structure</i> <i>ii. alignment among curriculum, teacher manual and learning planner</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i> <i>iv. incorporation of GESI, SEL and national values</i> <i>v. application of 21st century skills</i>	3.1 Exchange your learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> <i>i. conformance to the learning planner structure</i> <i>ii. alignment among curriculum, teacher manual and learning planner</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i> <i>iv. incorporation of GESI, SEL and national values</i> <i>v. application of 21st century skills</i>	10mins

	vi. <i>application of differentiated teaching and learning and assessment</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner</i> ix. <i>appropriateness of essential questions</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	vi. <i>application of differentiated teaching and learning and assessment</i> vii. <i>accuracy of the information provided</i> viii. <i>suitability of selected resources and feasibility of executing the learning planner</i> ix. <i>appropriateness of essential questions</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	
4.Reflection on the session: ● Reflecting on what has been learnt in the session. ● Advance preparation towards next DPLC session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3l). 4.3 Remind teachers to read DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i> in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a-1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group (NTS 1a). 4.2 Kindly, complete your learning plans if you were unable to complete them during the session (NTS 3l). 4.3 Remember to read DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a-1b).	

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Ask teachers to share two things they did differently based on DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, which they think impacted learning positively (NTS 1a and 1b). 1.2 Ask teachers, as critical friends, to discuss why they 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>, was beneficial and supported learning (NTS 1a - 1c).	1.1 Share two things you did differently based on DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i> which you think impacted learning positively (NTS 1a and 1b). 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).	10mins
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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 19 and 20</i>. This session would cover the following subject -specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 19 and 20</i>. This session would cover the following subject -specific focal areas:	60min

planners to be completed per session)	a) Economics i. <i>The fundamental macroeconomic variables</i> ii. <i>The concept of money</i> b) Geography i. <i>Climate of Ghana</i> ii. <i>Vegetation and soils of Ghana</i> c) Government i. <i>Meanings and Types of actors in the International System</i> ii. <i>Types of State Actors</i> iii. <i>Types of non-state actors (National non-governmental actors and Influential Personalities)</i> iv. <i>Types of non-state actors (International Non-Governmental Actors)</i> d) History i. <i>Producing artefacts from the pre-colonial Ghanaian industries</i> ii. <i>The socio-economic importance of pre-colonial Ghanaian industries</i> iii. <i>Hunting</i> iv. <i>Collection of Wild Crops</i> v. <i>Farming</i>	a) Economics i. <i>The fundamental macroeconomic variables</i> ii. <i>The concept of money</i> b) Geography i. <i>Climate of Ghana</i> ii. <i>Vegetation and soils of Ghana</i> c) Government i. <i>Meanings and Types of actors in the International System</i> ii. <i>Types of State Actors</i> iii. <i>Types of non-state actors (National non-governmental actors and Influential Personalities)</i> iv. <i>Types of non-state actors (International Non-Governmental Actors)</i> d) History i. <i>Producing artefacts from the pre-colonial Ghanaian industries</i> ii. <i>The socio-economic importance of pre-colonial Ghanaian industries</i> iii. <i>Hunting</i> iv. <i>Collection of Wild Crops</i> v. <i>Farming</i>	

	e) <i>Religious Studies</i> i. <i>Interpretations and misinterpretations of major beliefs in AIR</i> ii. <i>Interpretations and misinterpretations of major beliefs in Christianity</i> iii. <i>Interpretations and misinterpretations of major beliefs in Islam</i> iv. <i>AIR Communities</i> v. <i>Christian Communities</i> vi. <i>Religious Communities: Islam</i> vii. <i>Role of religious communities in society</i> f. <i>Social Studies</i> <i>Meaning, importance of consumer protection and how the consumer can be protected in Ghana</i>	e) <i>Religious Studies</i> i. <i>Interpretations and misinterpretations of major beliefs in AIR</i> ii. <i>Interpretations and misinterpretations of major beliefs in Christianity</i> iii. <i>Interpretations and misinterpretations of major beliefs in Islam</i> iv. <i>AIR Communities</i> v. <i>Christian Communities</i> vi. <i>Religious Communities: Islam</i> vii. <i>Role of religious communities in society</i> f. <i>Social Studies</i> <i>Meaning, importance of consumer protection and how the consumer can be protected in Ghana</i>	
	LO 1: Develop subject-specific learning plans for teaching <i>Weeks 19 and 20 lessons</i>, using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 19 and 20</i>, in relation to the focal areas of the specific	LO 1: Develop subject-specific learning plans for teaching <i>Weeks 19 and 20 lessons</i>. using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 19 and 20</i>, in relation to the focal areas	

	General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 19 and 20</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 19 and 20</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 19 and 20</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 19 and 20</i>, as appropriate.	of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 19 and 20</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 19 and 20</i> learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 19 and 20</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 19 and 20</i>, as appropriate.	

	2.2 Ask teachers in groups to identify and share the aspects of <i>Weeks 19 and 20</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcome</i> c) <i>Learning indicator(s), etc.</i> 2.3 Ask teachers to think-pair-ink and share at least two essential questions in preparation towards lessons for <i>Weeks 19 and 20</i> (NTS 1a, 2c, 2e, 2f and 3d- 3g). <i>E.g.</i> a) <i>General</i> <i>How will personal experiences be utilised in explaining concepts in this lesson?</i> b) <i>Economics</i> i. <i>How can complex concepts be broken down into more manageable and understandable parts?</i> ii. <i>What are the identified fundamental macroeconomics variables discussed during the lesson?</i> iii. <i>What real-world examples can be used to illustrate the macroeconomics variable?</i> iv. <i>How can the selected pedagogy be used to challenge gender stereotypes and</i>	2.2 In your group, identify and share the aspects of the <i>Weeks 19 and 20</i> lessons in your teacher manual 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 Think-pair-ink and share at least two essential questions in preparation towards lessons for <i>Weeks 19 and 20</i> (NTS 1a, 2c, 2e, 2f and 3d- 3g). <i>E.g.</i> a) <i>General</i> <i>How will personal experiences be utilised in explaining concepts in this lesson?, etc.</i> b) <i>Economics</i> <i>How can complex concepts be broken down into more manageable and understandable parts?, etc.</i>	

	<i>encourage critical thinking around gender roles?</i> v. <i>How can the lesson help in the identification and explanation of the functions of money?</i> vi. <i>How can the types of money have been explained using examples?</i> c) <i>Geography:</i> i. <i>What are the major climatic zones in Ghana and how do they impact on the diversity agriculture in the country?</i> ii. <i>What assessment strategies can be employed to evaluate learners' understanding and application of Ghana's climate?</i> iii. <i>How can understanding Ghana's climate help us empathize with local communities and their challenges?</i> iv. <i>What are the major vegetation types found in Ghana and how do they vary across different regions?</i> v. <i>How do human activities like farming and deforestation impact vegetation and soil quality in Ghana?</i> vi. <i>What emotional connections can students make between soil health, vegetation loss, and community well-being?</i>	c) <i>Geography</i> <i>What are the major climatic zones in Ghana and how do they impact on the diversity agriculture in the country?, etc.</i>	

	d) <i>Government:</i> i. <i>How can a crisis in one country impact the global system?</i> ii. <i>b). Who are some of the current influential personalities in the world?</i> iii. <i>c). What distinguishes state and non-state actors in the international system?</i> iv. <i>How can the activities of national non-governmental actors promote national interest?</i> e) <i>History</i> i. <i>How do pre-colonial Ghanaian artefacts reflect the ingenuity and resourcefulness of past societies in solving practical problems?</i> ii. <i>How did pre-colonial Ghanaian industries contribute to the development of complex social structures and political systems?</i> iii. <i>How did hunting practices in pre-colonial Ghana influence the relationship between humans and the environment, and what can be learned from these practices for sustainable wildlife management today?</i> iv. <i>How did the knowledge and techniques used for collecting wild crops contribute to food security and dietary</i>	d) <i>Government:</i> <i>How can a crisis in one country impact the global system?, etc.</i> e) <i>History</i> i. <i>How do pre-colonial Ghanaian artefacts reflect the ingenuity and resourcefulness of past societies in solving practical problems?, etc.</i>	

	<i>diversity in pre-colonial Ghana?</i> v. <i>How did farming systems in pre-colonial Ghana adapt to different ecological zones and ensure food production throughout the year?</i> f) <i>Religious Studies</i> i. <i>How are AIR, Christian and Islamic beliefs misinterpreted?</i> ii. <i>How is the misinterpretation of AIR, Christian and Islamic beliefs connected to people's dislike for the religions?</i> iii. <i>How can the misinterpretation of AIR, Christianity and Islamic beliefs be corrected?</i> iv. <i>How will I draw on learners' experiences to ignite their interest in learning about religious communities?</i> v. <i>What characteristics of religious communities can be inferred from people's experiences from these communities?</i> vi. <i>How relevant are religious communities to society?</i> g) <i>Social Studies</i> i. <i>With reference to real life scenarios of consumer related scandals, what is the meaning of consumer protection and why is there a need for</i>	f) <i>Religious Studies</i> <i>How are AIR, Christian and Islamic beliefs misinterpreted?, etc.</i> g) <i>Social Studies</i> <i>With reference to real life scenarios of consumer related scandals, what is the meaning of consumer protection and why is there a need for</i>	

	<i>consumer protection mechanisms in the Ghanaian society?</i> <i>ii. What ways are most efficient in protecting consumers from unwholesome products and services?</i> <i>iii. What pedagogical skills and techniques are most appropriate in imparting knowledge on the meaning, importance of consumer protection and how the consumer can be protected in Ghana?</i> 2.4 Ask teachers to discuss at least two activities on differentiation in preparation towards the lessons in <i>Weeks 19 and 20</i>, using the following examples as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Hint</i> Activities for differentiation must focus content, process and product on the different levels of proficiency <i>Note: Examples of differentiation for other focal areas can be found in the various subject-specific Teacher Manuals.</i> E.g. a) <i>Economics:</i> i. <i>Learning tasks:</i> Discuss the fundamental macroeconomic variables. During the discussion, keep content on:	<i>consumer protection mechanisms in the Ghanaian society?, etc.</i> 2.4 Discuss at least two activities on differentiation in preparation towards the lessons in <i>Weeks 19 and 20</i>, using the following examples as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Hint</i> Activities for differentiation must focus content, process and product on the different levels of proficiency <i>Note: Example for this week is from History. Examples for other subjects can be found in the Subject Teacher Manuals.</i> E.g. a) <i>History:</i> i. <i>Learning Tasks: Craft Production and School Exhibit:</i> • <i>Craft Selection: All learners will choose</i>	

	• <i>Discussing the inflation, unemployment and GDP situation in the country</i> • <i>Using the national budget (either by projecting or printing out) to explain the current budget situation</i> • <i>Listing the major trading currencies in Ghana</i> • <i>Explaining balance of trade</i>	<i>one craft to focus on: pottery, wooden artefacts, soap making, or leatherwork. Consider factors like learners' interest, available materials, and safety concerns</i> • <i>Production and Documentation:</i> ○ <i>All Levels: Learners will create their chosen craft item under adult supervision. Encourage learners to document their process with pictures or short videos, capturing key steps and challenges faced</i> ○ <i>More confident learners (P) should document their work more extensively, taking detailed notes on techniques used, challenges overcome, and personal reflections on the process</i> ○ <i>Highly proficient learners (HP) should maintain a detailed log throughout the project, including sketches, material lists, and</i>	

	ii. <i>Pedagogy:</i> <i>Experiential Learning:</i> <i>Demonstrate changes in price of a particular commodity to explain inflation. Show a video or pictures of the major foreign currencies used by Ghanaian traders to describe the exchange rate. Use examples of relatives and friends of students who have completed school without jobs or have acquired some skills but are not practising but just home to explain unemployment. Use national budget as a tool to explain budget deficit and surplus</i> • <i>Approaching Proficiency Learners (AP): Teacher should breakdown complex task to smaller manageable steps for easy identification of macroeconomics variables</i> • <i>Proficient Learners (P): Teacher should offer opportunity for the application of learners' everyday life experiences to provide real-world examples to enhance understanding of the fundamental macroeconomics variables</i> • <i>Highly Proficient Learners (HP): Teacher should encourage learners to design critical</i>	<i>justifications for design choices</i> ii. <i>Pedagogy:</i> <i>Project-Based Learning:</i> • <i>In groups, learners collect raw materials from the environment to make artefacts such as wooden objects, pottery, soaps, beads, leather products, jewelry, etc.</i> ○ <i>For learners who need more support, provide a list of safe and readily available crafting materials. Offer pre-made templates or guides for creating specific artefacts. Allow learners to work in pairs or small groups for better understanding and assistance</i> ○ <i>For learners who can be challenged, encourage them to research traditional crafting methods from a specific culture. Have them create presentations showcasing their artefacts and explaining the crafting process.</i>	

	<i>thinking exercise that challenge learners to explain the fundamental macroeconomics variables</i> iii. Key Assessments: • Level 1: List the macroeconomic variables • Level 2: Explain the macroeconomic variables using examples • Level 4: Apply knowledge of increased changes in prices of provisions such as milo, milk, biscuits, gari, sugar, tin fish or toiletries such as washing soap, bathing soap, washing powder to explain inflation b) Geography: i. Learning Tasks: • Draw an outline map of Ghana to show climatic zones ○ Learners who struggle in drawing the map of Ghana should be allowed to trace and indicate the climatic zones ○ Artistic and observant learners should be encouraged to sketch from observation or memory • Discuss the characteristics of the climatic zones • Compare and contrast Tropical Continental Air Mass and Tropical Maritime Air Mass Note:	<i>Challenge them to design and create their own unique artefacts using natural materials</i> iii. Key Assessments: • Level 1: List two different industries that existed in pre-colonial Ghana (e.g., pottery, blacksmithing, wood carving) • Level 2: Match pictures of pre-colonial Ghanaian artefacts (pots, tools, jewelry) with the industry that produced them (pottery, blacksmithing, goldsmithing) • Level 3: Choose one specific type of artefact from pre-colonial Ghana (e.g., a simple bead necklace). Using only materials readily available in your environment (leaves, sticks, pebbles), create a replica of that artefact	

	<i>The teacher should define the expected outcomes for this task mindful of learners with differing abilities as some might be challenged with the concept of compare and contrast. A simple table might be used to good advantage as a prompt. This might have two columns, one headed up 'differences' the other 'similarities.' For those learners who grasp the concept of 'compare and contrast', a Venn diagram might be used</i> ii. <i>Pedagogy:</i> <i>Collaborative learning:</i> • <i>Provide background information, vocabulary, and concepts related to climatic zones to scaffold understanding. Use visual aids such as color-coded maps, graphic organizers, and legends to help learners visually identify and differentiate climatic zones. Offer guided practice opportunities with step-by-step instructions and modelling, ensuring learners understand the process of identifying climatic zones on a map. Encourage collaboration and peer support within small all-inclusive groupings, allowing learners to learn from and support one another</i>		

	iii. <i>Key Assessments:</i> • <i>Level 1: Name one climatic zone found in the southern part of Ghana</i> • <i>Level 2: Explain three reasons why the dry equatorial climate region records low rainfall</i> • <i>Level 3: Draw an outline map of Ghana to show the climatic regions and explains their key characteristics</i> • <i>Level 4: Critically evaluate the advantages and disadvantages of Tropical Continental Air Mass and Tropical Maritime Air Mass in terms of their effects on regional climates, agricultural activities, and human settlements. Provide evidence-based arguments to support your analysis</i> c) <i>Government:</i> i. <i>Learning tasks:</i> • <i>Describe the different actors in the international system</i> • <i>Explain some of the main features of actors in the international system</i> ii. <i>Pedagogy:</i> <i>Talk for Learning:</i> <i>The teacher leads a whole class discussion and targets questions to draw out what learners already know of the meaning and types of international actors from their own knowledge and experience (e.g., the news media). In groups, learners</i>		

	<i>identify and define actors in the international system, try to explain them in their own words and think of examples beyond those that the teacher has provided. Learners who exhibit better understanding of the key issues should be encouraged to assist peers. Teacher should identify and give support to learners who might be struggling to understand the meanings of international actors in the global scene</i> iii. <i>Key assessments:</i> • <i>Level 1: What do you understand by actors in the international system?</i> • <i>Level 2: Describe the major actors in the contemporary international system</i> • <i>Level 3: Compare and contrast state and non-state actors in the international system</i> d) <i>History:</i> i. <i>Learning Tasks: Craft Production and School Exhibit:</i> • <i>Craft Selection: All learners will choose one craft to focus on: pottery, wooden artefacts, soap making, or leatherwork. Consider factors like learners' interest, available materials, and safety concerns</i> • <i>Production and Documentation:</i>		

	○ <i>All Levels: Learners will create their chosen craft item under adult supervision. Encourage learners to document their process with pictures or short videos, capturing key steps and challenges faced</i> ○ <i>More confident learners (P) should document their work more extensively, taking detailed notes on techniques used, challenges overcome, and personal reflections on the process</i> ○ <i>Highly proficient learners (HP) should maintain a detailed log throughout the project, including sketches, material lists, and justifications for design choices</i> <i>ii. Pedagogy:</i> <i>Project-Based Learning:</i> ● <i>In groups, learners collect raw materials from the environment to make artefacts such as wooden objects, pottery, soaps, beads, leather products, jewelry, etc.</i> ○ <i>For learners who need more support, provide a list of safe and readily available crafting materials. Offer pre-made templates or guides for creating specific artefacts. Allow</i>		

	<i>learners to work in pairs or small groups for better understanding and assistance</i> ○ <i>For learners who can be challenged, encourage them to research traditional crafting methods from a specific culture. Have them create presentations showcasing their artefacts and explaining the crafting process. Challenge them to design and create their own unique artefacts using natural materials</i> <i>iii. Key Assessments:</i> ● <i>Level 1: List two different industries that existed in pre-colonial Ghana (e.g., pottery, blacksmithing, wood carving)</i> ● <i>Level 2: Match pictures of pre-colonial Ghanaian artefacts (pots, tools, jewelry) with the industry that produced them (pottery, blacksmithing, goldsmithing)</i> ● <i>Level 3: Choose one specific type of artefact from pre-colonial Ghana (e.g., a simple bead necklace). Using only materials readily available in your environment (leaves, sticks, pebbles), create a replica of that artefact</i>		

	e) <i>Religious Studies:</i> i. <i>Learning Tasks:</i> • <i>Describe how the belief in witchcraft has been misinterpreted</i> • <i>Explain how belief in witchcraft influences negative behaviours</i> • <i>Critique social practices that are influenced by a misinterpretation of belief in witchcraft</i> ii. <i>Pedagogy:</i> <i>Movie clip: Learners watch scenes of Ghanaian movies that evidence belief in witchcraft. Differentiate opportunities for learning by scaffolding learners to do one or more of the following based on their individual levels of proficiency:</i> • <i>AP: watch to describe scenes that show misinterpretation of witchcraft belief</i> • <i>P: watch to identify statements from movies to show the misinterpretation of witchcraft belief</i> • <i>HP: Watch to analyse fallacies in in movies to show the misinterpretation of witchcraft belief</i> iii. <i>Key Assessments:</i> • <i>Level 1: Mention 2 misinterpretations of belief in witchcraft</i> • <i>Level 2: Mention and explain 2 misinterpretations of beliefs in witchcraft</i> • <i>Level 3: Analyse movie scenes to show fallacies</i>		

	<i>in the misinterpretation of witchcraft belief</i> • <i>Level 4: Reenact movie scenes to correct misinterpretation of witchcraft belief</i> <i>g) Social Studies*</i> <i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning plans for <i>Weeks 19 and 20</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Starter</i> <i>i. Activity ball</i> <i>ii. Video</i> <i>iii. Games</i> <i>iv. Songs</i> <i>v. Riddles</i> <i>vi. Anecdotes</i> <i>b) Pedagogical exemplars</i> <i>c) Teaching and Learning resources</i> <i>d) Main Lesson (Teacher and Learner activity)</i> <i>e) Assessment (DoK)</i> <i>f) Lesson closure</i> <i>g) Reflection and remarks</i>	<i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for <i>Weeks 19 and 20</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Starter</i> <i>Activity ball, etc.</i>	
3. Peer-review of learning plans. • Reviewing plan to	3.1 Ask teachers to exchange their completed learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g).	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g).	10mins

ensure alignment between course manual and learning plan based on the templates provided .	<i>Hint</i> <i>Areas for critical review:</i> <i>i. Conformance to the learning planner structure</i> <i>ii. Alignment among curriculum, teacher manual and learning planner</i> <i>iii. Appropriateness and innovativeness of pedagogical choices</i> <i>iv. Incorporation of GESI, SEL and national values</i> <i>v. Application of 21st century skills</i> <i>vi. Differentiated instruction and assessment</i> <i>vii. Accuracy of the information provided</i> <i>viii. suitability of selected resources and feasibility of executing the learning planner</i> <i>ix. appropriateness of essential questions</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	<i>Hint</i> <i>Areas for critical review:</i> <i>i. Conformance to the learning planner structure</i> <i>ii. Alignment among curriculum, teacher manual and learning planner</i> <i>iii. Appropriateness and innovativeness of pedagogical choices</i> <i>iv. Incorporation of GESI, SEL and national values</i> <i>v. Application of 21st century skills</i> <i>vi. Differentiated instruction and assessment</i> <i>vii. Accuracy of the information provided</i> <i>viii. suitability of selected resources and feasibility of executing the learning planner</i> <i>ix. appropriateness of essential questions</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	

4. Evaluation and review of session: • Noting that teachers need to identify critical friends to observe lessons and report at next session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a and 3i). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3l). 4.3 Remind teachers to read DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a-1b).	4.1 In your groups, reflect, write and share what you have learnt with the larger group (NTS 1a and 3i). 4.2 Kindly, complete your learning plans if you were unable to complete them during the session (NTS 3l). 4.3 Remember to read DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a-1b).	10mins

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Ask teachers to share two things they did differently based on DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, which they think impacted learning positively (NTS 1a and 1b). 1.2 Ask teachers, as critical friends, to discuss why they 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> was beneficial and supported learning (NTS 1a - 1c).	1.1 Share two things you did differently based on DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, which you think impacted learning positively (NTS 1a and 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i> was beneficial and supported learning (NTS 1a - 1c).	10mins
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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 21 and 22</i>. This session would cover the following subject - specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 21 and 22</i>. This session would cover the following subject -specific focal areas:	60mins

completed per session)	a) <i>Economics</i> i. <i>The types of financial institutions</i> ii. <i>The importance of agriculture to the Ghanaian economy</i> b) <i>Geography</i> i. <i>Mining in Ghana</i> ii. <i>Air pollution</i> c) <i>Government</i> i. <i>Types of non-state actors (International Governmental Actors - ECOWAS)</i> ii. <i>Types of non-state actors (International Governmental Actors -Africa Union)</i> iii. <i>Types of non-state actors (International Governmental Actors- The Commonwealth of Nations)</i> iv. <i>Types of non-state actors (International Governmental Actors – United Nations)</i> d) <i>History</i> i. <i>Fishing in pre-colonial Ghana</i> ii. <i>Domestication of animals in pre-colonial Ghana</i> iii. <i>How agricultural activities helped to sustain livelihood in Pre-Colonial Ghana</i>	a) <i>Economics</i> i. <i>The types of financial institutions</i> ii. <i>The importance of agriculture to the Ghanaian economy</i> b) <i>Geography</i> i. <i>Mining in Ghana</i> ii. <i>Air pollution</i> c) <i>Government</i> i. <i>Types of non-state actors (International Governmental Actors - ECOWAS)</i> ii. <i>Types of non-state actors (International Governmental Actors -Africa Union)</i> iii. <i>Types of non-state actors (International Governmental Actors- The Commonwealth of Nations)</i> iv. <i>Types of non-state actors (International Governmental Actors – United Nations)</i> d) <i>History</i> i. <i>Fishing in pre-colonial Ghana</i> ii. <i>Domestication of animals in pre-colonial Ghana</i> iii. <i>How agricultural activities helped to sustain livelihood in Pre-Colonial Ghana</i>	

	iv. <i>The forms and nature of the exchange economy that existed in Pre-Colonial Ghana</i> v. <i>The role of women (gender roles) in Pre-Colonial Ghanaian trading activities.</i> vi. <i>Socio-economic importance of Pre-Colonial trading activities in Ghana</i> e) <i>Religious Studies</i> i. <i>Understanding the Environment</i> ii. <i>Environment: Interdependence among members of the environment</i> iii. <i>The Importance of the Environment to Humans</i> iv. <i>Consequences of human activities on the environment</i> v. <i>The teachings of the three religions on the environment</i> vi. <i>Teachings of AIR on the environment</i> vii. <i>Teachings of Christianity on the Environment</i> viii. <i>The teachings of Islam on the environment</i> f) <i>Social Studies</i> <i>Meaning of financial literacy, features of the financial literacy, and strategies for ensuring financial security</i>	iv. <i>The forms and nature of the exchange economy that existed in Pre-Colonial Ghana</i> v. <i>The role of women (gender roles) in Pre-Colonial Ghanaian trading activities.</i> vi. <i>Socio-economic importance of Pre-Colonial trading activities in Ghana</i> e) <i>Religious Studies</i> i. <i>Understanding the Environment</i> ii. <i>Environment: Interdependence among members of the environment</i> iii. <i>The Importance of the Environment to Humans</i> iv. <i>Consequences of human activities on the environment</i> v. <i>The teachings of the three religions on the environment</i> vi. <i>Teachings of AIR on the environment</i> vii. <i>Teachings of Christianity on the Environment</i> viii. <i>The teachings of Islam on the environment</i> f) <i>Social Studies</i> <i>Meaning of financial literacy, features of the financial literacy, and strategies for ensuring financial security</i>	

	LO 1 Develop subject-specific learning plans for teaching <i>Weeks 21 and 22</i>, lessons using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 21 and 22</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 21 and 22</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 21 and 22</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for	LO 1: Develop subject-specific learning plans for teaching <i>Weeks 21 and 22</i>, lessons using the teacher manual, taking into account GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3e-3g and 3k). LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 21 and 22</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning plans for <i>Weeks 21 and 22</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference to the curriculum and teacher manual. LO2: Review <i>Weeks 21 and 22</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation,	

	differentiation, assessment and closure) for <i>Weeks 21 and 22</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 21 and 22</i>, as appropriate.	assessment and closure) for <i>Weeks 21 and 22</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 21 and 22</i>, as appropriate.	
	2.2 Ask teachers in groups to identify and share the aspects of the Weeks 21 and 22 lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standard</i> b) <i>Learning outcome</i> c) <i>Learning indicator(s), etc.</i> 2.3 Ask teachers to post up at least two essential questions in preparation towards the lessons in <i>Weeks 21 and 22</i> (NTS 1a, 2c, 2e, 2f and 3d- 3g). <i>E.g.</i> a) <i>General</i> i. <i>How will the knowledge acquired in the lesson be applied in real life?</i> ii. <i>How will resources used facilitate the appreciation of the content?</i> b) <i>Economics</i> i. <i>How can relevant information from the environment be used</i>	2.2 In groups identify and share the aspects of the Weeks 21 and 22 lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standard, etc.</i> 2.3 Post up at least two essential questions in preparation towards the lessons in <i>Weeks 21 and 22</i> (NTS 1a, 2c, 2e, 2f and 3d- 3g). <i>E.g.</i> a) <i>General</i> i. <i>How will the knowledge acquired in the lesson be applied in real life.</i> b) <i>Economics</i> i. <i>How can relevant information from the environment be used to</i>	

	<i>to identify and describe the types of financial institutions in an economy?</i> <i>ii. How can connections between this lesson and real-life experiences be made?</i> <i>iii. How can financial institutions be defined?</i> <i>iv. How can relevant information from the learners' environment be used to describe the importance of agriculture to the Ghanaian economy?</i> <i>v. What is the best approach to teach the importance of agriculture to the Ghanaian economy for all learners to benefit from the lesson?</i> <i>vi. How can the understanding of the lesson help to outline the agricultural practices in Ghana?</i> <i>c) Geography</i> <i>i. What mineral resources are abundant in Ghana, and how are they extracted?</i> <i>ii. How can experiential learning deepen students' understanding of mining methods?</i> <i>iii. How can technology and digital tools enhance the teaching</i>	<i>identify and describe the types of financial institutions in an economy?</i> <i>c) Geography</i> <i>i. What mineral resources are abundant in Ghana, and how are they extracted?</i>	

	<i>and learning of mining and mining methods in Ghana?</i> d) <i>Government</i> i. <i>How can 21st century skills, GESI and SEL be integrated into the teaching and learning of non-state actors (ECOWAS/Africa Union)?</i> ii. <i>How can countries in Africa work tother to solve problems facing the continent today?</i> iii. <i>Is ECOWAS and Africa Union good or bad for Ghana's interest?</i> iv. <i>How can 21st century skills, GESI and SEL be integrated into the teaching and learning of non-state actors (Commonwealth of Nations UN)?</i> v. <i>How can international governmental actors play in the formation of rules and norms of behaviour in the international system.</i> e) <i>History</i> i. <i>How can knowledge of traditional fishing practices from pre-colonial Ghana inform sustainable fishing methods to conserve fish populations in Ghanaian waters today?</i> ii. <i>How can studying animal domestication</i>	d) <i>Government</i> i. <i>How can 21st century skills, GESI and SEL be integrated into the teaching and learning of non-state actors (ECOWAS/Africa Union)?</i> e) <i>History</i> i. <i>How can knowledge of traditional fishing practices from pre-colonial Ghana inform sustainable fishing methods to conserve fish populations in Ghanaian waters today?</i>	

	<i>in pre-colonial Ghana provide insights into developing sustainable livestock management practices in modern Ghana?</i> <i>iii. How can 21st Century skills, GESI, SEL and historical skills be integrated into the teaching and learning of pre-colonial Ghanaian agricultural activities.</i> <i>iv. How did pre-colonial Ghanaian trade routes and exchange systems lay the foundation for modern trade networks in Ghana and West Africa?</i> <i>v. In what ways did women's participation in pre-colonial Ghanaian trade empower them economically and influence social structures, and how does this knowledge inform discussions about gender equality in contemporary Ghana?</i> <i>vi. How did pre-colonial trade activities contribute to the development of social structures, political power, and cultural exchange in Ghana, and how does this knowledge inform our understanding of the</i>		

	<i>role of trade in societies today?</i> f) <i>Religious Studies</i> i. <i>How do real life experiences facilitate understanding about harmful human activities on the environment?</i> ii. <i>How does knowledge about environmental interdependence help to promote environmental conservation?</i> iii. <i>How does AIR, Christianity and Islamic teachings promote environmental conservation?</i> iv. <i>How does AIR taboos help protect the environment?</i> v. <i>Which Christian teachings champion sound environmental practices?</i> vi. <i>How does Islam teach about environmental protection?</i> g) <i>Social Studies</i> i. <i>What prior knowledge is necessary for understanding concepts on the meaning and features of financial literacy?</i>	f) <i>Religious Studies</i> i. <i>How do real life experiences facilitate understanding about harmful human activities on the environment?</i> g) <i>Social Studies</i> <i>What prior knowledge is necessary for understanding concepts on the meaning and features of financial literacy?, etc.</i>	

	ii. <i>Account for the various features of financial literacy using real life scenarios to illustrate these features.</i> iii. <i>What strategies are most critical in ensuring financial security?</i> 2.4 Ask teachers to shower thought and share at least two activities on differentiation in preparation towards the lessons in <i>Weeks 21 and 22</i>, using the example of geography as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> Activities for differentiation must focus learning task, pedagogy and key assessment on the different levels of proficiency. <i>Note: Examples of differentiation for other focal areas can be found in the various subject-specific Teacher Manuals.</i> a) <i>Economics</i> i. <i>Learning tasks:</i> <i>Discuss Financial Institutions in Ghana. During the discussion, focus on:</i> • <i>Description of financial institutions</i> • <i>Identification of the types of financial institutions</i> • <i>Explanation of the types of financial</i>	2.4 Shower thought and share at least two activities on differentiation in preparation towards the lessons in <i>Weeks 21 and 22</i>, using the following examples as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> Activities for differentiation must focus learning tasks, pedagogy and key assessments on the different levels of proficiency. <i>Note: Example for this week is from Religious Studies. Examples for other subjects can be found in the Subject Teacher Manuals.</i> a) <i>Religious Studies</i> i. <i>Learning tasks:</i> • <i>Describe the interdependence among members of the physical environment</i> • <i>Use examples to describe the independence among members of the environment.</i> • <i>Use teachings of the three religions to justify</i>	

	<i>institutions in the Ghanaian economy using examples</i> ii. Pedagogy: <i>Experiential Learning:</i> • <i>In a small mixed ability and gender group, embark on a study tour to a nearby financial institution such as a bank, insurance company, etc. or watch a video of a stock exchange market or a bank or insurance company to discuss financial institutions</i> ○ <i>Struggling Learners (AP): Provide opportunity for peer support during the description of financial institutions</i> ○ <i>Proficient Learners (P): Assign tasks that require higher-order thinking skills to enable learners identify the types of financial institutions</i> ○ <i>Highly Proficient Learners (HP): Design critical thinking exercise that will challenge learners to explain with examples the types of financial institutions in the Ghanaian economy</i>	<i>the interdependence among members of the environment.</i> ii. Pedagogy: <i>Directed reading activity:</i> • <i>Learners use oral sources and read scriptural quotations to learn about religion and the environment. Differentiate opportunities for learning by scaffolding learners to do one or more of the following based on their individual levels of proficiency:</i> h) <i>AP: read scriptures and use oral sources to appreciate the environment as key to humankind's survival.</i> i) <i>P: read scriptures and use oral sources to learn the interdependence among members of the environment</i> j) <i>HP: Use scriptural quotations and oral sources as evidence to justify environmental responsibility as a religious duty</i>	

	iii. Key Assessments: • <i>Level 2: Outline the types of financial institutions in Ghana</i> • <i>Level 3: Compare the two main types of financial institutions</i> • <i>Level 4: Critique the functions of any two financial institutions</i> b) Geography i. Learning Tasks: • <i>Explain the methods of mining in Ghana</i> ○ <i>AP learners are expected to provide a brief but accurate explanation of mining methods used in Ghana, emphasizing surface mining and touching upon underground mining</i> ○ <i>P learners are expected to provide a clear overview of the common mining methods employed in Ghana, focusing on surface and underground mining. They should describe the basic steps involved in each method</i> ○ <i>HP learners are expected to provide a concise and comprehensive explanation of the</i>	iii. Key Assessments: • <i>Level 1: State one each of scriptural quotation and oral source to show teachings of the three main religions on the environment.</i> • <i>Level 2: Explain one each of scriptural quotation and oral source to show teachings of the three main religions on the environment.</i> • <i>Level 3: Analyse one each of scriptural quotation and oral source to show teachings of the three main religions on the environment.</i> • <i>Level 4: Make a PowerPoint presentation using scriptural quotation and oral source to show teachings of the three main religions on the environment</i>	

	<i>various mining methods used in Ghana, including open-cast method, deep shaft and dredging methods of mining. They should demonstrate a deep understanding of the processes involved</i> • <i>Discuss the major problems and their remedies for mining activities in Ghana</i> ○ <i>AP learners are expected to identify and briefly discuss some of the major problems associated with mining activities in Ghana such as water pollution. They should propose basic remedies or solutions, such as stricter regulations</i> ○ <i>P and HP learners are expected to provide a clear overview of the significant problems related to mining activities in Ghana, including environmental, social, and economic challenges. They should discuss</i>		

	<i>feasible remedies, such as implementing sustainable mining practices and conducting environmental impact assessments</i> <i>ii. Pedagogy:</i> <i>Talk for Learning:</i> • <i>Watch a video presentation or listen to a resource person give a presentation on: meaning of mining, identify minerals mined in Ghana using question and answer technique</i> ○ <i>For AP learners, teachers can offer simplified explanations, provide visual aids, and break down concepts into smaller, manageable parts. They can ask guided questions, provide additional examples, and offer extra practice opportunities to reinforce understanding</i> ○ <i>For P and HP learners, teachers can engage them in higher-order thinking by encouraging analysis and synthesis of the information</i>		

	<i>presented. They can ask open-ended questions, facilitate discussions, and encourage learners to draw connections between the meaning of mining and the minerals mined in Ghana. The teacher can also provide resources for further exploration and challenge proficient learners to research and present on specific minerals</i> <i>ii. Key Assessments:</i> <i>• Level 1: Name one mineral that is commonly mined in Ghana and a town where it is mined</i> <i>• Level 2: Describe the process of open mining</i> <i>• Level 3: Organize a class debate on the topic "Should mining companies be required to obtain community consent before initiating mining projects in Ghana?" Encourage students to present arguments based on ethical, legal, and social considerations. (This can be done in mixed ability groups)</i> <i>c) Government</i>		

	i. <i>Learning task:</i> • <i>Explain the problems that ECOWAS seek to address and the main aims of the organization.</i> ii. <i>Pedagogy</i> <i>Experiential learning (Role Play)</i> • <i>In mixed groups, learners role-play as the leaders of different countries in West Africa to work together as a mock to solve conflicts in the sub-region. Learners are assigned their roles. Learners who are experiencing difficulties receive some guidance and support from the teacher. Learners who are confident act out their roles independently. On completion of the role play, the teacher leads a whole-class discussion on what they learnt from the exercise about the origin and purpose of ECOWAS.</i> iii. <i>Key Assessments:</i> • <i>Outline the aims of ECOWAS.</i> • <i>How important is ECOWAS to regional peace and stability?</i> • <i>Suggest reasons why ECOWAS has not achieved its aims since its establishment.</i>		

	d) History i. Learning Tasks • Learners developing understanding (AP) should make a list of tools and equipment that were used for fishing in pre-colonial Ghana. • More proficient learners should discuss one fishing technique used in pre-colonial Ghana. • Highly proficient learners (HP) should research and compare two different fishing techniques used in pre-colonial Ghana (e.g., nets vs. spears). They should also analyse the effectiveness of each technique for specific environments and fish species and consider the cultural and technological factors that may have influenced the choice of these techniques ii. Pedagogy: Experiential Learning: • Learners embark on a field trip or a Virtual Field Trip (VFT) to explore the sources and methods of fishing in contemporary Ghana and compare their findings to fishing in pre-colonial Ghana. ○ For learners who need more support		

	during the field trip or virtual tour, guide them towards specific aspects of fishing, such as identifying tools and equipment or basic fishing techniques. Provide graphic organisers or charts to help them record their observations and comparisons between contemporary and pre-colonial fishing methods. ○ For learners who can be challenged, encourage them to research the environmental impact of different fishing methods used in Ghana today compared to pre-colonial practices. Have them present their findings in creative ways, such as documentaries, presentations with visuals and storytelling, or even drawings depicting the differences. Challenge them to design a solution to a specific issue faced by Ghanaian fishers today, considering sustainability and		

	<i>traditional practices</i> iii. Key Assessments: • <i>Level 1:</i> ○ <i>List two places/ towns in Ghana where fishing activities were predominant in the pre-colonial era.</i> ○ <i>Name one tool used for fishing in pre-colonial Ghana.</i> ○ <i>Identify one method of fishing used in pre-colonial Ghana.</i> • <i>Level 2:</i> ○ <i>Explain why some areas of pre-colonial Ghana were more suited for fishing than others.</i> ○ <i>Describe two different tools used for fishing in pre-colonial Ghana and how they might be used differently.</i> ○ <i>Compare and contrast two methods of fishing used in pre-colonial Ghana.</i> • <i>Level 3:</i> ○ <i>Imagine you are a leader of a pre-colonial Ghanaian village located near a river. How would the presence of the river impact your</i>		

	<i>community's fishing practices?</i> ○ <i>Design a new fishing tool that could have been used in pre-colonial Ghana and explain how it would be effective.</i> ○ <i>Describe a situation where a pre-colonial Ghanaian fisher might need to use multiple fishing methods to be successful. Why would this be necessary?</i> ● <i>Level 4:</i> ○ <i>Research the concept of "sustainable fishing" and explain how it might have been practised in pre-colonial Ghana. How might the practices differ from modern fishing methods?</i> ○ <i>Imagine you are an archaeologist studying a pre-colonial Ghanaian village. Analyse how the types of fishing tools you find can tell you about the way of life in the village.</i> ○ <i>Develop a theory about how religious beliefs or cultural practices might have</i>		

	<i>influenced fishing methods in pre-colonial Ghana. Explain your reasoning.</i> <i>e) Religious Studies</i> <i>i. Learning tasks:</i> <i>• Describe the interdependence among members of the physical environment</i> <i>• Use examples to describe the independence among members of the environment.</i> <i>• Use teachings of the three religions to justify the interdependence among members of the environment.</i> <i>ii. Pedagogy:</i> <i>Directed reading activity:</i> <i>• Learners use oral sources and read scriptural quotations to learn about religion and the environment. Differentiate opportunities for learning by scaffolding learners to do one or more of the following based on their individual levels of proficiency:</i> <i>○ AP: read scriptures and use oral sources to appreciate the environment as key to</i>		

	<i>humankind's survival.</i> ○ <i>P: read scriptures and use oral sources to learn the interdependence among members of the environment</i> ○ <i>HP: Use scriptural quotations and oral sources as evidence to justify environmental responsibility as a religious duty</i> <i>iii. Key Assessments:</i> ● <i>Level 1: State one each of scriptural quotation and oral source to show teachings of the three main religions on the environment.</i> ● <i>Level 2: Explain one each of scriptural quotation and oral source to show teachings of the three main religions on the environment.</i> ● <i>Level 3: Analyse one each of scriptural quotation and oral source to show teachings of the three main religions on the environment.</i> ● <i>Level 4: Make a PowerPoint presentation using scriptural quotation and oral source to show teachings of the three main religions on the environment</i>		

	<i>f) Social Studies*</i> <i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning plans for <i>Weeks 21 and 22</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k). <i>E.g.</i> <i>a) Starter</i> <i>b) Activity ball</i> <i>c) Video</i> <i>d) Games</i> <i>e) Songs</i> <i>f) Riddles</i> <i>g) Anecdotes</i> <i>h) Pedagogical exemplars</i> <i>i) Teaching and Learning resources</i> <i>j) Main Lesson (Teacher and Learner activity)</i> <i>k) Assessment (DoK)</i> <i>l) Lesson closure</i> <i>m) Reflection and remarks, etc.</i>	<i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for <i>Weeks 21 and 22</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st “Century skills”, ICT (NTS 3a, 3e, 3f, 3g and 3k). <i>E.g.</i> <i>Starter</i> <i>Activity ball, etc.</i>	
3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and learning plan based on	3.1 Ask teachers to exchange their completed learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i>	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i>	10mins

the templates provided	<i>i. conformance to the learning planner structure</i> <i>ii. alignment among curriculum, teacher manual and learning planner</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i> <i>iv. incorporation of GESI, SEL and national values</i> <i>v. application of 21st century skills</i> <i>vi. application of differentiated instruction and assessment</i> <i>vii. Accuracy of the information provided</i> <i>viii. suitability of selected resources and feasibility of executing the learning planner,</i> <i>ix. appropriateness of essential questions, etc.</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	<i>i. conformance to the learning planner structure</i> <i>ii. alignment among curriculum, teacher manual and learning planner</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i> <i>iv. incorporation of GESI, SEL and national values</i> <i>v. application of 21st century skills</i> <i>vi. application of differentiated instruction and assessment</i> <i>vii. Accuracy of the information provided</i> <i>viii. suitability of selected resources and feasibility of executing the learning planner,</i> <i>ix. appropriateness of essential questions, etc.</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	
4.Reflection on the session: ● Reflecting on what has been learnt in the session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a). 4.2 Encourage teachers who were unable to complete their learning	4.1 In your groups, reflect, write and share what you have learnt with the larger group (NTS 1a). 4.2 Kindly, complete your learning plans if you were	

● Advance preparation towards next DPLC session.	plans during the session to complete them (NTS 3l). 4.3 Remind teachers to read DPLC Session 13, <i>developing learning plans for Weeks 23 and 24</i>, in preparation for the next session and bring along their DPLC Handbook and teacher manual (NTS 1a-1b).	unable to complete them during the session (NTS 3l). 4.3 Remember to read DPLC Session 13, <i>developing learning plans for Weeks 23 and 24</i>, in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a-1b).	

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 leading the session. <i>What the PLC Coordinator will have to say during each stage of 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 prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	1.1 Ask teachers to share two things they did differently based on DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i>, which they think impacted learning positively (NTS 1a and 1b). 1.2 Ask teachers, as critical friends, to share what they have observed and summarise why they think what a colleague did by way of application of lessons learnt during DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i> was beneficial and supported learning (NTS 1a - 1c).	1.1 Share two things you did differently based on DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i> which you think impacted learning positively (NTS 1a and 1b). 1.2 As critical friends share what you have observed and summarise why you think what a colleague did by way of application of lessons learnt during DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i> was beneficial and supported learning (NTS 1a - 1c).	10mins
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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 23 and 24</i>. This session would cover the following subject -specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to assist General Arts teachers in utilising the teacher manual to create learning plans for lessons during <i>Weeks 23 and 24</i>. This session would cover the following subject -specific focal areas:	60mins

planners to be completed per session)	a) <i>Economics</i> i. <i>The importance of industry to the Ghanaian economy</i> ii. <i>The features of domestic trade</i> iii. <i>Examples of domestic trade</i> b) <i>Geography</i> i. <i>Water pollution in Ghana</i> ii. <i>Hazards and disasters in Ghana</i> c) <i>Government</i> i. <i>The role of state and state actors in the international system</i> ii. <i>Portfolio building</i> d) <i>History</i> i. <i>The nature and features of indigenous religious system</i> ii. <i>The role of women in Ghana's indigenous religious practices</i> iii. <i>The role of religious leaders in pre-colonial Ghana</i> iv. <i>The beginnings of Islam and Christianity in Ghana</i> v. <i>The similarities and differences among indigenous Ghanaian religion, Islam, and Christianity</i> vi. <i>Impact of missionary activities in Ghana</i> e) <i>Religious Studies</i> i. <i>AIR values on the environment</i> ii. <i>Christian values on the environment</i>	a) <i>Economics</i> i. <i>The importance of industry to the Ghanaian economy</i> ii. <i>The features of domestic trade</i> iii. <i>Examples of domestic trade</i> b) <i>Geography</i> i. <i>Water pollution in Ghana</i> ii. <i>Hazards and disasters in Ghana</i> c) <i>Government</i> i. <i>The role of state and state actors in the international system</i> ii. <i>Portfolio building</i> d) <i>History</i> i. <i>The nature and features of indigenous religious system</i> ii. <i>The role of women in Ghana's indigenous religious practices</i> iii. <i>The role of religious leaders in pre-colonial Ghana</i> iv. <i>The beginnings of Islam and Christianity in Ghana</i> v. <i>The similarities and differences among indigenous Ghanaian religion, Islam, and Christianity</i> vi. <i>Impact of missionary activities in Ghana</i> e) <i>Religious Studies</i> i. <i>AIR values on the environment</i> ii. <i>Christian values on the environment</i>	

	iii. <i>Islamic values on the environment science and technology and the environment</i> iv. <i>Challenges in using either religion or science and technology alone to solve environmental problem</i> v. <i>Integrating religious values into science and technology</i> f) <i>Social Studies Ways of ensuring sustainable use of public finances</i>	iii. <i>Islamic values on the environment science and technology and the environment</i> iv. <i>Challenges in using either religion or science and technology alone to solve environmental problem</i> v. <i>Integrating religious values into science and technology</i> f) <i>Social Studies Ways of ensuring sustainable use of public finances</i>	
	LO 1: Develop <i>Weeks 23 and 24</i> learning plans for the teaching of specific general arts subjects as listed in purpose statement of activity 2.1 (NTS 3a, 3e-3g and 3k).	LO 1: Develop <i>Weeks 23 and 24</i> learning plans for the teaching of specific general arts subjects as listed in purpose statement of activity 2.1 (NTS 3a, 3e-3g and 3k).	
	LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 23 and 24</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning planners for <i>Weeks 23 and 24</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference	LI 1.1 Discuss essential questions and activities for differentiation relevant for planning the lessons for <i>Weeks 23 and 24</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies). LI 1.2 Complete learning planners for <i>Weeks 23 and 24</i>, in relation to the focal areas of the specific General Arts subjects (economics, geography, government, history, religious studies and social studies) with reference	

	to the curriculum and teacher manual. LO2: Review <i>Weeks 23 and 24</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 23 and 24</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 23 and 24</i>, as appropriate. 2.2 Ask teachers in groups to identify and share the aspects of the <i>Weeks 23 and 24</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standard</i> b) <i>Learning outcome</i> c) <i>Learning indicator(s), etc.</i> 2.3 Ask teachers to brainstorm and share at least two essential questions in preparation towards the lessons in <i>Weeks 23 and 24</i>	to the curriculum and teacher manual. LO2: Review <i>Weeks 23 and 24</i>, learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Evaluate the content of the learning plans (such as essential questions, teaching and learning activities, activities for differentiation, assessment and closure) of learning plans for <i>Weeks 23 and 24</i>, in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement recommendations made by a peer reviewer on the learning plans for <i>Weeks 23 and 24</i>, as appropriate. 2.2 In groups identify and share the aspects of the <i>Weeks 23 and 24</i> lessons in their teacher manual that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standard, etc.</i> 2.3 Brainstorm and share at least two essential questions in preparation towards the lessons in <i>Weeks 23 and 24</i> (NTS 1a, 2c, 2e, 2f and 3d-3g).	

	(NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> a) <i>General:</i> i. <i>How can everyday life experiences be utilised to help explain concepts in this lesson?</i> ii. <i>How can GESI, SEL, ICT and other crosscutting issues be effectively integrated in the lesson?</i> b) <i>Economics:</i> i. <i>How can technology be integrated into the lesson to enhance learning?</i> ii. <i>How can the understanding of the lesson help in identifying the importance of industry to the Ghanaian economy?</i> iii. <i>What are the types of industries and their respective activities in Ghana?</i> c) <i>Geography:</i> i. <i>What are the specific challenges and concerns related to water pollution in different regions of Ghana?</i> ii. <i>How can empathy and understanding be promoted towards those excessively affected by water pollution?</i> iii. <i>What strategies can be used to assess understanding the concepts, causal relationships, and societal implications of water pollution in Ghana?</i>	<i>E.g.</i> a) <i>General:</i> <i>How can GESI, SEL, ICT and other crosscutting issues be effectively integrated in the lesson?, etc.</i> b) <i>Economics:</i> <i>How can technology be integrated into the lesson to enhance learning?, etc.</i> c) <i>Geography:</i> <i>What are the specific challenges and concerns related to water pollution in different regions of Ghana?, etc.</i>	

	d) <i>Government:</i> i. <i>What are some of the major problems facing the world today?</i> ii. <i>What are the roles of state actors in the international system?</i> iii. <i>What are the goals of non-state actors in international system.</i> e) <i>History:</i> i. <i>With learners' previous knowledge of the religions and religious practices in Ghana, how will learners comprehend the beliefs and practices of indigenous Ghanaians during the pre-colonial period?</i> ii. <i>How did women's roles as healers, diviners, or spiritual leaders in pre-colonial Ghana influence societal perceptions of gender and religious authority, and how does this knowledge inform discussions about gender equality and religious leadership today?</i> iii. <i>In what ways did religious leaders in pre-colonial Ghana maintain social order, mediate conflicts, and connect with the spiritual world, and how do these functions compare to the roles of religious leaders in contemporary Ghanaian society?</i> f) <i>Religious Studies</i> i. <i>How can religious values be harnessed towards</i>	d) <i>Government:</i> <i>What are some of the major problems facing the world today?, etc.</i> e) <i>History:</i> <i>With learners' previous knowledge of the religions and religious practices in Ghana, how will learners comprehend the beliefs and practices of indigenous Ghanaians during the pre-colonial period?, etc.</i> f) <i>Religious Studies</i> <i>How can religious values be harnessed towards</i>	

	<i>environmental conservation?</i> <i>ii. What positive actions will be demonstrated after learning about human activities that affect the environment?</i> <i>iii. In what ways does knowledge about religious values cultivate cultural identity and global citizenship?</i> <i>g) Social Studies *</i> <i>i. What avenues exist for financial security in Ghana</i> <i>ii. In what ways can an individual be considered to be taking undue financial risk</i> <i>iii. What implications exist for bad and prudent financial decisions to an individual and the Ghanaian society as a whole?</i> 2.4 Ask teachers to discuss at least two activities on differentiation in preparation towards the lessons in <i>Weeks 22 and 24</i>, using the following examples as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> <i>Activities for differentiation must focus learning tasks, pedagogy and key assessments on the different levels of proficiency.</i>	<i>environmental conservation?, etc.</i> <i>g) Social Studies *</i> <i>What avenues exist for financial security in Ghana</i> 2.4 Discuss at least two activities on differentiation in preparation towards the lessons in <i>Weeks 22 and 24</i>, using the following example as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> <i>Activities for differentiation must focus learning tasks, pedagogy and key assessments on the different levels of proficiency.</i> <i>Note: Example for this week is from Social Studies.</i> <i>Examples for other subjects</i>	

	<i>can be found in the Subject Teacher Manuals.</i> <i>E.g.</i> a) <i>Economics:</i> i. <i>Learning Tasks:</i> ▪ <i>Mention some known industries in Ghana</i> ▪ <i>Discuss the activities of the industries mentioned</i> ▪ <i>Discuss the importance of Industry to the growth and development of the Ghanaian Economy and present your answers to the class in groups</i> ii. <i>Pedagogy:</i> <i>Collaboration learning:</i> ▪ <i>Divide the students into a number of mixed-ability and gender groups and task them to discuss the importance of industry to the Ghanaian economy and present their findings to the class</i> ○ <i>Struggling Learners (AP): Show videos of industries to help learners identify activities of industries in Ghana</i> ○ <i>Proficient Learners (P): Discuss the types of industries in Ghana</i>	<i>E.g.</i> a) <i>Economics:</i> i. <i>Learning Tasks:</i> ▪ <i>Mention some known industries in Ghana</i> ▪ <i>Discuss the activities of the industries mentioned</i> ▪ <i>Discuss the importance of Industry to the growth and development of the Ghanaian Economy and present your answers to the class in groups</i> ii. <i>Pedagogy:</i> <i>Collaboration learning:</i> ▪ <i>Divide the students into a number of mixed-ability and gender groups and task them to discuss the importance of industry to the Ghanaian economy and present their findings to the class</i> ○ <i>Struggling Learners (AP): Show videos of industries to help learners identify activities of industries in Ghana</i> ○ <i>Proficient Learners (P): Discuss the types of industries in Ghana</i>	

	○ <i>Highly Proficient Learners (HP): encourage learners to explain the importance of industries in Ghana</i> <i>iii. Key Assessments:</i> ▪ <i>Level 2: Explain the importance of industry to the Ghanaian economy</i> ▪ <i>Level 3: Discuss how industries in Ghana can benefit from Agriculture</i> <i>b) Geography</i> <i>i. Learning Tasks:</i> ▪ <i>Discuss the effects of water pollution and suggest remedies based on known experiences</i> ○ <i>AP are expected to demonstrate a basic understanding of the effects of water pollution. They should be able to identify some common sources of water pollution and discuss a few general consequences. Remedies suggested may be limited and may not be based on specific known experiences</i>	○ <i>Highly Proficient Learners (HP): encourage learners to explain the importance of industries in Ghana</i> <i>iii. Key Assessments:</i> ▪ <i>Level 2: Explain the importance of industry to the Ghanaian economy</i> ▪ <i>Level 3: Discuss how industries in Ghana can benefit from Agriculture</i>	

	○ <i>P and HP learners are expected to have a solid understanding of the effects of water pollution. They should be able to discuss various sources of water pollution and provide a comprehensive overview of its consequences. Remedies suggested should be based on general knowledge and may include a few examples of known experiences</i> <i>ii. Pedagogy:</i> <i>Exploratory Learning:</i> ▪ <i>Embark on a trip to a nearby polluted water body/watch a video on water pollution</i> ○ <i>AP learners should show a basic level of interest and curiosity, observing the polluted water or video content with limited comprehension or analysis. Their reflection may be brief and lack detail, focusing on simple</i>		

	<i>observations without deeper understanding</i> ○ <i>P and HP learners should demonstrate a solid understanding of the purpose of the activity and be able to make connections between what they observe and their prior knowledge of water pollution. Their reflection should provide a coherent summary of the experience, highlighting key observations and demonstrating a basic level of analysis and reflection</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: Define water pollution in your own words</i> ▪ <i>Level 2: Explain the role of urbanisation in causing water pollution in Ghana</i> ▪ <i>Level 3: Group Project and Presentation: Research and analyse a specific case study of water pollution in Ghana. They should write a short essay explaining the causes and impacts,</i>		

	<i>as well as propose remedies based on their findings. Ask them to prepare a presentation (traditional or digital) to share their research and recommendations with the class</i> <i>c) Government:</i> <i>i. Learning Tasks:</i> ▪ <i>Describe the role of states and non-state Actors in the international system</i> <i>ii. Pedagogy:</i> <i>Collaborative Learning:</i> ▪ <i>Using interactive questioning, the teacher leads a whole-class discussion on the role of actors in the international system. In small groups, learners identify and discuss the role of actors in global politics. In the same groups, learners should then develop a presentation to explain the role of state and non-state actors (e.g., formulation and implementation of foreign policy decisions, protecting the interest of their citizens, creation of job opportunities). Learners with a good</i>		

	<i>understanding of the subject matter should be encouraged to help peers. The teacher should assign tasks that require higher thinking skills to learners at the high proficient level</i> <i>iii. Key Assessments:</i> ▪ <i>Level 2: Explain the importance of the state and non-state actors in addressing global challenges</i> ▪ <i>Level 3: Debate why states are not only actors in the international system</i> <i>d) History:</i> <i>i. Learning Tasks:</i> ▪ <i>Learners developing understanding (AP) should draw a simple family tree to represent the connection between ancestors, the living, and the unborn</i> ▪ <i>More confident learners (P) should create a more elaborate diagram illustrating the cyclical relationship between ancestors, the living, and the unborn in indigenous Ghanaian religions. Use arrows to show the flow of guidance, blessings, and offerings between these groups</i>		

	▪ <i>Highly proficient learners (HP) should research and depict a specific cultural practice from the indigenous Ghanaian religion that demonstrates the veneration of ancestors. This could be a simple sketch of an ancestral shrine or a brief explanation of a ritual performed to honour the ancestors</i> ii. <i>Pedagogy:</i> <i>Problem-based learning/ Collaborative learning:</i> ▪ <i>For learners who need more support:</i> ○ <i>Provide Question Prompts: Offer a list of sample historical questions they can ask griots to get them started</i> ○ <i>Vocabulary Support: Define key terms like "animism" and "deities" before group discussions</i> ○ <i>Structured Discussions: Provide guiding questions for pair discussions about the relationship between ancestors, living, and unborn</i>		

	▪ <i>For learners who can be challenged:</i> ○ <i>Encourage them to develop their own research questions beyond the griots for a deeper understanding</i> ○ <i>Have learners role-play scenarios depicting interactions between ancestors and the living in traditional practices</i> <i>e) Religious Studies</i> <i>i. Learning Tasks:</i> ▪ <i>Mention values in the three religions on the environment</i> ▪ <i>Explain values in the three religions on the environment</i> ▪ <i>Synthesise information from the three main religions to show commonality in their values on the environment</i> <i>ii. Pedagogy:</i> ▪ <i>Role play: Learners use role play to learn about religious values on the environment. Differentiate opportunities for learning by scaffolding learners to do one or more of the following based</i>		

	<i>on their individual levels of proficiency:</i> ○ <i>AP: Perform the role play</i> ○ <i>P: Stage and direct the role play</i> ○ <i>HP: Critique the role play</i> <i>iii. Key Assessments:</i> ▪ <i>Level 1: Mention one environmental value from each of the three main religions.</i> ▪ <i>Level 2: Explain one environmental value from each of the three main religions.</i> ▪ <i>Level 3: Analyse teachings of the three main religions to show the commonalities in their values on the environment</i> ▪ <i>Level 4: Create a poster to show values of the three main religions on the environment</i> <i>f) Social Studies*</i> <i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Ask teachers to complete the learning plans for <i>Weeks 23 and 24</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k).		
		<i>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for <i>Weeks 23 and 24</i>, in relation to the specific General Arts subjects considering cross-cutting issues such as GESI, SEL, 21st century skills, ICT (NTS 3a, 3e, 3f, 3g and 3k).	

	<i>E.g.</i> <i>a) Starter</i> <i>i. Activity ball</i> <i>ii. Video</i> <i>iii. Games</i> <i>iv. Songs</i> <i>v. Riddles</i> <i>vi. Anecdotes</i> <i>b) Pedagogical exemplars</i> <i>c) Teaching and Learning resources</i> <i>d) Main Lesson (Teacher and Learner activity)</i> <i>e) Assessment (DoK)</i> <i>f) Lesson closure</i> <i>g) Reflection and remarks</i>	<i>E.g.</i> <i>h) Starter</i> <i>Activity ball, etc.</i>	
3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided	3.1 Ask teachers to exchange their completed learning plans with their peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> <i>i. conformance to the learning planner structure</i> <i>ii. alignment among curriculum, teacher manual and learning planner</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i> <i>iv. incorporation of GESI, SEL and national values</i> <i>v. application of 21st century skills</i> <i>vi. application of differentiated instruction and assessment</i> <i>vii. Accuracy of the information provided</i>	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department) for review (NTS 1a, 1b, 1e, 1f and 1g). <i>Hint</i> <i>Areas for critical review:</i> <i>i. conformance to the learning planner structure</i> <i>ii. alignment among curriculum, teacher manual and learning planner</i> <i>iii. appropriateness and innovativeness of pedagogical choices</i> <i>iv. incorporation of GESI, SEL and national values</i> <i>v. application of 21st century skills</i> <i>vi. application of differentiated instruction and assessment</i> <i>vii. Accuracy of the information provided</i>	10min

	viii. <i>suitability of selected resources and feasibility of executing the learning planner,</i> ix. <i>appropriateness of essential questions, etc.</i> 3.2 Ask teachers to discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	viii. <i>suitability of selected resources and feasibility of executing the learning planner,</i> ix. <i>appropriateness of essential questions, etc.</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session.	4.1 Ask teachers in their groups to reflect, write and share what they have learnt with the larger group (NTS 1a). 4.2 Encourage teachers who were unable to complete their learning plans during the session to complete them (NTS 3I).	4.1 In your groups, reflect, write and share what you have learnt with the larger group (NTS 1a). 4.2 Kindly complete your learning plans, if you were unable to complete them during the session (NTS 3I).	

Appendix
Economics

Learning Planner							
Subject	Economics	Week	1	Duration	180 mins	Form	1
Strand	Consumers' Rational Decision-Making	Sub-Strand	Introduction to Economics				
Content Standard	Demonstrate knowledge and understanding of fundamental concepts and tools used in Economics.						
Learning Outcome(s)	Use relevant information gathered from learners' home, school, and community through observation to carefully define economics and stimulate their interest in the subject.						
Learning Indicator(s)	1. Use learners' everyday life experiences in defining Economics and stimulate their interest. 2. Identify various career prospects in Economics.						
Essential Question(s)	a) How can everyday life experiences be linked to the definition of economics? b) How will the understanding of careers in economics help to identify opportunities in private and government agencies for economics graduate? c) How can grouping in class be done to take care of different abilities, gender, religion, and economic backgrounds?						
Pedagogical Strategies	Building on What Others Say, Collaborative Learning						
Teaching & Learning Resources	Markers, Whiteboard, Projector, Computers/ computer lab, Pen, Pencil, Rulers, Exercise books and any other resources deemed necessary.						
Key Notes on Differentiation							
Lesson 1							
Learning task for practice:							
1. Connect the concept of Economics to other aspects of learner's everyday lives. 2. Group specific economic statements from the learner's everyday experiences under normative and positive statements.							
Note:							
a. Learners who may struggle with the understanding of economics should be assisted to connect the concept of economics to other aspects of their everyday lives. Focus content on the explanation of the meaning of economics using learners' experiences. b. Learners who grasp the understanding of economics are given the opportunity to apply their knowledge to the identification of the two branches of economics. c. Learners who show a high level of understanding of economics and the branches should design critical thinking exercise that challenge them to group specific economic statements from the their everyday life experiences under normative and positive statements.							

Pedagogical Exemplars (with the cross-cutting themes integrated)

Building on What Others Say:

Learners in mixed ability and gender groups, brainstorm using previous knowledge acquired in the home, school and community to explain their understanding of Economics.

Note:

- a. *Teacher should provide targeted support for learners who may be struggling to understand economics. They should be supported to use their everyday lives experiences to explain economics. (AP)*
- b. *Teacher should offer opportunity to learners who may grasp the understanding of economics easily for the application of their knowledge and experiences to enable them identify and explain the two branches of economics. (P)*
- c. *Teacher should encourage learners who show high level of understanding economics to design critical thinking exercise that challenge them to group specific economic statements from the their everyday life experiences under normative and positive statements. (HP)*

Key Assessment

DoK Level 1 Reproduction/Recall

Define Economics

DoK Level 2 Skills of conceptual understanding

Explain economics using your daily life experiences

DoK Level 3 Strategic reasoning

1. *Differentiate between microeconomics and macroeconomics using your daily life experiences*
2. *Use your daily life experiences to differentiate between positive and normative economics statements.*

Lesson 2

Learning task for practice:

Discuss the traditional careers, such as economists working in government agencies, central banks, or international organisations and outline their roles and responsibilities and the impact they have on policy-making and economic development.

Discuss the business and finance careers available in the business and finance sectors and how economists play vital roles in areas like investment banking, financial analysis, market research, and consulting, with examples of how economic analysis contributes to decision-making in these fields.

Note:

- a. *Learners with low ability to understand who an economist is should collaborate with peers.*
- b. *Learners who have the ability to understand who an economist is, easily, should perform tasks that require higher-order thinking skills to identify career opportunities in private and government agencies for the economics students.*

- c. *Learners who are highly proficient in the understanding of who an economist is and the identification of private and public economic career opportunities, should use reflective learning practices to explain the tasks/roles performed by economists in various careers in both private and government agencies.*

Pedagogical Exemplars (with the cross-cutting themes integrated)

Collaborative Learning: *Work in smaller mixed-ability and gender groups to identify various career prospects in Economics. Respect individuals of different beliefs, religions, and cultures during group work. Learners should be encouraged to respect one another's views and be committed to completing the task.*

Note:

- a. *Teachers should allow peer support for learners approaching proficiency in understanding who an economist is. (AP)*
- b. *Teacher should assign task that require higher-order thinking skills to learners at the proficient level in understanding who an economist is to enable them discuss economist as a career in private and government agencies. (P)*
- c. *Teacher should encourage reflective learning practices by asking learners who are highly proficient to critically discuss the tasks performed by economist in the private and government agencies. (HP)*

Key Assessment

DoK Level 1 Reproduction/Recall

Who is an economist is?

DoK Level 2 Skills of conceptual understanding

1. *Identify at least two various career paths for the economist in private and government agencies.*
2. *Explain least two tasks performed by economists in private and government agencies.*

Keywords	<i>Goods, Services, Resources, Economic Agents, Private Sector, Public Sector, Microeconomics, Macroeconomics and Economist</i>

Lesson 1: Economics Starts from the Home

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

<i>Teacher Activity</i>	<i>Learner Activity</i>
<u>Starter Activity (10 minutes)</u> <i>Knowing me, knowing you!</i> <i>Eg. Teacher should allow learners to move around collecting bio data (Name, location, former school, etc.) from each other, each learner can talk to at least three of his or mates and present to the whole class</i>	

Simulate learners' interest in economics by relating their everyday lives at home or school to the subject

Work on learners' misconceptions about Economics

Introductory Activity (10 minutes)

- I. Group learners by considering different abilities, gender, religion, and economic backgrounds. Give each group name
- II. Ask learners to introduce themselves to each other

Activity 1 (10 minutes)

- I. Using the groups formed, ask learners to share their experiences at home with the class in relation to who performs a particular task at home.
NB: Be cautious of traditional gender roles challenge and how it manifests in the household.
- II. Allow the learners to appreciate the fact that a household must make a choice by allocating its scarce resources (time, meat/ food etc.) among its members, taking into account each member's abilities, efforts, and desires (wants).

Activity 2 (5 minutes)

- I. Ask learners to lead the class to draw conclusions on how household decision-making is linked to modern society's decision-making.

Note: Guide them to link it to the definition of economics as the management of society's scarce resources through making rational decisions.

Introductory Activity (5minutes)

- I. Sit in groups and individually introduce yourselves to each other in your group.

Activity 1 (30 minutes)

- I. Brainstorm and identify the individuals who perform a particular task at home and give a reason why is it that person that performs the task. Share your response with the class
- II. Connect how the decision of who cooks dinner, does laundry, and drives the car at home to the modern society's decision on what jobs will be done and who will do them.
Respond to why households and societies make such decisions?

Activity 2 (15 minutes)

- I. Provide a conclusion on how household decision-making is linked to modern society's decision-making.

<u>Activity 3 (10 minutes)</u> I. In a whole class discussion, guide learners to demonstrate how economics is divided into 2 main branches (microeconomics & macroeconomics) falling on the experiences of the learners in their everyday lives and their previous knowledge on household, firms and society's decision-making. II. Ask learners to demonstrate the difference between Positive and Normative Economics Statement by describing and explaining economic phenomena as they are, without expressing opinions or value judgments rather than normative economics, which involves subjective value judgments or what ought to be.	<u>Activity 3 (10 minutes)</u> I. Use your personal life experiences, to distinguish between macroeconomics and microeconomics during a whole class discussion. Share your experiences II. Contribute in the whole class discussion to distinguish between Positive and normative economics
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1 Define Economics Level 2 Explain economics using your daily life experiences Level 3 1. Differentiate between microeconomics and macroeconomics using your daily life experiences 2. Use your daily life experiences to differentiate between positive and normative economics statements.	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (15 minutes)</u> a) Ask learners to link their everyday life experiences to the definition of economics? b) Ask learners to explain microeconomics, macroeconomics, positive economic statement and normative economic statement. c) Ask learners to write what they want to become in futures and the reason for selecting that particular career in their books for discussion in the next lesson. d) Ask learners to read about who an economist is before the next lesson	
Reflection & Remarks	
Sample Remarks <i>The grouping in class was done taken into consideration the different abilities, gender, religion, and economic backgrounds. There was active class participation by all learners. The</i>	

differentiation was quite challenging because this was the first lesson. Assessment during the lesson was effective and responses were clear. Learners were able to link their everyday life experiences to the definition of economics. They were able to differentiate microeconomics from macroeconomics as well as positive economic statement from normative economic statement. Time management was an issue due to delay in the started activity and the grouping. In the next lesson, the same grouping will be used to prevent delays.

Sample Reflection

- ❖ *Were all learners involved in the lesson and how well did I employ differentiation during the lesson*
- ❖ *Did I engage all learners in purposeful activities to enhance their core competencies and the 21st century skills*
- ❖ *What would I have done differently to improve upon this lesson.*

Lesson 2: The Economist

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

Teacher Activity	Learner Activity
<u>Starter Activity (5 minutes)</u> <i>Teacher should allow learners to present their selected future careers and and the reason for selecting that particular career to the class.</i> <i>Teacher should ask learners about what they read on economist.</i>	
<u>Introductory activity (5 minutes)</u> I. <i>Ask learners to sit in their previous groups to discuss who an economist is. You can use the careers in economics to rename the groups</i> II. <i>Task learners to discuss and identify the various careers in economics either through online research or brainstorming or both (adopt what is appropriate for your school)</i>	<u>Introductory activity (5 minutes)</u> I. <i>Sit in your various groups and discuss who an economist is.</i> II. <i>In your discussion, identify the various careers in economics. Pay attention to how one can become an economist and the benefits of becoming an economist.</i>
<u>Activity 1 (5 minutes)</u> I. <i>Ask learners to discuss the economists working in government/ public and private sectors (e.g. central banks, or international organizations).</i>	<u>Activity 1(10 minutes)</u> I. <i>Discuss the Economics career prospects in both private and government agencies and how economists play vital roles in those sectors</i>

II. Task learners to outline the roles and responsibilities of economists in the various sectors and the impact they have on policy-making and economic development. <u>Activity 2 (5 minutes)</u> I. Ask each group to present their work to the class. Allow questions and answers after each presentation. <u>Activity 3 (2 minutes)</u> I. Guide learners to write the best response into their personal notebooks.	II. In your groups, outline the economists' roles and responsibilities in the various sectors and the impact they have on policy-making and economic development. <u>Activity 2 (15 minutes)</u> I. Present your group work to the whole class for discussion <u>Activity 3 (3 minutes)</u> I. Write your personal note on the lesson.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1 Who is an economist is? Level 2 1. Identify at least two various career paths for the economist in private and government agencies. 2. Explain least two tasks performed by economists in private and government agencies.	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (5 minutes)</u> a) How will your understanding of careers in economics help you to identify opportunities in private and government agencies for economics graduate?	
Reflection & Remarks	
❖ How significantly appropriate were the teaching learning resources used for the lesson. ❖ Did I use some creative and interactive pedagogical approaches in the lesson. ❖ Did I use some gender responsive pedagogies in the lesson delivery ❖ Were all learners involved in the lesson or did I employ differentiated instruction ❖ Did I engage all learners in purposeful activities to enhance their core competencies and the 21st century skills ❖ What would I have done differently to improve upon this lesson.	

Government

Learning Planner							
Subject	Government	Week	1	Duration	120	Form	1
Strand	Government and Development	Sub-Strand	Basics of Government				
Content Standard	Demonstrate understanding of the meanings, basic concepts, principles, and importance of government.						
Learning Outcome(s)	Evaluate the meanings, basic concepts, principles, and importance of government						
Learning Indicator(s)	1. Identify and analyse the meanings of government 2. Explain the importance of the study of government						
Essential Question(s)	<i>i. What are the meanings of government?</i> <i>ii. How can the observation in the environment and experiences help in explaining the meanings of government?</i> <i>iii. Why is the study of government relevant to nation building?</i> <i>iv. How can 21st century skills, GESI and SEL be integrated into the teaching and learning of the meanings and importance of the study of government</i>						
Pedagogical Strategies	Talk for Learning ((Building on what other people say), Experiential learning (Role Play)						
Teaching & Learning Resources	<i>e-library resources</i>						
Key Notes on Differentiation							
<i>i. Learning Tasks:</i> ☐ <i>State the three meanings of government.</i> ☐ <i>Explain the main features of each of the three meanings/aspects.</i> ☐ <i>Explore the connections between the three meanings/aspects.</i> ☐ <i>Identify additional examples of concepts, institutions or mechanisms.</i> <i>ii. Pedagogy:</i> ☐ <i>Talk for Learning:</i> <i>In groups, learners discuss the meanings of government, try to explain them in their own words and think of examples beyond those that the teacher has provided. Teacher should identify and give support to learners who might be struggling to understand the meanings of government. Learners who grasp the three meanings quite easily should be encouraged to discuss the relationships among the three, e.g., how government as an academic discipline might influence government institutions or mechanisms and procedures, or how changes in governmental institutions or practices around the world might stimulate developments in the academic discipline, e.g. studies of authoritarianism. Conscious efforts should be made to include persons with special needs in the discussion of the subject matter.</i> <i>i. Key Assessments:</i> ☐ <i>Level 1: State the three meanings of government and why each is important.</i>							

□ Level 3: Investigate and report on one of the three meanings/aspects of government or an example of the importance of government, showing grasp of relevant concepts.	
Keywords	Government, basic concepts, meanings, importance
Lesson 1: The meanings of government	
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> Game: Put several clues related to the lesson in a box /bag. Invite learners to pull the items out of the box/bag. After each item is pull out of the box/bag, get the learners to stick it on the board to discuss what the lesson might be based on the clues they have.	
<u>Introductory Activity (15minutes)</u> I. Invite learners to pick the cards from the bag and stick on the board. Pay attention to learners with mobility issues. <u>Activity 1 (45 minutes)</u> III. Using the cards on the white board, and target questions to review learners' knowledge and experiences of the meanings of government. Further, guide learners to discuss the various meanings of government. <u>Activity 2 (40 minutes)</u> Opportunity to the class to ask question, identify and give support to introvert learners, those who might be struggling to understand the meanings of government, as well as those with special needs to ensure full participation.	<u>Introductory Activity (15minutes)</u> II. Learners pick and stick clues on the board and discuss what the lesson might be. <u>Activity 1 (45 minutes)</u> III. In groups, learners discuss the various meanings of government. Ask questions for further clarifications. Please, be tolerant and circumspect with your comments on what others say. <u>Activity 2 (40 minutes)</u> Offer help in the form of further explanation to colleagues who might have difficulties in grasping the concepts.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1: State the three meanings of government and why each is important.	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	

Activity (15 minutes)

- Mention the three aspects of government (i.e., as academic field of study, as an institution of state and as an art/process).
- Offer opportunity to learners to ask questions for further clarification.
- Wrap up the lesson by summarizing based on learners' contributions and clarifies all misconceptions of the meanings of government if any

Reflection & Remarks

- ☐ Did learners appreciate the resources and pedagogy use in the lesson delivery?
- ☐ Was the lesson more engaging and did the learners find any aspect of the less difficult to understand?

Learning Planner

Subject	Government	Week	1	Duration	60min.	Form	1
Strand	Government and Development	Sub-Strand	Basics of Government				
Content Standard	Demonstrate understanding of the meanings, basic concepts, principles, and importance of government.						
Learning Outcome(s)	Evaluate the meanings, basic concepts, principles, and importance of government						
Learning Indicator(s)	2. Explain the importance of the study of government						
Essential Question(s)	How will knowledge of the meanings of government help understand functions/work of government? Why is the study of government relevant to nation building? How can 21 st century skills, GESI and SEL be integrated into the teaching and learning of the meanings and importance of the study of government.						
Pedagogical Strategies	Talk for Learning ((Building on what other people say), Experiential learning (Role Play)						
Teaching & Learning Resources	e-library resources						

Key Notes on Differentiation

- Learning tasks:**
 - Explain why government is so important in people's lives.
 - Explain how the study of government may improve the lives of citizens and the practice of government.
- Pedagogy**
Experiential Learning
 In mixed groups, learners role-play a selected civic issue of their interest (e.g., provision of social amenities) and various functions of government. Learners are assigned their roles. Learners who are experiencing difficulties should receive some

guidance and support from the teacher. Learners who are confident act out their roles independently.

On completion of the role play, the teacher leads a whole-class discussion on what they learnt from the exercise about the importance of government, highlighting the civic values of hard work, loyalty and patriotism. Proficient and highly proficient learners should be encouraged to expand and develop further ideas on the importance of government.

iii. Key assessments

Level 2: Explain the importance of the study of government with appropriate examples.

Level 3: Investigate and report on one of the three meanings/aspects of government or an example of the importance of government, showing grasp of relevant concepts.

Keywords

Government, basic concepts, meanings, importance

Lesson 2: Explain the importance of the study of government

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

Teacher Activity

Learner Activity

Starter Activity (10 minutes)

Learners watch the pictures of current and former presidents of Ghana to set the scene for the lesson.

Let learners select a civic issue of their choice and role play the functions of government.

Introductory activity (5 minutes)

III. Review previous knowledge of learners on the meanings of government through targeted questioning and link it to why government is important.

Activity 1 (30 minutes)

III. Group learners and assigned roles on the various functions of government.

Activity 2 (5 minutes)

II. Comments on the performance of learners and provide help to learners experiencing difficulties as well as highlighting civil values of hard work, loyalty, and patriotism.

Activity 3 (10 minutes)

III. Leads a whole-class discussion about the importance of government.

Introductory activity (5 minutes)

Learners recap the three meanings of government.

Activity 1 (30 minutes)

III. In mix ability, learners act out the various functions of government.

Activity 2 (5 minutes)

II. Peer review of performance and respect the civic values of hard work, loyalty, and patriotism.

Activity 3 (10 minutes)

IV. Learners explain how all persons collectively make up the government

	<i>and come up with other importance of the study of government</i>
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 2: <i>Explain the importance of the study of government with appropriate examples.</i> Level 3: <i>Investigate and report on one of the three meanings/aspects of government or an example of the importance of government, showing grasp of relevant concepts.</i>	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (5 minutes)</u> <i>Invite questions and contributions from learners. Clarify questions and fill in the gaps of the presentations where necessary.</i>	
Reflection & Remarks	
<i>What was my best moment in today's lesson and how can I improve upon it?</i> <i>Were the learners happy and excited about the activities and resources used in teaching the lesson?</i>	

Learning Planner							
Subject	Religious Studies	Week	1	Duration	180mins	Form	1
Strand	Study of religions, God's creation and humankind	Sub-Strand	Background to the study of religion				
Content Standard	Demonstrate an understanding of the need to study religion and the contributions of the three major religions to the development of Ghana						
Learning Outcome(s)	Justify the need for the study of religion and appraise the contributions of the three religions to the development of Ghana						
Learning Indicator(s)	Explain the meaning of religion and reasons for which religion is studied at the SHS						
Essential Question(s)	i. How does prior experience with religion facilitate the construction of a definition of religion? ii. How can religion be defined from one's perspective? iii. How can classical definitions of religion be categorised?						
Pedagogical Strategies	i. Collaborative Learning ii. Jigsaw iii. Digital pedagogy iv. Video/picture watching						
Teaching & Learning Resources	i. Computer/Laptop/Smartphone/Tablet ii. Internet connection iii. A write-up about the four categories of definitions of religion iv. Sample definitions of religion						
Key Notes on Differentiation							
i. Learning Tasks: ● What makes religious activities different from non-religious activities? ● Why is it difficult to agree on one definition of religion? ● Define religion in your own words ii. Pedagogy: ☐ Across exemplars, teachers can target questions to students to progress their thinking, e.g. ○ Can you describe what activities you see? Which ones do you think are religious? (AP) ○ What activities are religious versus non-religious?(Why? (P) ○ What might be significant about these religious practices? What do they seem to bring to those practicing them? (HP) iii. Key Assessments: ☐ Level 1: "Telling how they did it": Learners orally describe the processes involved in arriving at their definitions of religion ☐ Level 2 Analytic writing: Learners analyse the different characteristics of religious and non-religious activities							

☐ <i>Level 3: Peer editing critique: Learners present their draft definitions of religion to their peers to offer constructive criticisms</i> ☐ <i>Level 4: Presentation: Learners create and present their draft definitions of religion before the entire class and defend it in a debate. Groups should be encouraged to choose persons considered marginalised to lead the presentation</i>	
Keywords	<i>Deity, theological, moral, sociological, psychological, opium</i>
Lesson 1 - Understanding the meaning of religion from learners' perspective	
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>Learners role play two activities one being religious and the other non-religious. E.g. songs, dance.</i> <i>Or</i> ☐ <i>Learners observe two sets of pictures, one set where religious activities are performed and the other set where non-religious activities are performed.</i>	
<u>Introductory Activity (5minutes)</u> <i>Use talk for learning to discuss the starter activity, guiding learners to appreciate the difference between religious and non-religious activities.</i> <i>Ask questions such as</i> <i>a. Can you describe what activities you see? Which ones do you think are religious? (AP)</i> <i>b. What activities are religious versus non-religious?(Why? (P)</i> <i>c. What might be significant about these religious practices? What do they seem to bring to those practicing them? (HP)</i>	<u>Introductory Activity (5minutes)</u> <i>Learners participate by providing answers to teachers questions and pose their own questions as they learn to differentiate religious activities from non-religious activities.</i>
<u>Activity 1 (30 minutes)</u> <i>I. Pose a question: How would you define religion?</i> <i>II. Use collaborative learning technique to group learners into small mixed-ability/religious/gender groups to discuss and produce their individual and collective definitions of religion</i>	<u>Activity 1 (30 minutes)</u> <i>I. Follow teacher's directions to join mixed-ability/religious/gender groups to discuss and define their own definitions of religion</i> <i>II. Within the group, learners choose their leaders and assign responsibilities such as</i>

III. Move round to observe learners in their groups, discussing definitions of religion. IV. Provide guidance to shape learners thinking and to keep them on course <u>Activity 2 (10 minutes)</u> I. Invite learners to present their group's definition for religion II. Set rules for group presentation on definitions of religion III. With question and answers guide learners to discuss each group's definition of religion	a. Discussion Leader b. Scribe c. Presenter d. Timekeeper III. Using peer-editing critique, learners discuss and build consensus on one definition of religion for presentation <u>Activity 2 (10 minutes)</u> I. Take turns to present their groups' definition of religion for feedback from the whole class. II. In the process, they pose questions and provide clarification to queries from other groups.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
I. Level 1: "Telling how they did it": Learners orally describe the processes involved in arriving at their definitions of religion II. Level 2 Analytic writing: Learners analyse the different characteristics of religious and non-religious activities III. Level 3: Peer editing critique: Learners present their draft definitions of religion to their peers to offer constructive criticisms IV. Level 4: Presentation: Learners create and present their draft definitions of religion before the entire class and defend it in a debate. Groups should be encouraged to choose persons considered marginalised to lead the presentation	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (5 minutes)</u> Use learners varied definitions of religion to guide them to appreciate that definitions of religion are influenced by individuals' experiences and can therefore be defined differently from their own perspectives	
Reflection & Remarks	
Lesson 2 - Classical definitions of religion and what they reveal about the nature of religion	
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>	

Watch videos/ pictures/ drama of unusual religious activities from various religions in the world.

Introductory activity (15 minutes)

- IV. *Use questions and answers for class to discuss the videos/ pictures/drama.*
- V. *Ask learners to describe their impressions of the religious activities as outsiders. (Eg. If you were not familiar with this religious activity, what would have been your assessment of their activity?)*
- VI. *Connect it to Sigmund Freud's definition of religion as "mass neurosis"*

Activity 1 (25 minutes)

- I. *Use digital pedagogy to help learners access definitions of religion from the internet.*
- II. *Provide website links to help learners access authentic information.*
- III. *Instruct learners to write down some of the classical definitions of religion*

Activity 2 (40 minutes)

- III. *Introduce learners to jigsaw activity and use it to facilitate learning about how to categorise classical definitions of religion.*
- IV. *Divide learners into four groups and provide each group with a short write-up about the various categories of religion as in:*
 - a. *Theological definitions*
 - b. *Moral definitions*
 - c. *Sociological definitions*
 - d. *Psychological definitions*
- V. *In their individual groups, guide learners to discuss the*

Introductory activity (15 minutes)

- I. *Learners participate in activity by answering and posing questions about the video/images watched.*
- II. *Learners offer their own understanding of Sigmund Freud's definition of religion citing evidence from the video or pictures they watched.*

Activity 1(25 minutes)

- IV. *Learners follow teacher's instruction to search online and access classical definitions of religion.*
- V. *Learners assess the definitions and write down those they understand and can explain.*

Activity 2 (40 minutes)

- III. *Learners follow teacher's activities to participate in the jigsaw activity.*
- IV. *Learners join one of four groups to discuss their category of definition of religion and regroup to share with their colleagues, what they learnt in their first group.*

<i>write-up about their category and cite definitions they sourced from the internet as examples.</i> VI. <i>Guide learners to create new groups made up of a member each from the first groups. In this second group, learners take turns to explain what they learnt to their mates.</i> <u>Activity 3 (30 minutes)</u> <i>Provide instructions and support learners to undertake assessment activities outlined. Be mindful of the different abilities of learners and differentiate assessment tasks accordingly.</i>	<u>Activity 3 (30 minutes)</u> <i>Follow teacher's instructions to undertake assessment tasks that they are given.</i>
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
☐ Level 1: Search online and list four definitions of religion you identify ☐ Level 2: Explain the following categories of definitions of religion ○ Theological ○ Moral ○ Psychological ○ Sociological ☐ Level 3: Search online and categorise definitions of religion into theological, moral, psychological and sociological categories. ☐ Level 4: Compile the definitions developed by various groups in previous lesson and categorise them into theological, moral, psychological and sociological groups.	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<i>From learners' response to assessment activity, wrap up lesson by checking if all learners are able to search for classical definitions and or are able to categorise them. Provide an intervention activity for those who might still be struggling to attain proficiency.</i>	
Reflection & Remarks	

History

Learning Plan							
Subject	History	Week	1	Duration	60mins	Form	1
Strand	Historical Inquiry and Writing	Sub-Strand	Nature and Scope of History				
Content Standard	Demonstrate understanding of the origins, meanings and nature of history as a discipline.						
Learning Outcome(s)	Use appropriate historical sources from the environment to effectively communicate the origins, nature and scope of history while demystifying common misconceptions associated with the study of history.						
Learning Indicator(s)	Trace the origins and meanings of the word 'history' using conventional and non-conventional sources.						
Essential Question(s)	a) How does the origins of the word History help appreciate the cultures of the various ethnic groups in Ghana? b) How does knowledge about the origins of the word 'history' help in building an understanding of the meaning of history as an academic discipline? c) How can conventional and non-conventional sources be explored to build the understanding of the origins of the word 'history'?						
Pedagogical Strategies	Experiential learning, Collaborative learning, Technology-enhanced learning						
Teaching & Learning Resources	Internet access, Computers/smart phones, Standard textbooks, Resource persons, Archaeological finds, Flip charts, Portraits of Herodotus and Thucydides, A chart showing conventional and non-conventional origins of the term history.						
Key Notes on Differentiation							
Learning Tasks: ☐ Vary difficulty levels (e.g., create a list of terms for "history" in different languages, trace the origin of history from internet sources, explain the meaning of history by drawing from definitions of different scholars)							
Pedagogy: ☐ Use more concrete teaching and learning resources, such as primary sources, charts, posters and pictures, to encourage learners to volunteer and share ideas ☐ Learners who exhibit clear understanding and ability to perform tasks should be encouraged to take a central role in the discussions ☐ Learners who show a high level of understanding must be encouraged to engage in more tasks related to the origins and meaning of the word 'history'							
Key Assessments: ☐ Level 1: Explain history in your own words. ☐ Level 2: Describe in one page the origins of the word 'history', both conventional and non-conventional ☐ Levels 3 and 4:							

○ Using historical sources, research on the role of Herodotus and Thucydides in the development of history. Level 4 assessments will evaluate the validity and usefulness of the sources ○ Debate on who the father of history is	
Keywords	Conventional, Non-conventional, Historia, Enquiry, Significant, 'abakɔsem', 'tetesem' in Akan; 'Taarihi' in Dagbani; 'blema saji' in Ga; 'Gbedeme nya wo' in Ewe; 'Adrasha' in Gonja, Past, Human activities, Time
Lesson 1: Origins and Meaning of History	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
Starter Activity (5 minutes) In mixed-ability groups, learners trace keywords of the meanings of History on a crossword puzzle chart. (click the link for a copy of the puzzle: https://bit.ly/4cT4VMT / scan the QR code)	
Introductory Activity (10minutes) II. Guide learners to come out with words or phrases used in their communities to describe history. NOTE: This would be better done in ethnic groupings that outline what each one has and then bring it to a synthesis.	Introductory Activity (10minutes) II. Learners in ethnic groupings discuss common terminologies used in their communities to describe history. E.g., 'abakɔsem', in Akan; 'Taarihi' in Dagbani; 'blema saji' in Ga; 'gbegenyawo' in Ewe; 'Adrasha' in Gonja; etc
Activity 1 (10 minutes) IV. Guide learners to use the Internet/ standard textbooks to trace the origin of the word 'History' from the Greek origins	Activity 1 (10 minutes) III. In pairs, explore the Internet or standard textbooks for information on the Greek origin of the word 'history'. Use the search phrase /origins of history/.
Activity 2 (5 minutes) II. Present a chart on the different origins of the word 'history' including conventional and non-conventional sources.	Activity 2 (5 minutes) V. In self-assessment, compare answers from the introductory activity and learner activity 1 to the chart shown in Teacher Activity 2.
	

<u>Activity 3 (15 minutes)</u> I. Guide learners to share experiences of past events they have witnessed/ experienced and relate them to what history is II. Present the key components of the meaning of history to learners using varied techniques or approaches (posters/pictures, verbal, etc.) <u>Activity 4 (10 minutes)</u> I. Guide learners to use the Internet or standard textbooks to find other meanings of history from scholarly definitions.	<u>Activity 3 (15 minutes)</u> I. Using talking circles, learners share past activities they have experienced in the past by recounting narratives, songs, stories told to them by their grand/parents, etc. II. In pairs, learners explain that History deals with the study of significant human past activities through time <u>Activity 4 (10 minutes)</u> I. In mixed-gender groups (where applicable), explore meanings of history from different sources and develop a chart that shows the diverse meanings of history.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
☐ Level 1: Explain history in your own words. ☐ Level 2: Describe in one page the origins of the word 'history', both conventional and non-conventional ☐ Levels 3 and 4: ○ Using historical sources, research on the role of Herodotus and Thucydides in the development of history. Level 4 assessments will evaluate the validity and usefulness of the sources ○ Debate on who the father of history is	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (5 minutes)</u> Find out the extent to which learners understood the lesson by asking the following key questions, considering the knowledge hierarchy and engaging learners in brainwave ideas. a) Distinguish between conventional and non-conventional origin of the word History b) What are the local names given to the word History in your respective ethnic group? c) How will the unconventional origin of History help you to appreciate ethnic diversity? NOTE: Link the concept of a subset by bringing up a conversation on the need to appreciate the uniqueness of different subgroups in our society coexisting as Ghanaians. (GESI)	
Reflection & Remarks	
☐ How significantly appropriate were the teaching learning resources used for the lesson? ☐ Did I use some creative and interactive pedagogical approaches in the lesson? ☐ Did I use some gender-responsive pedagogies in the lesson delivery? ☐ Were all learners involved in the lesson or did I employ differentiated instruction	

- ☐ Did I engage all learners in purposeful activities to enhance their core competencies and the 21st century skills
- ☐ What would I have done differently to improve upon this lesson?

Learning Plan							
Subject	History	Week	1	Duration	60mins	Form	1
Strand	Historical Inquiry and Writing	Sub-Strand	Nature and Scope of History				
Content Standard	Demonstrate understanding of the origins, meanings, and nature of history as a discipline.						
Learning Outcome(s)	Use appropriate historical sources from the environment to effectively communicate the origins, nature and scope of history while demystifying common misconceptions associated with the study of history.						
Learning Indicator(s)	Investigate some common misconceptions associated with the study of history.						
Essential Question(s)	a) What skills are needed to investigate common misconceptions associated with the study of history? b) How can knowledge and understanding of common misconceptions help to demystify stereotypes about the study of history? c) How does knowledge of common misconceptions about history be used to shape different perspectives?						
Pedagogical Strategies	Project-based learning, Technology-enhanced learning, Collaborative learning						
Teaching & Learning Resources	Internet access, Crossword/ Word Search Puzzle, Computers/ laptops, LCD projector/screen, video/ audio player, Questionnaires, Interview guide, Audio/tape recorder, Documentary on misconceptions associated with the study of history. SAMPLE SURVEY ON MISCONCEPTIONS ABOUT HISTORY https://bit.ly/3UguAYz Link to History Resource Drive: https://bit.ly/3UqG6D7 						
Key Notes on Differentiation							
Learning Tasks: ☐ Hold an interview session with non-history students on common misconceptions they have about the subject history. Support learners who are less confident in the concepts (AP) to develop the questions needed for the interviews. ☐ Explain, with examples, five ways of addressing misconceptions in the study of history. For those who are less confident, provide an exemplar answer. ☐ For those who are secure in the concepts (P and HP), expect the following: with your understanding of addressing misconceptions about history, make a presentation to dispel people's misconceptions about the study of history.							
Pedagogy:							

- Support less confident learners with exemplar questions.
- For learners who have difficulties in understanding, use multimedia presentations or documentaries to debunk misconceptions and promote accurate historical understanding.
- For learners with a high level of understanding, encourage them to use posters to design and implement independent research projects that investigate the root causes and consequences of specific historical misconceptions associated with the study of history. Have them engage in activities like source analysis, fact-checking, and collaborative discussions to challenge misconceptions.

Key Assessments:

- **Level 1:** Written task: What are some common misconceptions associated with the study of history?
- **Level 2:** Discuss: How do you address misconceptions associated with the study of history?
- **Level 4:**
 - How can knowledge and understanding of common misconceptions help to demystify stereotypes about the study of history?
 - How can knowledge of common misconceptions about history be used to shape different perspectives?

- Teacher to choose the assessment questions that they feel are most appropriate for the learners in their classes.

NB: Teacher must accept responses in oral, written or multimedia presentations

Keywords	History, misconceptions, subjective, bias, static, memorisation, abstract, theoretical, demystify

Lesson 2: Misconceptions Associated with the Study of History

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

Teacher Activity	Learner Activity
<u>Starter Activity (5 minutes)</u> □ Using KWL (What you KNOW, WANT to know, LEARNT) technique, learners share misconceptions they have heard about the study of history.	
<u>Introductory Activity (20minutes)</u> I. Guide learners to conduct interview or survey on common misconceptions students have about the study of history. (see sample: https://bit.ly/3UguAYz)	<u>Introductory Activity (20minutes)</u> I. Using smartphones, audio recorders or laptops, learners in mixed-ability groups collect data on misconceptions of history (consider methods like interview, survey, etc).
<u>Activity 1 (20 minutes)</u>	<u>Activity 1 (20 minutes)</u>

I. Guide learners to create a graph or a chart/poster on some common misconceptions gathered from interviews or surveys conducted and interpret the data. <i>NOTE: Encourage learners to be aware of the diverse backgrounds of their informants and exhibit a higher level of tolerance towards viewpoints they deem to be overly negative.</i> <u>Activity 2 (5 minutes)</u> I. Group learners to discuss ways of addressing misconceptions associated with the study of history. II. Guide learners to present work in class.	I. In mixed-ability groups, create a graph or a chart/poster on some common misconceptions gathered from interviews or surveys conducted and interpret the data. <u>Activity 2 (5 minutes)</u> I. In mixed-ability groups, learners discuss ways of addressing misconceptions associated with the study of history. II. Learners in groups present their work on flip chart for perusal of the entire class.

Assessment DoK aligned to the Curriculum and Subject Teacher Manual

- ☐ **Level 1:** Written task: What are some common misconceptions associated with the study of history?
 - ☐ **Level 2:** Discuss: How do you address misconceptions associated with the study of history?
 - ☐ **Level 4:**
 - How can knowledge and understanding of common misconceptions help to demystify stereotypes about the study of history?
 - How can knowledge of common misconceptions about history be used to shape different perspectives?
- Teacher to choose the assessment questions that they feel are most appropriate for the learners in their classes.

Lesson Closure

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

Activity (5 minutes)

Using the KWL technique, learners share important take ways from the lesson.

Reflection & Remarks

- ☐ How significantly appropriate were the teaching learning resources used for the lesson?
- ☐ Did I use some creative and interactive pedagogical approaches in the lesson?
- ☐ Did I use some gender-responsive pedagogies in the lesson delivery?
- ☐ Were all learners involved in the lesson or did I employ differentiated instruction
- ☐ Did I engage all learners in purposeful activities to enhance their core competencies and the 21st century skills
- ☐ What would I have done differently to improve upon this lesson?

Learning Plan							
Subject	History	Week	1	Duration	60mins	Form	1
Strand	Historical Inquiry and Writing	Sub-Strand	Nature and Scope of History				
Content Standard	Demonstrate understanding of the origins, meanings and nature of history as a discipline.						
Learning Outcome(s)	Use appropriate historical sources from the environment to effectively communicate the origins, nature and scope of history while demystifying common misconceptions associated with the study of history.						
Learning Indicator(s)	1. Justify why the study of history is relevant to individuals and society. 2. Analyse the need for the study of history in Ghanaian schools						
Essential Question(s)	a) How does the study of history promote peaceful co-existence and patriotism in a community? b) How does the study of history promote self-identity and cultural awareness in a society? c) How can historical skills be used to provide a deeper understanding of past events and their relevance in assessing information in other fields of learning?						
Pedagogical Strategies	Cooperative learning, Experiential learning, Collaborative learning, Problem-based learning						
Teaching & Learning Resources	Primary Source data (Birth Certificates, old Photographs, family album, Health Record Cards, Personal Diary), Excerpts of Community, Ethnic and national histories, Internet access, Documentaries and Speeches on patriotism, Computers/ laptops, LCD projector/screen, video/ audio player, Resource person, Stationaries, Documentaries/ videos on the need to study history						
Key Notes on Differentiation							
Learning Tasks:							
Listen to presidential speeches and write out phrases that depict patriotism. For learners who may struggle with complex comprehension (AP), provide a list of core vocabulary. Create an outline that explains how other academic disciplines are connected to history. In groups, create a poster explaining how customs, traditions, and values help promote national development. Re-enact the March 6, 1957 Independence Declaration, and show how it promotes national integration and harmony. Provide prompts to learners who are not as confident in the terminology/concepts. Role-play how history provides individuals with self-identity. Ensure that AP learners have support through prompts. Use the internet to search for information on what historians do, with emphasis on how they gather data, analyse and interpret the data. From your research, map out critical skills that historians employ in their work.							

- ☐ Organise a career fair on job prospects one can gain from studying history. Encourage confident learners to take a lead on the organisation.

Pedagogy:

- ☐ Using the Jigsaw technique, learners discuss why people keep records such as birth certificates, personal diaries, health record documents, family records, family pictures, and funeral brochures. Support struggling learners to identify key historical data that can be obtained from historical records/documents.
- ☐ Learners role-play how the study of history helps in promoting national integration and tolerance. E.g., the Independence Day Celebration. Support learners who may be less confident with the concepts with prompts.
- ☐ In groups, learners watch or listen and analyse documentaries and speeches that promote patriotism. (E.g., 'Heritage Africa' by Kow Ansah, Speeches of chiefs during festivals, and Presidential addresses). Ensure understanding and access for all learners through guided questioning of less secure learners.
- ☐ Learners cite examples from their community, ethnic, and national narratives to explain how History provides us with a sense of identity. Encourage more able learners to expand and develop their examples and explanations.

Key Assessments:

Level 2:

- ☐ Discuss why the study of history is relevant to human survival and development.
- ☐ Discuss how history promotes patriotism and national consciousness among students.

Level 3:

- ☐ Explain in a two-stanza poem how history serves as a tool for national development.
- ☐ Evaluate the importance of studying history by creating a poster that shows how history is relevant to the individual and society.
- ☐ Examine the skills History offers to students using a journal entry.
- ☐ Justify the need for the study of History in Ghanaian schools by creating social media awareness using handles such as Twitter, Facebook, Instagram, WhatsApp, etc. Use the Hashtag - #HistoryinSchools.

Keywords	Customs, traditions, values, national development, self-identity, continuities and change, patriotism, national integration and peaceful co-existence

Lesson 3: Importance of History to the Individual and the Society

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

Teacher Activity	Learner Activity
<u>Starter Activity (5 minutes)</u>	
☐ Sing patriotic songs (Eg. Arise Ghana Youth) ☐ Learners mention keywords/ phrases from the song that depicts unity, patriotism and peaceful co-existence.	
<u>Introductory Activity (10minutes)</u>	<u>Introductory Activity (10minutes)</u>

I. <i>Guide learners to infer from instances where people justify present actions with past events.</i> OR <i>Assist learners to form groups and discuss the relevance of keeping records.</i> <u>Activity 1 (20 minutes)</u> I. <i>Provide learners with excerpts of patriotic documentaries and speeches</i> <u>Activity 2 (20 minutes)</u> I. <i>Guide learners in a jigsaw activity to discuss:</i> ☐ <i>how history provides us with a sense of identity, how history helps to understand continuity and change in society</i> ☐ <i>how history serves as the basis for other academic disciplines</i> ☐ <i>how history teaches customs and traditions for national development</i> ☐ <i>how history teaches valuable skills and attitudes for national development</i> II. <i>Guide learners to present their work in class.</i>	I. <i>Working cooperatively, learners explain why people make references to the past to justify their actions. e.g., A sport pundit referring to a score line in the past to make a case for a team.</i> OR <i>Using the Jigsaw technique, learners discuss why people keep records such as Birth Certificates, Personal Diaries, Health Record Documents, family records, family pictures, and funeral brochure.</i> <u>Activity 1 (20 minutes)</u> I. <i>In mixed-ability groups, learners watch or listen and analyse excerpts of documentaries and speeches that promote patriotism. (E.g., 'Heritage Africa' by Kow Ansah, Speeches of chiefs during festivals, and Presidential addresses).</i> <u>Activity 2 (20 minutes)</u> I. <i>In a jigsaw technique, learners discuss:</i> ☐ <i>how history provides us with a sense of identity, how history helps to understand continuity and change in society</i> ☐ <i>how history serves as the basis for other academic disciplines</i> ☐ <i>how history teaches customs and traditions for national development</i> ☐ <i>how history teaches valuable skills and attitudes for national development</i> II. <i>In small groups, present your discussions to the whole class.</i>
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 2: ☐ <i>Discuss why the study of history is relevant to human survival and development.</i> ☐ <i>Discuss how history promotes patriotism and national consciousness among students.</i> Level 3: ☐ <i>Explain in a two-stanza poem how history serves as a tool for national development.</i>	

- ☐ Evaluate the importance of studying history by creating a poster that shows how history is relevant to the individual and society.
- ☐ Examine the skills History offers to students using a journal entry.
- ☐ Justify the need for the study of History in Ghanaian schools by creating social media awareness using handles such as Twitter, Facebook, Instagram, WhatsApp, etc. Use the Hashtag - #HistoryinSchools.

Lesson Closure

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

Activity (5 minutes)

Use the Traffic Light technique to find out what learners have learnt, and what they need further discussions on.

Reflection & Remarks

- ☐ How significantly appropriate were the teaching learning resources used for the lesson?
- ☐ Did I use some creative and interactive pedagogical approaches in the lesson?
- ☐ Did I use some gender-responsive pedagogies in the lesson delivery?
- ☐ Were all learners involved in the lesson or did I employ differentiated instruction
- ☐ Did I engage all learners in purposeful activities to enhance their core competencies and the 21st century skills
- ☐ What would I have done differently to improve upon this lesson?

Learning Planner							
Subject	Social Studies	Week	1	Duration	120mins	Form	1
Strand	1: Identity, Significance and Purpose	Sub-Strand1:	A geographical and historical sketch of Africa				
Content Standard	Demonstrate understanding of the diverse geographical features and resources of Africa and their impact on early human development						
Learning Outcome(s)	Use maps to describe key geographical features of Africa and how they shaped Africa’s ancient societies						
Learning Indicator(s)	1. Describe the major geographic features and ecosystems of Africa, e.g., rivers, deserts, mountains, coastlines and vegetation 2. Analyse how geographical features and ecosystems influenced the development of agriculture, trade networks and settlement patterns in early African societies						
Essential Question(s)	a) How did geographical features influence the emergence and growth of ancient societies in Africa? b) What are the main concepts or ideas necessary for aiding an understanding of the relationship between geographical features and the growth of ancient societies in Africa? c) What role did geographical features and ecosystems play in shaping the development of Agriculture, trade networks and settlement patterns in early African societies?						
Pedagogical Strategies	Interactive map exploration, Problem-based learning						
Teaching & Learning Resources	Internet access, Computer, Phone, Projectors, Video clips, Maps, Stationary						
Key Notes on Differentiation							
LESSON 1							
Tasks							
1. Learners who are less confident (AP) engage in simple identification exercises to match geographical features with descriptions or label maps and discuss their impact on ancient societies. 2. Learners who are secure (P) write short essays or do presentations focusing on the roles of specific features in ancient societies and their implications. 3. Learners who have mastered the content (HP) do research projects, debates or case studies exploring the interconnectedness of various geographical features and ecosystems in shaping civilisations.							

4. All learners should be able to identify the location of major geographic features and ecosystems of Africa, e.g., rivers (Nile, Niger, Congo), deserts (Sahara, Namib, Kalahari), mountains (Kilimanjaro, Guinea and Ethiopian Highlands), coastlines and vegetation.

Pedagogy

1. Interactive map exploration:

- ☐ With the aid of maps of Ghana, learners in small groups identify geographical features, e.g., rivers (Pra, Ankobra, Volta, etc.), mountains (Akwapim-Togo Range, Gambaga escarpment, etc.) and vegetation (savannah, forest, coastal). Provide structured guidance and support during the map exploration activities. Simplify tasks for those who are less confident (AP) and ensure that the activities are achievable and build confidence in learners' ability to recognise and locate key features.
- ☐ With the aid of maps of Africa, learners identify the location of major geographic features and ecosystems of Africa, e.g., rivers (Nile, Niger, Congo), deserts (Sahara, Namib, Kalahari), mountains (Kilimanjaro, Guinea and Ethiopian Highlands), coastlines and vegetation.

Key Assessment:

1. Level 1:

- ☐ Learners identify geographical features in Ghana through labelling maps or answering basic questions about these features.

2. Level 2:

- ☐ Using maps of Africa, learners identify the location of major geographic features and ecosystems on a broader scale, demonstrating a deeper understanding of their significance and interconnections.

LESSON 2

Tasks

1. Learners who need support (AP) explain the geographical features and their impact on early African societies. Create a simple poster or presentation illustrating one of the ways geographical features influenced early African societies (e.g., focusing on agriculture, trade or settlement).
2. Learners who are confident with the content (P) provide more in-depth information, primary sources and case studies to challenge learners to analyse cause-and-effect relationships in respect of the geographical features and their impact on early African societies.
3. Learners who need to be stretched (HP) introduce advanced theories, multiple perspectives and encourage independent research on geographical features and their impact on early African societies. Discuss the broader implications of geographical features on societal development. Design a research project that explores how environmental factors influenced the cultural, economic and political aspects of early African societies.

Pedagogy

1. Problem-based learning:

- *In small groups, formulate historical questions to analyse how River valleys, like the Nile and Niger, provided fertile soil and reliable water for irrigation to enable the cultivation of crops and to support dense populations.*
- *Use different sources for the different levels of learners (AP, P and HP) to analyse how the highlands and vegetation of Africa offered diverse agro-ecological conditions and allowed the cultivation of a variety of crops e.g., Savanna (Groundnut, millet, etc.), Forest (kola nut, oil palm tree, etc.) and Coastal (coconut, oil palm tree, etc.).*
- *Learners explore historical sources to explain how geographic features, such as rivers, coastlines, deserts and mountains served as natural pathways for trade networks to flourish in early African societies, e.g., the Nile River provided a vital transportation route for trade and the Sahara Desert became a vital trade route through the development of the trans-Saharan trade.*

Assessments

1. Level 1:

- *Use a simple matching activity where learners match descriptions of geographical features with their influence on agriculture, trade or settlement patterns.*

2. Level 2:

- *Write a comparative analysis essay on how different geographical features shaped agriculture, trade networks and settlement patterns in early African societies, emphasising causal relationships.*

3. Level 3:

- *Develop a research-based presentation or paper analysing the interconnectedness of geographical features, agriculture, trade networks and settlement patterns in shaping early African societies, providing insights on historical developments and societal structures*

Keywords

Geographical features, Ecosystems, Human settlements, Cultural exchanges, Civilisation

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> III. Teacher introduces learners to the lesson by aiding them to identify the location of major geographic features and ecosystems of Africa, e.g., rivers (Nile, Niger, Congo), deserts (Sahara, Namib, Kalahari), mountains (Kilimanjaro, Guinea and Ethiopian Highlands), coastlines and vegetation on a large map of Africa. Highly proficient learners can be tasked to draw the maps and locate the geographic features.	
<u>Introductory Activity (15minutes)</u> IV. Guide learners to match geographical features with their locations on a map of Africa provided for them. Emphasis should be placed on geographical features that have implications for ancient societies.	<u>Introductory Activity (15minutes)</u> ii. Match geographical features with their locations on a map of Africa provided for them. Emphasis should be placed on geographical features that have implications for ancient societies.
<u>Activity 1 (30 minutes)</u> V. Guide learners in groups to discuss the importance of specific geographical features towards the growth of ancient societies	<u>Activity 1 (30 minutes)</u> iii. In groups, discuss the importance of specific geographical features towards the growth of ancient societies
<u>Activity 2 (40 minutes)</u> VI. Guide learners in pairs to explore the interconnectedness of various geographical features and ecosystems in shaping civilisations and make available a presentation for class discussion	<u>Activity 2 (40 minutes)</u> iv. In pairs explore the interconnectedness of various geographical features and ecosystems in shaping civilisations and make available a presentation for class discussion
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
☐ Level 1: Learners identify geographical features in Ghana through labelling maps or answering basic questions about these features. ☐ Level 2: Using maps of Africa, learners identify the location of major geographic features and ecosystems on a broader scale, demonstrating a deeper understanding of their significance and interconnections.	

Lesson Closure	
<i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (15 minutes)</u> <i>i. Find out the extent to which learners understood the lesson by asking the following key questions in a whole class discussion taking into consideration the knowledge hierarchy and engage learners to brainstorm ideas on them.</i> - How did geographical features influence the emergence and growth of ancient societies in Africa? - What role did geographical features and ecosystems play in shaping early African civilizations? <i>b) Hint: Encourage the appreciation of the uniqueness of different subgroups in our society coexisting as Ghanaians. (GESI)</i>	
Reflection & Remarks	
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>With the aid of a large maps of Ghana spread across the classroom, learners take turns to identify geographical features, e.g., rivers (Pra, Ankobra, Volta, etc.), mountains (Akwapim-Togo Range, Gambaga escarpment, etc.) and vegetation (savannah, forest, coastal).</i>	
<u>Introductory activity (25 minutes)</u> IV. Guide learners in mixed groupings to explore historical sources to explain how geographic features, such as rivers, coastlines, deserts and mountains served as natural pathways for trade networks to flourish in early African societies. Learners can Ghana as a case study.	<u>Introductory activity (25 minutes)</u> I. In mixed groupings explore historical sources to explain how geographic features, such as rivers, coastlines, deserts and mountains served as natural pathways for trade networks to flourish in early African societies.
<u>Activity 2 (25 minutes)</u> I. In pairs, assist learners to formulate historical questions to analyse how River valleys, like the Nile and Niger, provided fertile soil and reliable water for irrigation to enable the cultivation of crops and to support dense populations	<u>Activity 2 (25 minutes)</u> I. In pairs, formulate historical questions to analyse how River valleys, like the Nile and Niger, provided fertile soil and reliable water for irrigation to enable the cultivation of crops and to support dense populations
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	

☐ Level 1: Use a simple matching activity where learners match descriptions of geographical features with their influence on agriculture, trade and settlement patterns. ☐ Level 2: Write a comparative analysis essay on how different geographical features shaped agriculture, trade networks and settlement patterns in early African societies, emphasising causal relationships. ☐ Level 3: Develop a research-based presentation or paper analysing the interconnectedness of geographical features, agriculture, trade networks and settlement patterns in shaping early African societies, providing insights on historical developments and societal structure
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>
Activity (15 minutes) i. Find out the extent to which learners understood the lesson by asking the following key questions in a whole class discussion taking into consideration the knowledge hierarchy and engage learners to brainstorm ideas on them. ● With reference to specific geographical features and zones in Africa, how has agriculture been influenced by the features identified ● What role did geographical features play in cultural exchanges in early African societies c) Hint: Encourage learners to appreciate the uniqueness of different subgroups in our society coexisting as Ghanaians. (GESI)
Reflection & Remarks

Geography

Learning Planner							
Subject	Geography	Week	1	Duration	60 Minutes	Form	1
Strand	The Earth and its Neighbourhood	Sub-Strand	The Earth and its Features				
Content Standard	Demonstrate understanding of Geography as a subject of study.						
Learning Outcome(s)	With your understanding of the environmental features, explain the meaning of Geography and identify its branches and career prospects.						
Learning Indicator(s)	Explain Geography and identify its branches						
Essential Question(s)	a) How does geography influence the way we understand our world and its various cultures? b) What opportunities exist for geographers in the workforce, and how can learners prepare for these roles? c) What strategies can be adopted to make the subject matter accessible and engaging for all learners?						
Pedagogical Strategies	a) Experiential Learning: Using questions and answers learners identify, collect and classify environmental features into the various branches of Geography b) Exploratory Learning: In pairs, learners think and share the meaning of geography and some						
Teaching & Learning Resources	Atlas Globe Mobile and computer Apps Google Earth or any free satellite 3D view platform Pictures, diagrams and videos showing geographic features and branches of geography Internet access Computers/laptops, LCD projector/smart phone Geography Curriculum						
Key Notes on Differentiation							
Focal Area 1: Meaning of Geography and its branches Learning Task: a) Explain the meaning of Geography. b) Discuss the three main branches of Geography. Pedagogical Exemplars: a) Talk for learning: Through questioning, explore what learners Know, Want to know and Learn (KWL) about the concept of Geography. The teacher should create a KWL chart on the board or provide individual worksheets for learners to record their ideas. The teacher should moderate discussions,							

being mindful of the different abilities of learners and ask probing questions of increasing difficulty that will stretch and challenge all individuals. The questions posed in Talk for Learning should be developed to challenge learners to reason, explain, and account for their answers, providing guidance in the right direction if necessary

- b) *Talk for learning: Using questions and answers learners identify and classify environmental features into the various branches of Geography. Learners learn to respect the environment as they classify environmental features. Allow learners who show less confident time to think and discuss their answers with their peers. Encourage more confident learners to explain their choice in the classification and provide examples to support their classifications. Facilitate a class discussion where learners can share their responses and engage in a dialogue to refine their classifications.*

Key Assessments:

Level 1: Name one branch of Geography.

Level 2:

- a) *Describe what is studied in physical Geography.*
 b) *Make mind map to show the contrasting things studied in Physical, Human and Practical Geography.*

Level 3: Draw a Venn diagram to show the interconnections between Physical, Human and Practical Geography.

Keywords	<i>Geography, geographic features, geographic attributes, physical geography, climatology, geomorphology, surveying</i>		
Lesson 1: Meaning of Geography and its branches			
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual			
Teacher Activity		Learner Activity	
Starter <u>Activity (5 minutes)</u>			
<i>Teacher leads learners out to the compound to observe the environment and make a list of environmental features they see</i>			
<u>Introductory Activity (10minutes)</u>		<u>Introductory Activity (10minutes)</u>	
VII. <i>Put learners in small groups taking into consideration their background, gender and ability</i>		III. <i>Learner form mixed gender, mixed ability groups</i>	
VIII. <i>Let learners discuss the environmental feature by sorting them into natural and artificial features</i>		IV. <i>Learners, in their groups, discuss the environmental feature by sorting them into natural and artificial features</i>	

<u>Activity 1 (20 minutes)</u> V. In their mixed ability groups, ask learners what they Know and Want to Know about the concept of Geography VI. Let learners, in pairs, brainstorm the term Geography as a subject of study and some elements that constitute Geography VII. Let learners share their ideas and thoughts on a sticker for display VIII. Provide clarifications or additional explanations when learners encounter difficulties or misconceptions <u>Activity 2 (20 minutes)</u> III. Use questions and answer to introduce learners to the three main branches of Geography as a subject of study For Physical Geography ask questions such as "What landforms are present in this region?" For Human Geography, "What economic activities shape the landscape of this region?" For Practical Geography, "What is the purpose of using a map scale?" IV. Ask learners to identify and classify environmental features into the various branches of Geography V. Offer feedback and reinforcement to learners' answers, acknowledging their efforts and contributions	<u>Activity 1 (20 minutes)</u> IV. Learners orally give out what they Know and Want to Know about the concept of Geography V. Learners, in pairs, brainstorm on the meaning of Geography as a subject of study and some elements that constitute Geography VI. learners share their ideas and thoughts on a sticker for display <u>Activity 2 (20 minutes)</u> VI. Learners answer various questions posed by the teacher VII. Learners identify and classify environmental features into the various branches of Geography VIII. Learners take note of teacher's feedback
Assessment DoK aligned to the Curriculum and Subject Teacher Manual - Level 1: Name one branch of Geography. - Level 2: - Describe what is studied in physical Geography. - Make mind map to show the contrasting things studied in Physical, Human and Practical Geography - Level 3: Draw a Venn diagram to show the interconnections between Physical, Human and Practical Geography	

Lesson Closure	
<i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
Activity (5 minutes)	
d) Learners ask questions and make contributions on the meaning of Geography e) Teacher clarifies misconceptions on Geography based on learner's contributions	
Reflection & Remarks	
<i>Note:</i> Below is a sample for reflection. This should be done after the lesson has been thought <i>1. Starter: Was the starter stimulating enough?</i> <i>2. Pedagogy: How best did I use the pedagogies to create and sustain the interest of learners and to promote learning?</i> <i>3. Resources: Were the resources enough, adequate, and timely used, and meeting the diverse needs of learners?</i> <i>4. Assessment: Did the assessments address the learning indicators?</i> <i>5. Cross-cutting issues: Did I integrate GESI, SEL, 21st Century skills, and National Values in the lesson?</i>	

Learning Planner							
Subject	Geography	Week	1	Duration	120 Minutes	Form	1
Strand	The Earth and its Neighbourhood	Sub- Strand	The Earth and its Features				
Content Standard	Demonstrate understanding of Geography as a subject of study.						
Learning Outcome(s)	With your understanding of the environmental features, explain the meaning of Geography and identify its branches and career prospects						
Learning Indicator(s)	Discuss career prospects and the importance of studying Geography						
Essential Question(s)	a) What are the diverse career paths and opportunities available for individuals with a background in geography, and how do they contribute to society and sustainable development? b) How do gender, socio-economic background, and other factors influence access to and representation in geographically related careers, and how can we promote greater diversity and inclusion in the field? c) What assessment strategies can be employed to evaluate learners' understanding of career prospects in studying geography, such as portfolio assessments, presentations, or career research projects?						

Pedagogical Strategies	a) <i>Talk for learning (think-pair-share)</i> b) <i>Exploratory Learning (Using videos or embarking on a trip to institutions)</i>
Teaching & Learning Resources	a) <i>Atlas</i> b) <i>Globe</i> c) <i>Mobile and computer Apps</i> d) <i>Google Earth or any free satellite 3D view platform</i> e) <i>Pictures, diagrams and videos showing geographic features and branches of geography</i> f) <i>Internet access</i> g) <i>Computers/laptops, LCD projector/smart phone</i> h) <i>Geography Curriculum</i>
Key Notes on Differentiation	
<i>Focal Area 2: Career prospects and the importance of studying Geography</i> <i>Learning Task:</i> a) <i>Explain the meaning of Geography</i> b) <i>Discuss the three main branches of Geography</i> <i>Pedagogical Exemplars:</i> a) <i>Talk for learning: Through think-pair-share, discuss the importance of studying Geography in our daily lives, taking into consideration the emotions of others, being open-minded and valuing the thoughts of others, emphasising equal career paths for both sexes. Form pairs by considering learners' readiness and ability levels for them to share their thoughts on the importance of studying Geography. Encourage active listening and respectful engagement, with one learner sharing while the other actively listens and takes notes. Supervise pairs to monitor their discussions and offer assistance as needed. Encourage more confident learners to provide reasons and evidence to support their views on the importance of Geography</i> b) <i>Exploratory Learning: Using videos (taking note of the different visionary needs of some learners) or embarking on a trip to institutions (e.g., Land Use and Spatial Planning Authority, Lands Commission, EPA) or using resource persons, discuss the career prospects of studying Geography, bearing in mind the different economic backgrounds of learners that might affect their participation in long-distance trips. Guide learners of differing abilities using appropriate scaffolding if appropriate to provide written summaries or mini essays which present key points and encourage peer review to check and secure individual understanding</i> <i>Key Assessments:</i> <i>Level 1: Identify five careers that can be linked to Geography.</i> <i>Level 2: Explain the role of a Geographer in Cartography, Surveying, Meteorology and Town Planning.</i> <i>Level 3: Research using the Internet the career opportunities for individuals with expertise in Geography. Prepare a set of informative and illustrated slides to</i>	

<i>present your findings and add a summary to showcase previously unknown careers that are open to Geographers.</i>	
Keywords	<i>Geography, Career prospects, Spatial analysis, Geographic Information System, Remote sensing, Cartography, Environmental and Urban planning</i>
Lesson 2: Career prospects and the importance of studying Geography	
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> Game: Create a word search puzzle of some of the careers in Geography for learners to identify them.	
<u>Introductory activity (5 minutes)</u> VII. In groups, let learners mention the branches of Geography as a recap to the previous lesson <u>Activity 1 (35 minutes)</u> V. <u>Option 1-Using Video</u> Present videos that showcase different professionals working in various sectors such as urban planning, environmental management, GIS analysis, cartography and tourism VI. Use class discussions and structured probing questions to encourage learners to critically reflect on the information they have discovered from watching the video on the career prospects of studying Geography. <u>Activity 2 (35 minutes)</u> I. Guide learners in exploring how their skills and passions align with career pathways in Geography II. Ask learners, in group of similar career interest in Geography, to research job descriptions, salary ranges,	<u>Introductory activity (5 minutes)</u> I. Learners mention branches of Geography <u>Activity 1(35 minutes)</u> VI. Learner watch videos that showcase different professionals working in various sectors such as urban planning, environmental management, GIS analysis, cartography and tourism VII. Learners to critically reflect on the information they have discovered from watching the video on the career prospects of studying Geography. <u>Activity 2 (35 minutes)</u> I. Learners explore how their skills and passions align with career pathways in Geography II. Learners, in group of similar career interest in Geography, to research job descriptions, salary ranges, required qualifications, and potential employers in their chosen

<i>required qualifications, and potential employers in their chosen field of interest and present the data they gather in the form of graphs, charts and tables</i> <u>Activity 3 (35 minutes)</u> <i>I. Ask learners to make a Group presentation on the various careers in Geography as a field of study</i>	<i>field of interest and present the data they gather in the form of graphs, charts and tables</i> <u>Activity 3 (35 minutes)</u> <i>I. Learners to make a Group presentation on the various careers in Geography as a field of study</i>
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
<i>1. Level 1: Identify five careers that can be linked to Geography.</i> <i>2. Level 2: Explain the role of a Geographer in Cartography, Surveying, Meteorology and Town Planning.</i> <i>3. Level 3: Research using the internet the career opportunities for individuals with expertise in Geography. Prepare a set of informative and illustrated slides to present your findings and add a summary to showcase previously unknown careers that are open to Geographers.</i>	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (15 minutes)</u> <i>a) Learners ask questions and make contributions on the career prospects in Geography as field of study</i> <i>b) Teacher gives highlights on the lesson thought</i>	
Reflection & Remarks	
<i>1. Did I clearly communicate the relevance and purpose of the lesson to the students?</i> <i>2. Did I use a variety of instructional strategies to cater to different learning styles and engage students throughout the lesson?</i> <i>3. Did I formatively assess not only learners' content knowledge but also their application of skills, such as critical thinking, communication, and problem-solving?</i> <i>4. Did I create a positive and inclusive classroom environment that fostered students' social-emotional well-being? How did I promote empathy, respect, and cooperation among students?</i> <i>5. Did I make effective use of supplementary resources, such as online platforms, multimedia, or guest teacher, to enhance students' understanding and engagement with the topic?</i>	

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

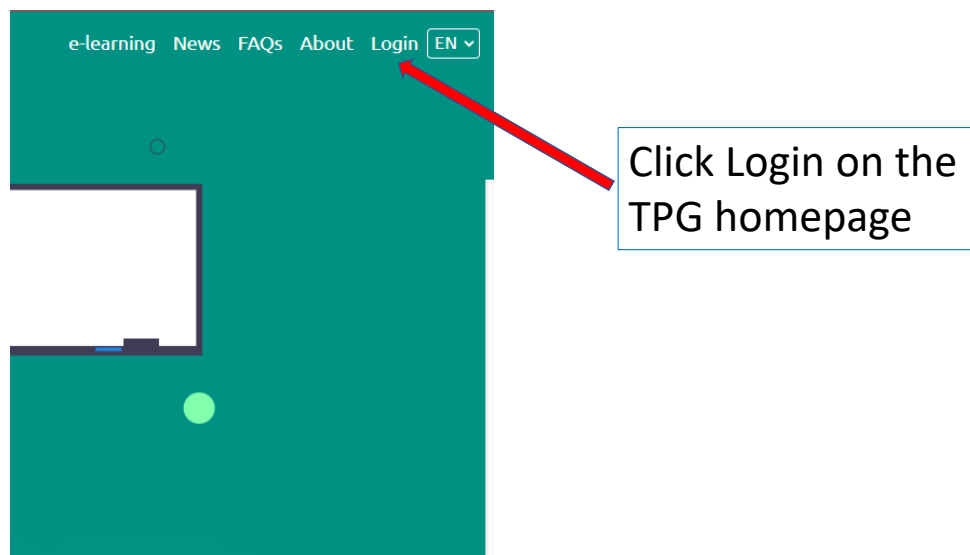
22. Areas for development

23. Next steps for teacher

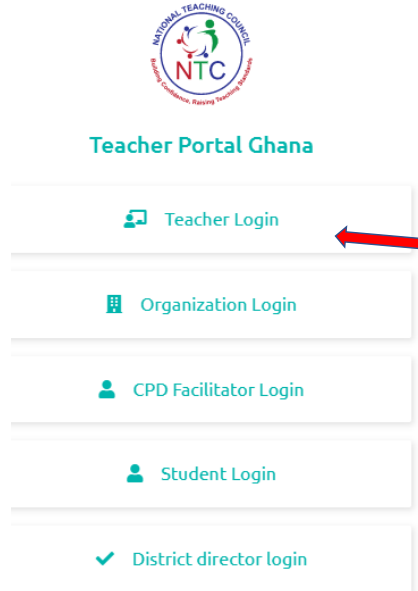
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

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



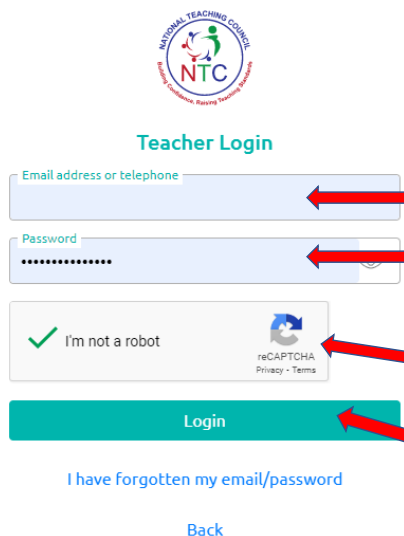
2. On the Login page, click Teacher Login



The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC'. 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 to the 'Teacher Login' button.

Click Teacher Login

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 to the 'Email address or telephone' field. Another red arrow points from a text box to the 'Password' field. A third red arrow points from a text box to the 'I'm not a robot' checkbox. A fourth red arrow points from a text box to the 'Login' button. Below the 'Login' button is a link 'I have forgotten my email/password' and a 'Back' link.

Enter your email address

Enter your password

Check I'm not a robot

Click Login

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

NTC Teacher Portal Ghana

Home

Training programs

Training records

NTC training programs

Portfolio

Profile

Terminal INSETs

Managed station

Professional standing

Hello Sam,

Current license

Name
Sam

Number
PT/0000

From
21st October 2022

To
21st October 2025

No upcoming training programs
[Training programs](#)

Rank progression

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

NTC Teacher Portal Ghana

Home

Training programs

Training records

NTC training programs

Portfolio

Profile

Terminal INSETs

Managed station

Professional standing

Teachers

Key
Search by name or email

Name	INSETs
	Processed 0 of 4 INSETs

Showing 1 - 1 of 1 items

List of teachers in the school

Click on Managed station

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)

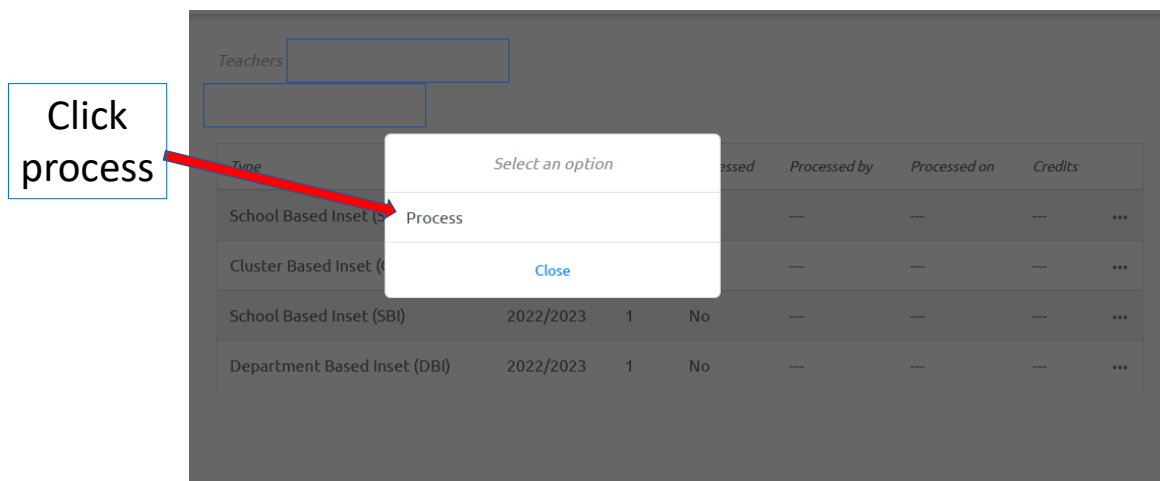
Teachers /

Click here to process

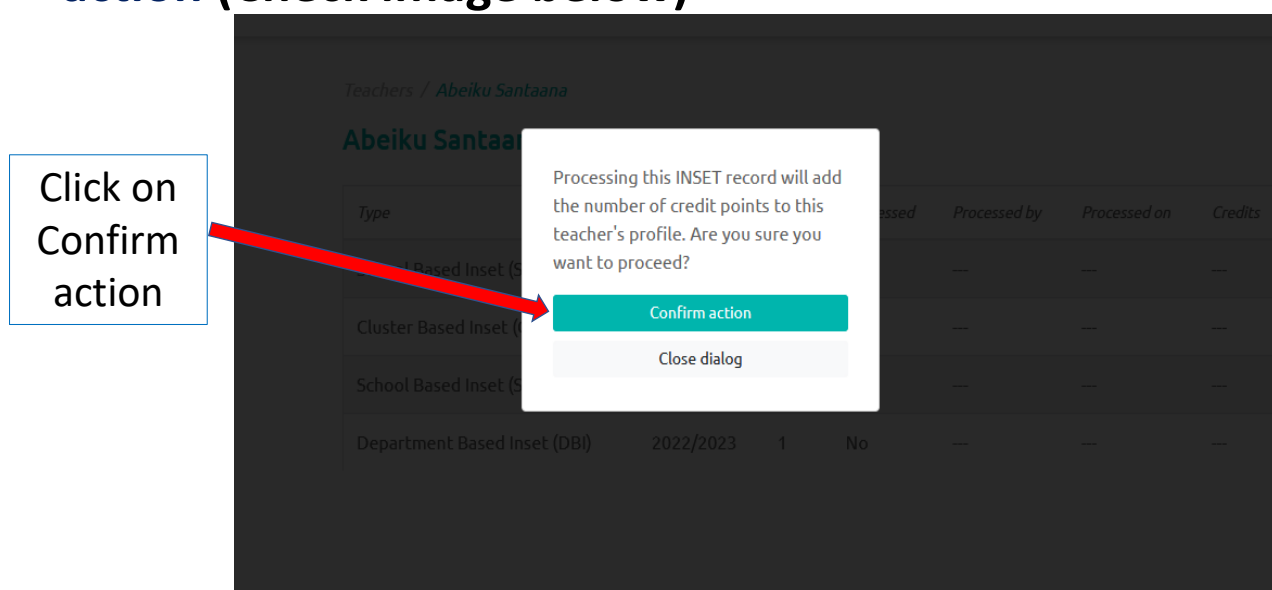
Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

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 /

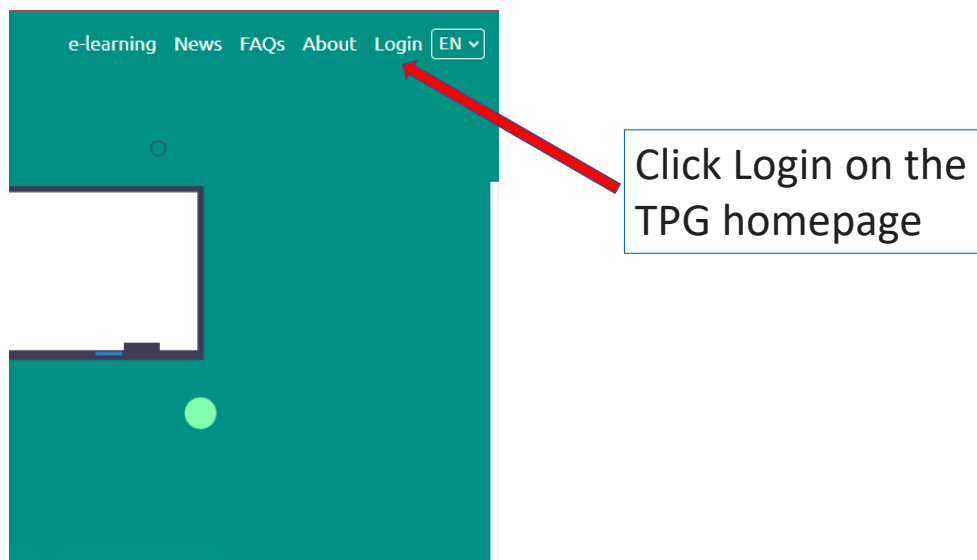
Points processed

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	---	---	---	...

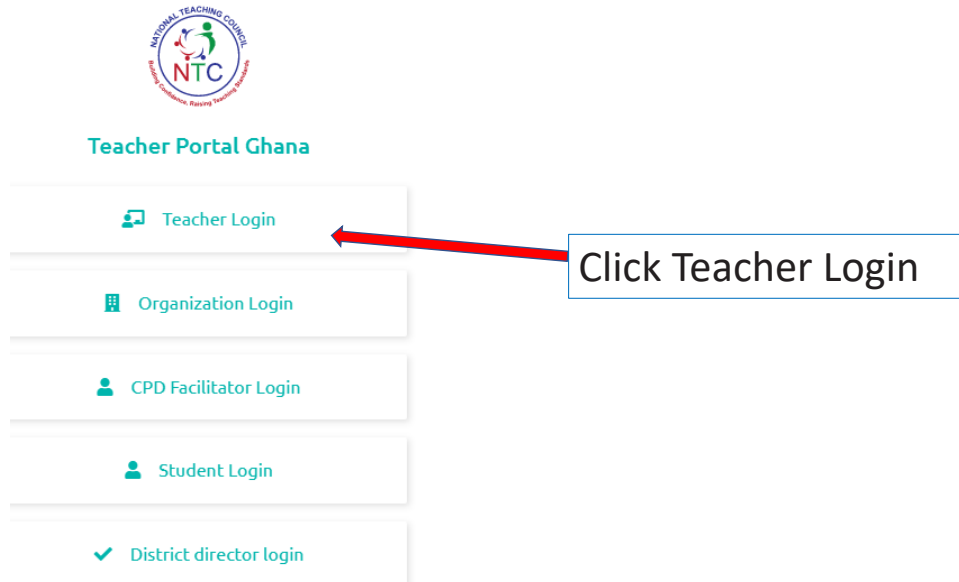
THANK YOU

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

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

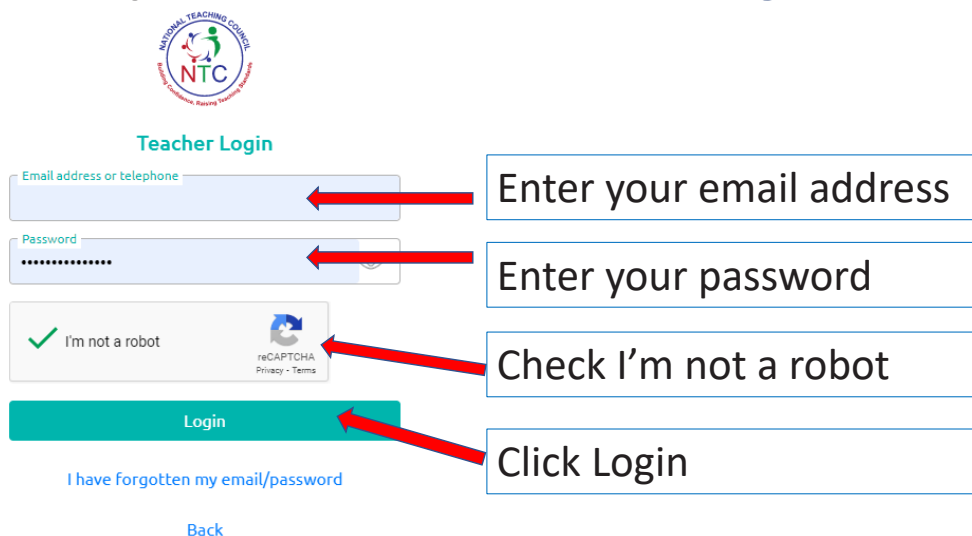


2. On the Login page, click Teacher Login



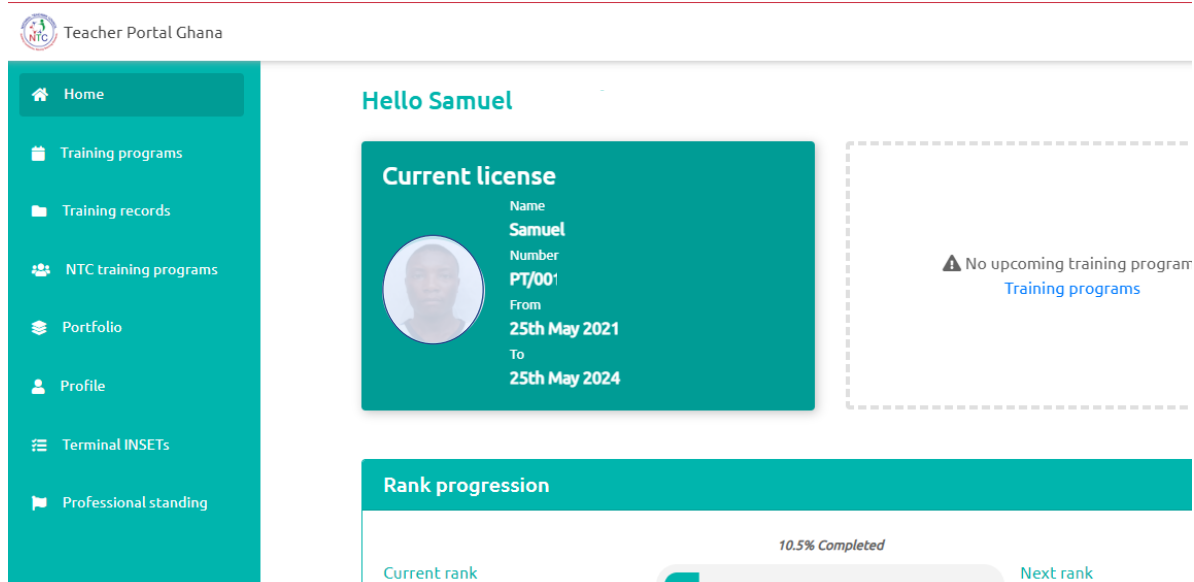
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization 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 three 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 'Back' link.

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)

The screenshot shows the Teacher Portal Ghana interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points to 'Training records'. The main content area is titled 'Training records' with the subtitle 'Records for training programs registered and/or attended' and 'Total points: 1.8988'. It lists three programs: 'Sensitization on Education Policies' (Marked as absent), 'Differentiated Learning' (Processed, Credits: 1.32), and 'Advanced Mobile Learning with Multimedia (AMLM)' (Processed, Credits: 0.5788). A red bracket on the right groups these programs under the label 'List of training programs'. A text box at the bottom left says 'Click to view training records' with an arrow pointing to the side menu.

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