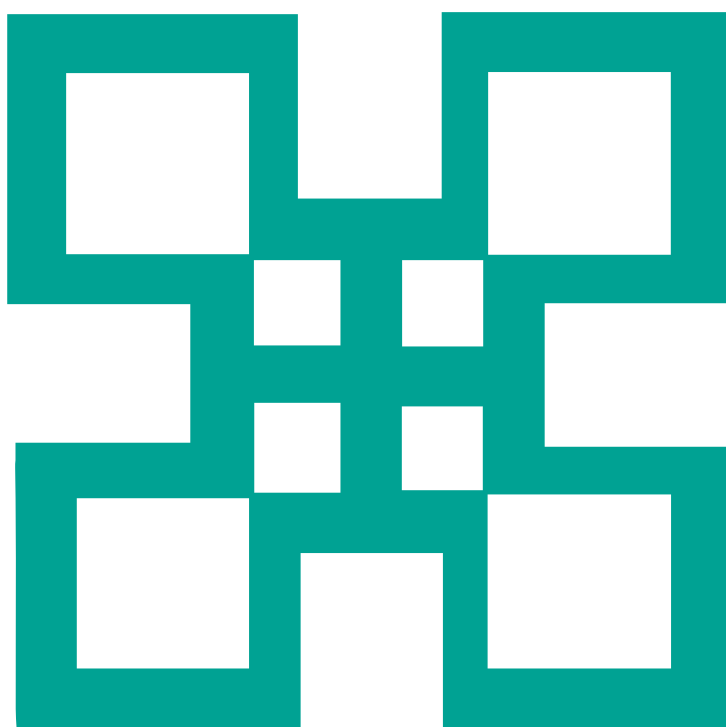


Departmental Professional Learning Community Handbook

GENERAL ARTS

HANDBOOK FOR TEACHERS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)





GOVERNMENT OF GHANA



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foundation



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**DEPARTMENTAL PROFESSIONAL LEARNING
COMMUNITY HANDBOOK**

GENERAL ARTS

Teacher Version

DEPARTMENTAL PROFESSIONAL LEARNING COMMUNITY HANDBOOK

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

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

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

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

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

Session 1: Reviewing Knowledge on previous PLC sessions

Session 2: Learning Plans for weeks 1 & 2

Session 3: Learning Plans for weeks 3 & 4

Session 4: Learning Plans for weeks 5 & 6

Session 5: Learning Plans for weeks 7 & 8

Session 6: Learning Plans for weeks 9 & 10

Session 7: Learning Plans for weeks 11 & 12

Session 8: Learning Plans for weeks 13 & 14

Session 9: Learning Plans for weeks 15 & 16

Session 10: Learning Plans for weeks 17 & 18

Session 11: Learning Plans for weeks 19 & 20

Session 12: Learning Plans for weeks 21 & 22

Session 13: Learning Plans for weeks 23 & 24

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

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

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

Prof Edward Appiah

Director-General

National Council for Curriculum and Assessment (NaCCA)

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DPLC Session 1: Reviewing knowledge and skills acquired from previous PLC sessions		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1.Introduction: Review of previous learning using ideas from the last PLC session, and introducing the Departmental PLC Handbook	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 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.	10mins

	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	
2. Planning for teaching, learning and assessment activities, promoting character values, GESI, SEL, ICT, 21st-century skills and differentiation	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.	50mins

	LI.1 Discuss at least 3 GESI responsive pedagogical approaches which were 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 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). <i>E.g.</i> 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> a) <i>Group work: This is a teaching technique where learners are assigned to sub-groups in a class to work together on a specified task or project, 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) <i>Enquiry based approaches: A type of learning that encourages students to ask questions, conduct research and explore new ideas</i> • <i>Pattern seeking: Involves learners making measurements or observations to explore situations to determine a predictable sequence, etc.</i> d) <i>Talk for learning: 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</i>	
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	<i>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> 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 Using the shower thought technique, identify at least 3 resources recommended at previous PLC sessions and how you applied those (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 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 critical friends to observe lessons and report at next session	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). 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.	10mins

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

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	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 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: 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>	60mins

	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> 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 (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.	
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	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 learning planner template (NTS 1a, 1b, 2a and 2c). E.g. <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). E.g. 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> 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>	
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	<i>How does prior experience with religion facilitate the construction of a definition of religion?, etc.</i> <i>g) 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> <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> <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 design critical thinking exercises that challenge them to group specific economic statements from their everyday life experiences under normative and positive statements</i> <i>ii. Pedagogy</i> <i>Building on What Others Say:</i>	
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	• <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 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>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i> 2.5 Complete the learning plans for Weeks 1 and 2 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>	
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	iii. Games iv. Songs v. Riddles vi. Anecdotes b. Pedagogical exemplars c. Teaching and Learning resources d. Main Lesson (Teacher and Learner activity) e. Assessment (DoK) f. Lesson closure g. Reflection and remarks	
3. Peer-review of learning plans. ● Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	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) Conformance to the learning planner structure b) Alignment among curriculum, teacher manual and learning planner c) Appropriateness and innovativeness of pedagogical choices d) Incorporation of GESI, SEL and national values e) Application of 21st century skills f) Differentiated instruction and assessment g) Accuracy of the information provided h) suitability of selected resources and feasibility of executing the learning planner 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 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 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 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).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (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: 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>	60 mins

	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). LI 1.2 Complete the learning plans 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) with reference to the curriculum and teacher manual. LO2: Review Weeks 3 and 4 learning plans for the specific General Arts subjects (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	
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	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 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> 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> 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 Weeks 3 and 4, using the following examples as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessments on the different levels of proficiency.</i> <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> <i>a) 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>ii. 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 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 has 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 is not a perfect sphere.</i>	
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	○ 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 surface of the Earth is curved. Note: Refer to Subject specific Teacher Manual for (other) examples on differentiation 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). E.g. a) Starter Activity ball, etc.	
3. Peer-review of learning plans. ● Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	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). Hint Areas for critical review: - conformance to the learning planner structure - alignment among curriculum, teacher manual and learning planner - appropriateness and innovativeness of pedagogical choices - incorporation of GESI, SEL and national values - application of 21st century skills - application of differentiated teaching and learning and assessment - accuracy of the information provided - suitability of selected resources and feasibility of executing the learning planner - appropriateness of essential questions 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	10 mins

4.Reflection on the session: ● Reflecting on what has been learnt in the session. ● Advance preparation towards next DPLC session.	4.1 In 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 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).	10 mins
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DPLC Session 4: Developing learning plans for Weeks 5 and 6		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1.Introduction: Review prior learning providing opportunities for teachers to indicate how they have applied concepts learnt in the previous session(s)	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 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> b) <i>Geography</i> i. <i>Latitudes and longitudes</i> ii. <i>Calculating distances using latitudes and time using longitudes</i> c) <i>Government</i> i. <i>The indigenous government system</i> ii. <i>The indigenous government systems (Ewe)</i> iii. <i>The indigenous government systems (Ga-Dangme)</i> iv. <i>The indigenous systems of government (Akan)</i> v. <i>Similarities and differences in the indigenous systems of government</i>	60mins

	vi. <i>Roles of traditional leaders in socio-economic development of Ghana</i> d) <i>History</i> i. <i>Accounts of the origin of the Guan</i> ii. <i>Accounts of the origin of ethnic groups in the savannah zone of Ghana</i> iii. <i>Accounts of the origin of the Akan</i> iv. <i>Accounts of the origin of the major ethnic groups in the coastal zone (Ga-Adangbe and Ewe)</i> e) <i>Religious Studies</i> i. <i>History of Christianity: Jesus Christ and the early church</i> ii. <i>History of Christianity: The Protestant Reformation (1517) and the springing up of many 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).	
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	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>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>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 Christian denominations?, etc.</i>	
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	<i>g) 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> <i>Activities for differentiation must focus content, process and product on the different levels of proficiency</i> <i>Note:</i> <i>Example for this week is from Government. Examples for other subjects can be found in the Subject Teacher Manuals.</i> <i>E.g.</i> <i>a) 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> <i>iii. Key assessment:</i> • <i>Level 1: Outline the features of the Mole-Dagbani.</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	
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	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 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>conformance to the learning planner structure</i> <i>alignment among curriculum, teacher manual and learning planner</i> <i>appropriateness and innovativeness of pedagogical choices</i> <i>incorporation of GESI, SEL and national values</i> <i>application of 21st century skills</i> <i>application of differentiated instruction and assessment</i> <i>Accuracy of the information provided</i> <i>suitability of selected resources and feasibility of executing the learning planner</i> <i>appropriateness of essential questions</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	10min
4.Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session.	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 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 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 completed per session)	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: 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) <i>History</i> 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). 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	
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	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 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> a) <i>General</i> <i>How can core national values be incorporated in this lesson?, etc.</i> b) <i>Economics</i> <i>What assessment methods can be used to evaluate comprehension and application of the law of diminishing marginal utility?, etc.</i> c) <i>Geography</i> <i>Why are maps essential tools for understanding and navigating the world?, etc.</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>	
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	<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>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>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>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>	
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	○ <i>The traditional title they would have earned if they were living today</i> Note: ● <i>Learners who are approaching proficiency may need some exemplars to support their learning here</i> ii. Pedagogy: ● <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> iii. Key Assessments: ● <i>Level 2: Discuss the accomplishments of three migration leaders</i> ● <i>Level 3 & 4:</i> ○ <i>Discussions: Analyse leader remembrance and contemporary debates surrounding legacies</i> ○ <i>Paragraph: Explain how understanding leader roles enriches understanding of migration and ethnic identity</i> Note: <i>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>	
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3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	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> <i>ii. appropriateness and innovativeness of pedagogical choices</i> <i>iii. 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, etc.</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 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 3i). 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 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 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 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> b) <i>Geography:</i> i. <i>Ghana's location, size and administrative regions</i> ii. <i>Relief and drainage in Ghana</i> c) <i>Government:</i> i. <i>Meaning and features of Parliamentary system of government</i> ii. <i>Advantages and disadvantages of the Parliamentary system of government</i> iii. <i>Ghana's Executive organ of government (Hybrid)</i> iv. <i>Meaning, types and structure of the Legislature</i> d) <i>History:</i> i. <i>Family structure, kinship and inheritance system in pre-colonial Ghana</i>	60mins

	ii. <i>Rites of passages I (Naming ceremonies in pre-colonial Ghana)</i> iii. <i>Rites of passages II (Puberty rites in pre-colonial Ghana)</i> iv. <i>Rites of passages III (Marriage rites)</i> v. <i>Rites of passages IV (Funeral rites in pre-colonial Ghana)</i> vi. <i>Traditional Ghanaian games through time</i> e) <i>Religious Studies:</i> i. <i>The death of Prophet Muhammad (PBUH) and the spread of Islam beyond Arabia</i> ii. <i>Islamisation from North Africa and its arrival in Ghana</i> f) <i>Social Studies:</i> i. <i>Consequences of unethical behaviour</i> ii. <i>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). 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 teaching style that will cater for different learning abilities within the class?, etc.</i> c) <i>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> d) <i>Government:</i> <i>Should Parliament be judged as a whole or by individual representatives/MPs?, etc.</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>	
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	<i>How far reaching does unethical behaviour affect an individual?, etc.</i> 2.4 Shower thought and share at least two activities on differentiation in preparation towards the lessons for Weeks 9 and 10 using the following examples as a guide (NTS 1a, 2c, 2e, 2f and 3d-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 Religious Studies. Examples for other subjects can be found in the Subject Teacher Manuals.</i> <i>E.g.</i> <i>a) 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:</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 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>	
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	• <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>Note:</i> Refer to Subject specific Teacher Manual for (other) examples on differentiation 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> <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 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>conformance to the learning planner structure</i> <i>alignment among curriculum, teacher manual and learning planner</i> <i>appropriateness and innovativeness of pedagogical choices</i> <i>incorporation of GESI, SEL and national values</i> <i>application of 21st century skills</i> <i>application of differentiated teaching and learning and assessment</i> <i>accuracy of the information provided</i> <i>suitability of selected resources and feasibility of executing the learning planner</i> <i>appropriateness of essential questions, etc.</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 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
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DPLC Session 7: Developing learning plans for Weeks 11 and 12		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the 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 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 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: a) <i>Economics</i> i. <i>Location and localisation of industries</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>	60mins

	<i>d) History</i> <i>i. Pre-colonial Ghanaian Dances and Songs</i> <i>ii. How socio-cultural practices affected the development of pre-colonial Ghanaian societies</i> <i>iii. Changes and Continuities in Socio-cultural Practices of Ghanaians</i> <i>iv. Centralised Political systems in Pre-colonial Ghana</i> <i>v. Non-centralised Political Systems in Pre-colonial Ghana</i> <i>vi. Theocratic Political Systems in Pre-colonial Ghana</i> <i>e) Religious Studies</i> <i>i. Understanding the concept of development</i> <i>ii. Contributions of AIR to the development of Ghana</i> <i>iii. Contributions of Christianity to the development of Ghana</i> <i>iv. Contributions of Islam to the development of Ghana</i> <i>f) Social Studies</i> <i>i. The origins, rise and fall of empires in the Western Sudanese region of Africa</i> <i>ii. 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, 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</i>	

	12, 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 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> a) <i>General</i> i. <i>How can interest in the lesson be sustained?</i> ii. <i>How can knowledge obtained from this lesson be used to solve problems in the community?</i> b) <i>Economics</i> <i>What resources including visuals can enhance the understanding of location and localisation of industries? etc.</i> c) <i>Geography</i> <i>What are the main agricultural practices and techniques used in subsistence and commercial farming, and how do they differ? etc.</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> g) <i>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 Weeks 11 and 12, using the following examples as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint</i> Activities for differentiation must focus content, process and product at varying levels of proficiency. <i>Note:</i> Refer to subject specific teacher manual for (other) examples on differentiation a) Social Studies i. Learning tasks: • 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 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. ii. Pedagogy: Collaborative Learning: • In a jigsaw activity, learners trace the origins of the ancient empires of Ghana, Mali, Songhai and Kanem Bornu. • 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.	
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	<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 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 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>Note:</i> <i>Refer to Subject specific Teacher Manual for (other) examples on differentiation</i>	
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	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 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 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 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 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 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: 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>	60mins

	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 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.	
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	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> <i>a) General</i> <i>How will resources be deployed to facilitate understanding of the content?, etc.</i> <i>b) 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>c) Government</i> <i>What is public opinion and how do governments use it?, etc.</i> <i>d) Geography</i> <i>What are the different types of rocks, and how do their characteristics and properties differ?, etc.</i> <i>e) 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> <i>f) Religious Studies</i> <i>What life experiences are needed facilitate the learning of beliefs and practices of AIR?, etc.</i> <i>g) Social Studies</i> <i>What was the nature of trade in pre-colonial Africa?, etc.</i> 2.4 Discuss at least two activities on differentiation in preparation towards the lessons in <i>Weeks 13 and 14</i>, using	
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	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 on learning tasks, pedagogy and key assessments at varying levels of proficiency. <i>Note: Example for this week is from Economics. Examples for other subjects can be found in the Subject Teacher Manuals.</i> a) Economics i. Learning tasks: • During your visit to the local market or school canteen or a nearby shop, investigate how sellers are willing and able to sell their products. • Discuss how individuals, firms and governments sell. Teacher should ensure that discussion is progressive, starting from: ○ The definition of supply ○ The explanation of supply ○ The explanation of types of supply ○ The differences between the types of supply using real world examples ii. Pedagogy: <i>Experiential learning:</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 ○ Teacher should provide multiple paths ways to learners approaching proficiency to be able to define supply (AP) ○ 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) ○ 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) iii. Key Assessment: • Level 2: Explain the concept of “supply”	
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	• <i>Level 3: With the use of relevant illustrations, distinguish between the types of supply</i> <i>Note:</i> Refer to Subject specific Teacher Manual for (other) examples on differentiation 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 learning plan based on the templates provided.	3.1 Exchange your completed learning plans with your peers (from different subject areas within the department) 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).	10mins
4. Evaluation and review of session: • Noting that teachers need to identify critical friends to observe lessons and report at next session.	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 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 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 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 completed per session)	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: 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>	60mins

	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 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.	
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	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 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>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> 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> f) <i>Religious Studies:</i> <i>What core beliefs are common to all Christian denominations?</i> g) <i>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 religious studies as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 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 Geography. Examples for other subjects can be found in the Subject Teacher Manuals.</i> <i>a) 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 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>	
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	• <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> iii. <i>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> <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> a. <i>Starter</i> <i>Activity ball, etc.</i>	
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3. Peer-review of learning plans. ● Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided.	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>alignment among curriculum, teacher manual and learning planner</i> <i>appropriateness and innovativeness of pedagogical choices</i> <i>innovativeness of pedagogical choices</i> <i>incorporation of GESI, SEL and national values</i> <i>application of 21st century skills</i> <i>application of differentiated instruction and assessment, etc.</i> <i>accuracy of the information provided</i> <i>suitability of selected resources and feasibility of executing the learning planner, etc.</i> <i>appropriateness of essential questions</i> 3.2 Discuss the feedback from the peer-review exercise and implement recommendations as appropriate (NTS 1b).	10 mins
1. Reflection on the session: ● Reflecting on what has been learnt in the session. ● Advance preparation towards next DPLC session.	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 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 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 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: 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>	60mins

	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> f) <i>Social Studies</i> <i>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). 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.	

	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). <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 17 and 18</i> (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> a) <i>General</i> <i>How will interest be sustained throughout this lesson?, etc.</i> b) <i>Economics</i> <i>How can a positive and engaging learning environment that 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> c) <i>Government</i> <i>What are Ghana's current political parties?, etc.</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> e) <i>Religious Studies</i> <i>What are the core Islamic beliefs?</i> f) <i>Social Studies</i> <i>How are consumer rights classified?, etc.</i> 2. 4 Shower thought and share at least two activities on differentiation in preparation towards the lessons for <i>Weeks 17 and 18</i> using the following example as a guide (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Hint</i>	
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	<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> <i>a) Government</i> <i>i. Learning tasks:</i> • <i>State the meaning of political parties.</i> • <i>Describe types of political parties</i> <i>ii. 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> <i>b) Key Assessments:</i> • <i>Outline the main features of political parties?</i> • <i>What are the types of political parties?</i> <i>i. Social Studies</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 17 and 18</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>	
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	<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 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>conformance to the learning planner structure</i> <i>alignment among curriculum, teacher manual and learning planner</i> <i>appropriateness and innovativeness of pedagogical choices</i> <i>incorporation of GESI, SEL and national values</i> <i>application of 21st century skills</i> <i>application of differentiated teaching and learning and assessment</i> <i>accuracy of the information provided</i> <i>suitability of selected resources and feasibility of executing the learning planner</i> <i>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 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 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 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 planners to be completed per session)	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: 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>	60min

	d) <i>History</i> 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>	
	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 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 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). E.g. <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). E.g. 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> 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>How can a crisis in one country impact the global system?, etc.</i> e) <i>History</i> <i>How do pre-colonial Ghanaian artefacts reflect the ingenuity and resourcefulness of past societies in solving practical problems?, etc.</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 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> <i>Activities for differentiation must focus content, process and product on the different levels of proficiency</i> <i>Note: Example for this week is from History. Examples for other subjects can be found in the Subject Teacher Manuals. E.g.</i> <i>a) 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</i>	
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	<i>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. Challenge them to design and create their own unique artefacts using natural materials</i> iii. Key Assessments: • <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> <i>Note:</i> Refer to Subject specific Teacher Manual for (other) examples on differentiation 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> a) <i>Starter</i> <i>Activity ball, etc.</i>	
3. Peer-review of learning plans. • Reviewing plan to ensure alignment	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> Areas for critical review: <i>Conformance to the learning planner structure</i> <i>Alignment among curriculum, teacher manual and learning planner</i>	10mins

between course manual and learning plan based on the templates provided.	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> 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. Evaluation and review of session: ● Noting that teachers need to identify critical friends to observe lessons and report at next session.	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 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 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 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 completed per session)	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: 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>	60mins

	<i>iv. Types of non-state actors (International Governmental Actors – United Nations)</i> <i>d) History</i> <i>i. Fishing in pre-colonial Ghana</i> <i>ii. Domestication of animals in pre-colonial Ghana</i> <i>iii. How agricultural activities helped to sustain livelihood in Pre-Colonial Ghana</i> <i>iv. The forms and nature of the exchange economy that existed in Pre-Colonial Ghana</i> <i>v. The role of women (gender roles) in Pre-Colonial Ghanaian trading activities.</i> <i>vi. Socio-economic importance of Pre-Colonial trading activities in Ghana</i> <i>e) Religious Studies</i> <i>i. Understanding the Environment</i> <i>ii. Environment: Interdependence among members of the environment</i> <i>iii. The Importance of the Environment to Humans</i> <i>iv. Consequences of human activities on the environment</i> <i>v. The teachings of the three religions on the environment</i> <i>vi. Teachings of AIR on the environment</i> <i>vii. Teachings of Christianity on the Environment</i> <i>viii. The teachings of Islam on the environment</i> <i>f) 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 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.	
	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>How will the knowledge acquired in the lesson be applied in real life.</i> b) <i>Economics</i> <i>How can relevant information from the environment be used to identify and describe the types of financial institutions in an economy?</i> c) <i>Geography</i> <i>What mineral resources are abundant in Ghana, and how are they extracted?</i> d) <i>Government</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>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>f) Religious Studies</i> <i>How do real life experiences facilitate understanding about harmful human activities on the environment?</i> <i>g) Social Studies</i> <i>What prior knowledge is necessary for understanding concepts on the meaning and features of financial literacy?, etc.</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> <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 Religious Studies. Examples for other subjects can be found in the Subject Teacher Manuals.</i> <i>a) 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 humankind's survival.</i>	
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	• <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> iii. <i>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>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>	
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3. Peer-review of learning plans. Reviewing plan to ensure alignment between course manual and learning plan based on the templates provided	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> <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).	10mins
4.Reflection on the session: ● Reflecting on what has been learnt in the session. ● Advance preparation towards next DPLC session.	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 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 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 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 planners to be completed per session)	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: 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>	60mins

	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</i> <i>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). 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 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). <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>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 environmental conservation?, etc.</i> g) <i>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. 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>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> <i>ii. 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>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	
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	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 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> <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).	10min
4. Reflection on the session: ● Reflecting on what has been learnt in the session. ● Advance preparation towards next DPLC session.	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 3l).	

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	
Teacher Activity	Learner Activity
<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>	

<i>Simulate learners' interest in economics by relating their everyday lives at home or school to the subject</i> <i>Work on learners' misconceptions about Economics</i>	
<u>Introductory Activity (10 minutes)</u> I. <i>Group learners by considering different abilities, gender, religion, and economic backgrounds. Give each group name</i> II. <i>Ask learners to introduce themselves to each other</i> <u>Activity 1 (10 minutes)</u> I. <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.</i> <i>NB: Be cautious of traditional gender roles challenge and how it manifests in the household.</i> II. <i>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).</i> <u>Activity 2 (5 minutes)</u> I. <i>Ask learners to lead the class to draw conclusions on how household decision-making is linked to modern society's decision-making.</i> <i>Note: Guide them to link it to the definition of economics as the management of society's scarce resources through making rational decisions.</i>	<u>Introductory Activity (5minutes)</u> I. <i>Sit in groups and individually introduce yourselves to each other in your group.</i> <u>Activity 1 (30 minutes)</u> I. <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</i> II. <i>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.</i> <i>Respond to why households and societies make such decisions?</i> <u>Activity 2 (15 minutes)</u> I. <i>Provide a conclusion on how household decision-making is linked to modern society's decision-making.</i>

<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 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	

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> Teacher should allow learners to present their selected future careers and the reason for selecting that particular career to the class. Teacher should ask learners about what they read on economist.	
<u>Introductory activity (5 minutes)</u> 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 II. 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)	<u>Introductory activity (5 minutes)</u> I. Sit in your various groups and discuss who an economist is. II. 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.
<u>Activity 1 (5 minutes)</u> I. Ask learners to discuss the economists working in government/public and private sectors (e.g. central banks, or international organizations).	<u>Activity 1(10 minutes)</u> I. Discuss the Economics career prospects in both private and government agencies and how economists play vital roles in those sectors

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>	

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. <i>Key assessments</i> 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	<i>Government, basic concepts, meanings, importance</i>
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
<u>Starter Activity (10 minutes)</u> <i>Learners watch the pictures of current and former presidents of Ghana to set the scene for the lesson.</i> <i>Let learners select a civic issue of their choice and role play the functions of government.</i>	
<u>Introductory activity (5 minutes)</u> III. <i>Review previous knowledge of learners on the meanings of government through targeted questioning and link it to why government is important.</i>	<u>Introductory activity (5 minutes)</u> <i>Learners recap the three meanings of government.</i>
<u>Activity 1 (30 minutes)</u> III. <i>Group learners and assigned roles on the various functions of government.</i>	<u>Activity 1(30 minutes)</u> III. <i>In mix ability, learners act out the various functions of government.</i>
<u>Activity 2 (5 minutes)</u> II. <i>Comments on the performance of learners and provide help to learners experiencing difficulties as well as high lightening civil values of hard work, loyalty, and patriotism.</i>	<u>Activity 2 (5 minutes)</u> II. <i>Peer review of performance and respect the civic values of hard work, loyalty, and patriotism.</i>
<u>Activity 3 (10 minutes)</u> III. <i>Leads a whole-class discussion about the importance of government.</i>	<u>Activity 3 (10 minutes)</u> IV. <i>Learners explain how all persons collectively make up the government</i>

	<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: 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.	
Lesson Closure	
<i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
Activity (5 minutes) Invite questions and contributions from learners. Clarify questions and fill in the gaps of the presentations where necessary.	
Reflection & Remarks	
What was my best moment in today's lesson and how can I improve upon it? Were the learners happy and excited about the activities and resources used in teaching the lesson?	

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.

write-up about their category and cite definitions they sourced from the internet as examples. VI. 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. <u>Activity 3 (30 minutes)</u> Provide instructions and support learners to undertake assessment activities outlined. Be mindful of the different abilities of learners and differentiate assessment tasks accordingly.	<u>Activity 3 (30 minutes)</u> Follow teacher's instructions to undertake assessment tasks that they are given.
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
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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
Starter Activity (5 minutes) ☐ Using KWL (What you KNOW, WANT to know, LEARNT) technique, learners share misconceptions they have heard about the study of history.	
Introductory Activity (20minutes) I. Guide learners to conduct interview or survey on common misconceptions students have about the study of history. (see sample: https://bit.ly/3UguAYz)	Introductory Activity (20minutes) I. Using smartphones, audio recorders or laptops, learners in mixed-ability groups collect data on misconceptions of history (consider methods like interview, survey, etc).
Activity 1 (20 minutes)	Activity 1 (20 minutes)

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 <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (5 minutes)</u> <i>Using the KWL technique, learners share important take ways from the lesson.</i>	
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
Starter Activity (5 minutes)	
□ 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. Guide learners to infer from instances where people justify present actions with past events. OR Assist learners to form groups and discuss the relevance of keeping records. Activity 1 (20 minutes) I. Provide learners with excerpts of patriotic documentaries and speeches Activity 2 (20 minutes) I. Guide learners in a jigsaw activity to discuss: ☐ how history provides us with a sense of identity, how history helps to understand continuity and change in society ☐ how history serves as the basis for other academic disciplines ☐ how history teaches customs and traditions for national development ☐ how history teaches valuable skills and attitudes for national development II. Guide learners to present their work in class.	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. OR 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. Activity 1 (20 minutes) 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). Activity 2 (20 minutes) I. In a jigsaw technique, learners discuss: ☐ how history provides us with a sense of identity, how history helps to understand continuity and change in society ☐ how history serves as the basis for other academic disciplines ☐ how history teaches customs and traditions for national development ☐ how history teaches valuable skills and attitudes for national development II. In small groups, present your discussions to the whole class.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
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.

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?

Social Studies

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
Starter Activity (10 minutes) 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.	
Introductory Activity (15minutes) 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. Activity 1 (30 minutes) V. Guide learners in groups to discuss the importance of specific geographical features towards the growth of ancient societies Activity 2 (40 minutes) 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	Introductory Activity (15minutes) 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. Activity 1 (30 minutes) iii. In groups, discuss the importance of specific geographical features towards the growth of ancient societies Activity 2 (40 minutes) 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> <i>How did geographical features influence the emergence and growth of ancient societies in Africa?</i> <i>What role did geographical features and ecosystems play in shaping early African civilizations?</i> <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. <i>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.</i>	<u>Introductory activity (25 minutes)</u> I. <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.</i>
<u>Activity 2 (25 minutes)</u> I. <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</i>	<u>Activity 2 (25 minutes)</u> I. <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</i>
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

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

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

Geography, geographic features, geographic attributes, physical geography, climatology, geomorphology, surveying

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 Activity (5 minutes)

Teacher leads learners out to the compound to observe the environment and make a list of environmental features they see

Introductory Activity (10minutes)

- VII. Put learners in small groups taking into consideration their background, gender and ability
- VIII. Let learners discuss the environmental feature by sorting them into natural and artificial features

Introductory Activity (10minutes)

- III. Learner form mixed gender, mixed ability groups
- IV. Learners, in their groups, discuss the environmental feature by sorting them into natural and artificial features

<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> <i>Below is a sample for reflection. This should be done after the lesson has been thought</i> <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
Starter <u>Activity (10 minutes)</u>	
Game: <i>Create a word search puzzle of some of the careers in Geography for learners to identify them.</i>	
<u>Introductory activity (5 minutes)</u> VIL. <i>In groups, let learners mention the branches of Geography as a recap to the previous lesson</i> <u>Activity 1 (35 minutes)</u> V. <u>Option 1-Using Video</u> <i>Present videos that showcase different professionals working in various sectors such as urban planning, environmental management, GIS analysis, cartography and tourism</i> VI. <i>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.</i> <u>Activity 2 (35 minutes)</u> I. <i>Guide learners in exploring how their skills and passions align with career pathways in Geography</i> II. <i>Ask learners, in group of similar career interest in Geography, to research job descriptions, salary ranges,</i>	<u>Introductory activity (5 minutes)</u> I. <i>Learners mention branches of Geography</i> <u>Activity 1(35 minutes)</u> VI. <i>Learner watch videos that showcase different professionals working in various sectors such as urban planning, environmental management, GIS analysis, cartography and tourism</i> VII. <i>Learners to critically reflect on the information they have discovered from watching the video on the career prospects of studying Geography.</i> <u>Activity 2 (35 minutes)</u> I. <i>Learners explore how their skills and passions align with career pathways in Geography</i> II. <i>Learners, in group of similar career interest in Geography, to research job descriptions, salary ranges, required qualifications, and potential employers in their chosen</i>

<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

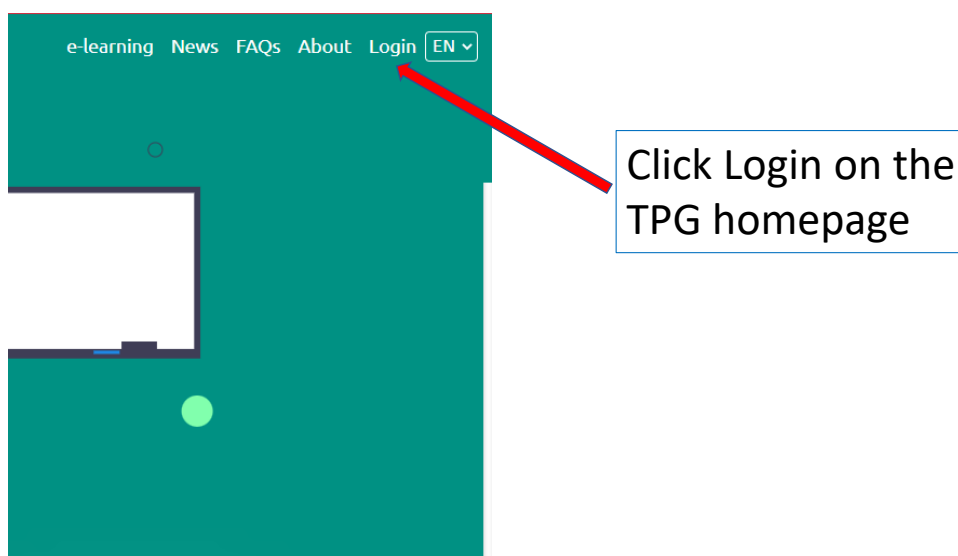
22. Areas for development

23. Next steps for teacher

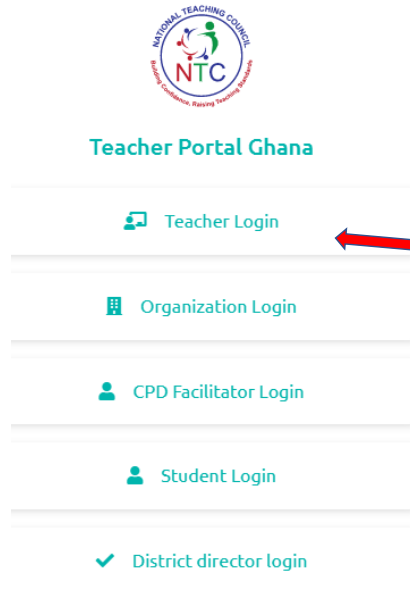
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

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

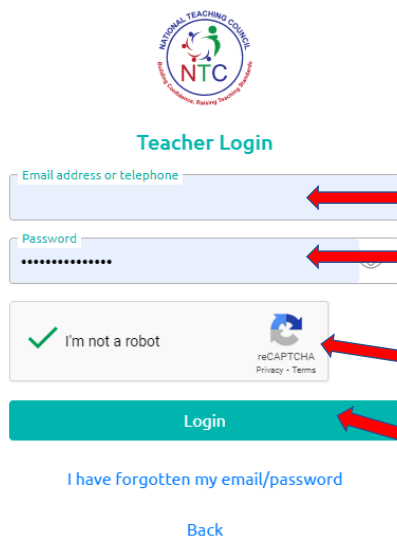


2. On the Login page, click Teacher Login



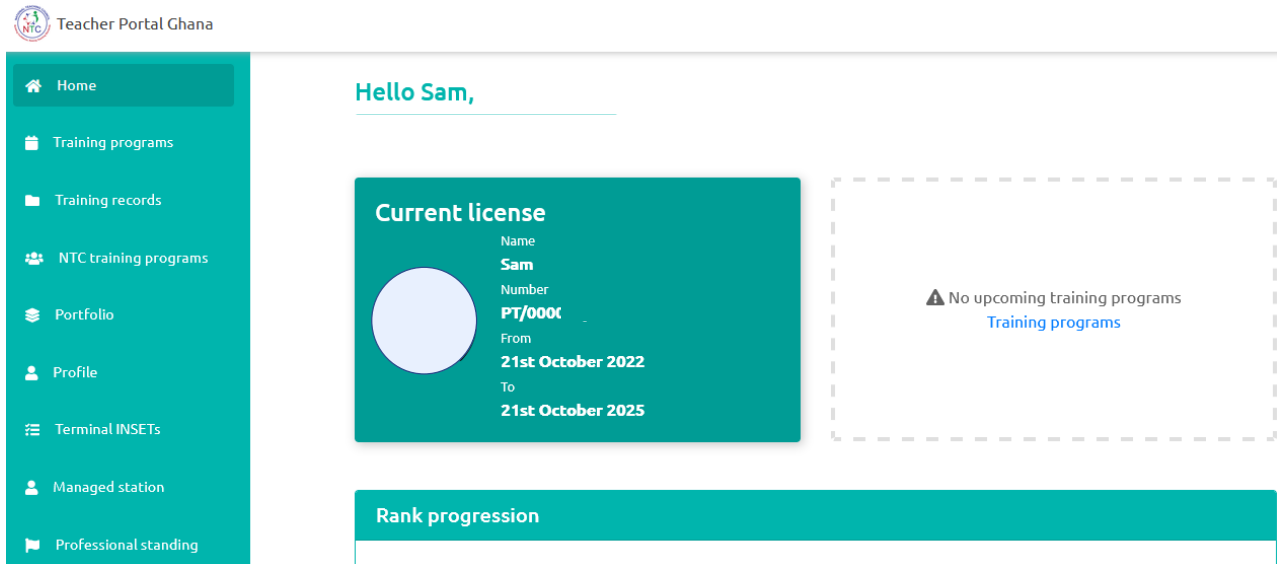
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a laptop icon), 'Organization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

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

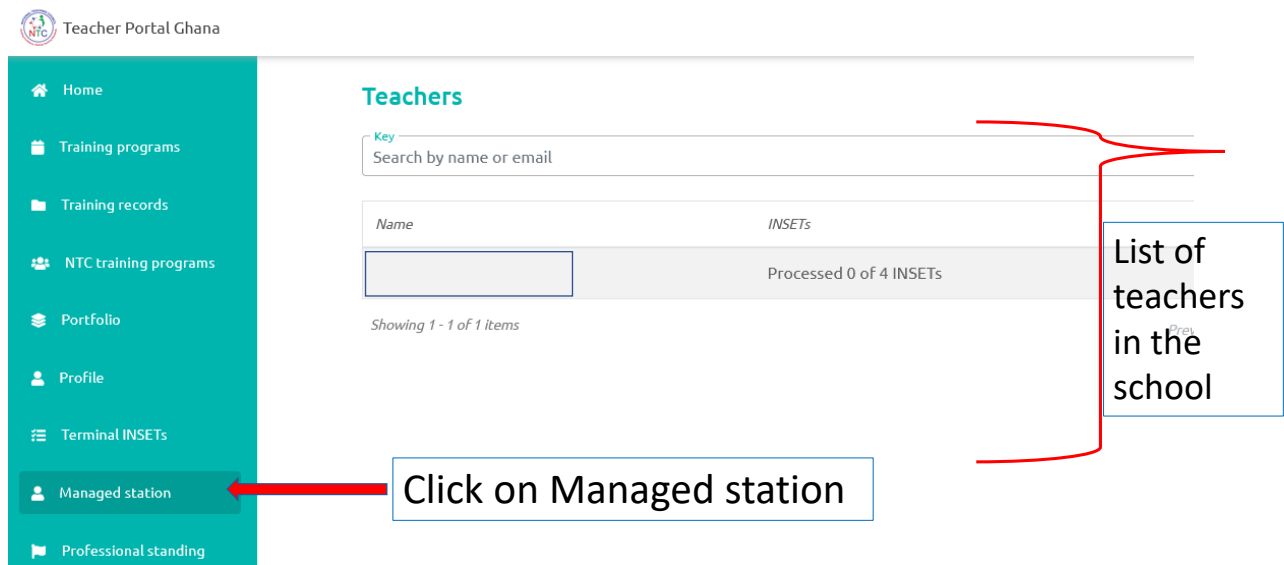


The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are four input fields: 'Email address or telephone', 'Password', 'I'm not a robot' (with a checkmark icon), and a 'Login' button. A red arrow points from a text box 'Enter your email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

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



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



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

Teachers /

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

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

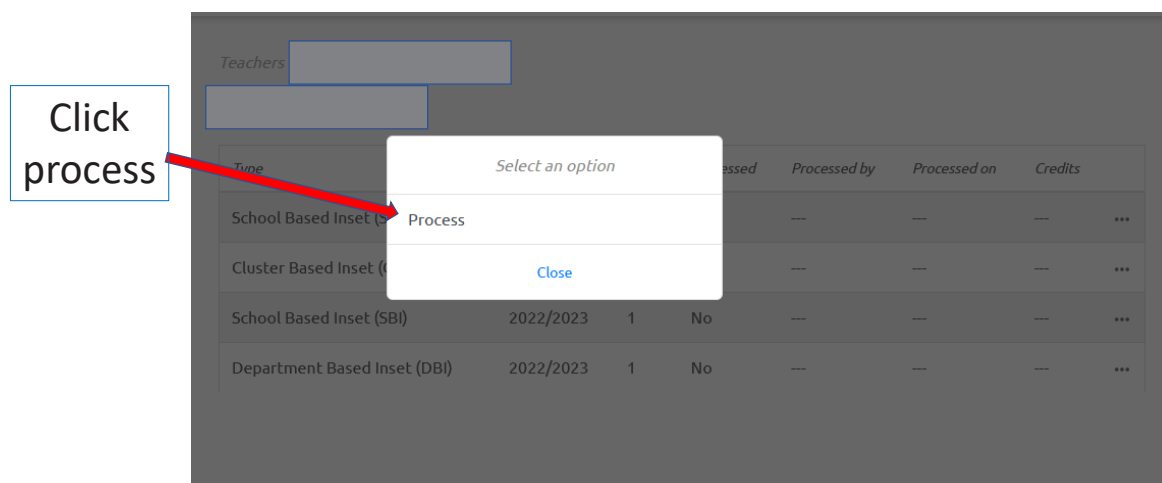
Teachers /

Click here to process

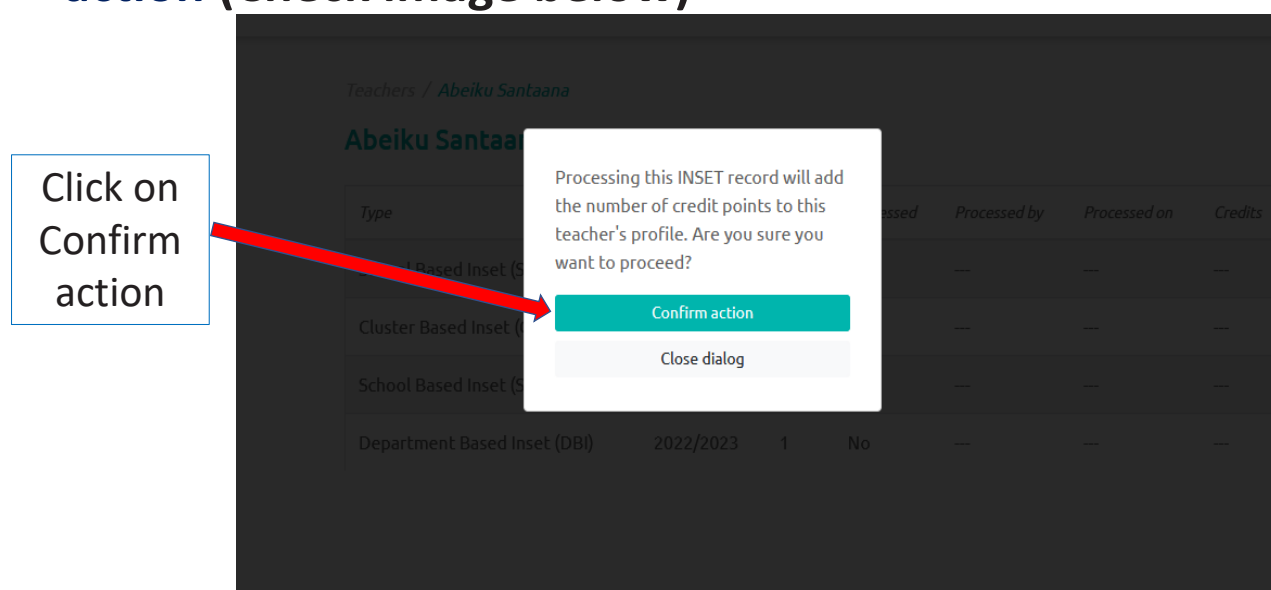
Type	Year	Term	Processed	Processed by	Processed on	Credits
School Based Inset (SBI)	2022/2023	1	No	---	---	---
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---
School Based Inset (SBI)	2022/2023	1	No	---	---	---
Department Based Inset (DBI)	2022/2023	1	No	---	---	---

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

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



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



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

Teachers /

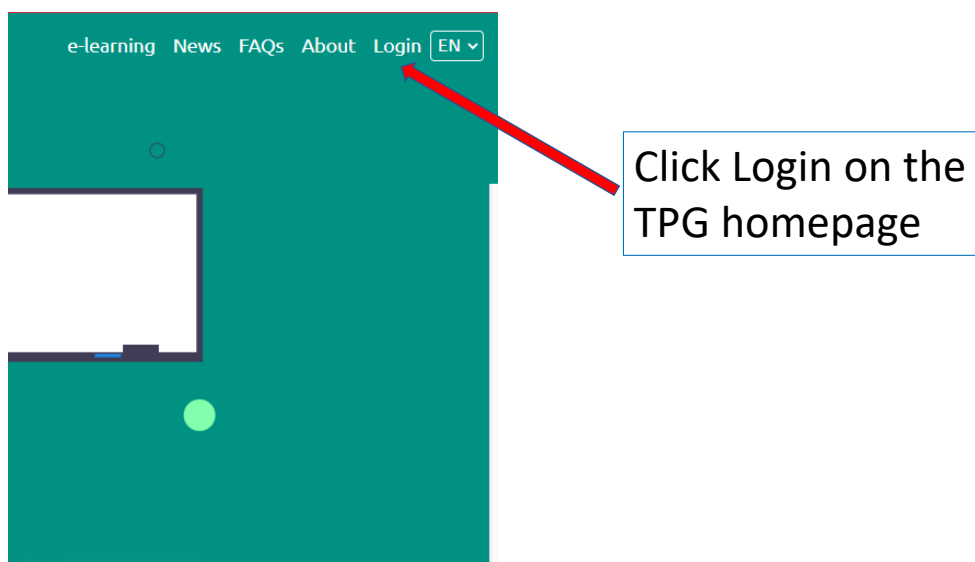
Points processed

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

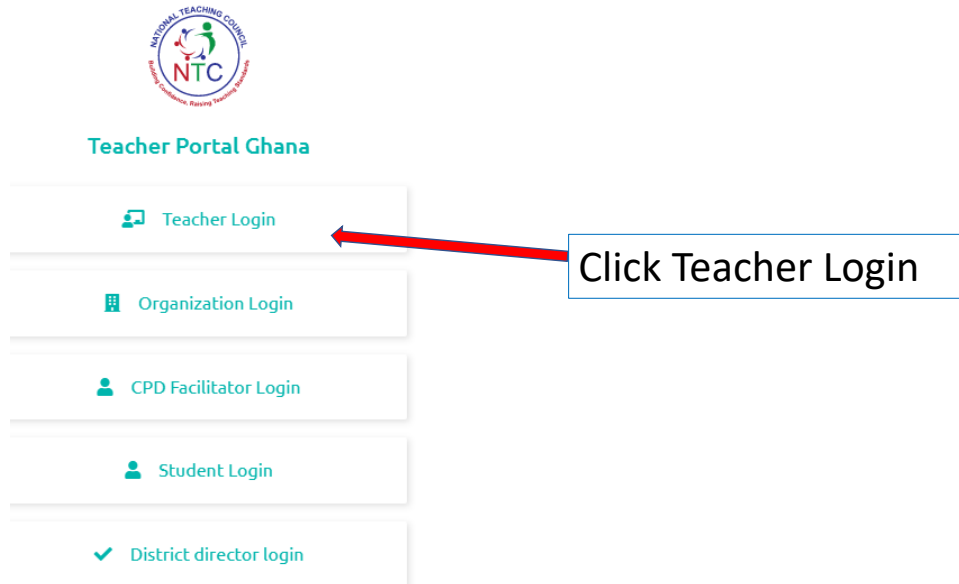
THANK YOU

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

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

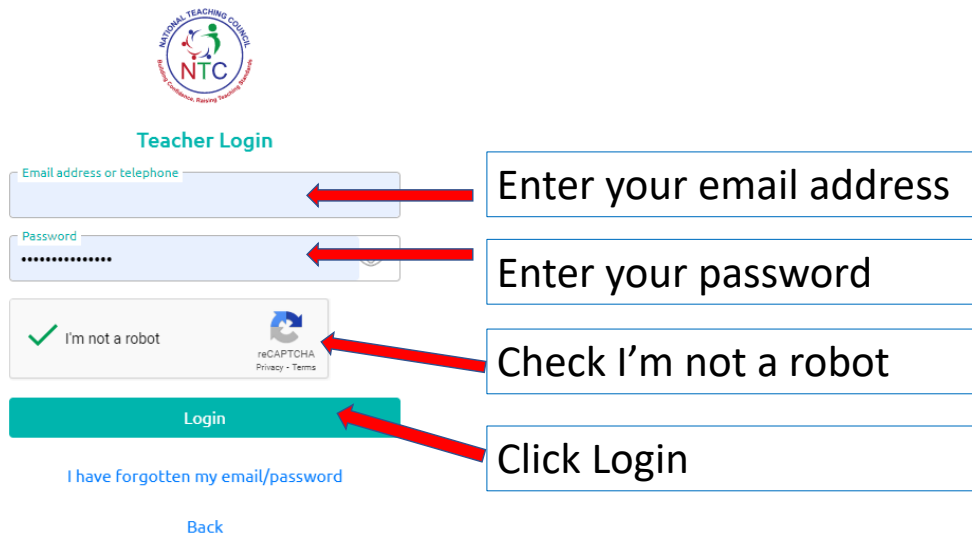


2. On the Login page, click Teacher Login



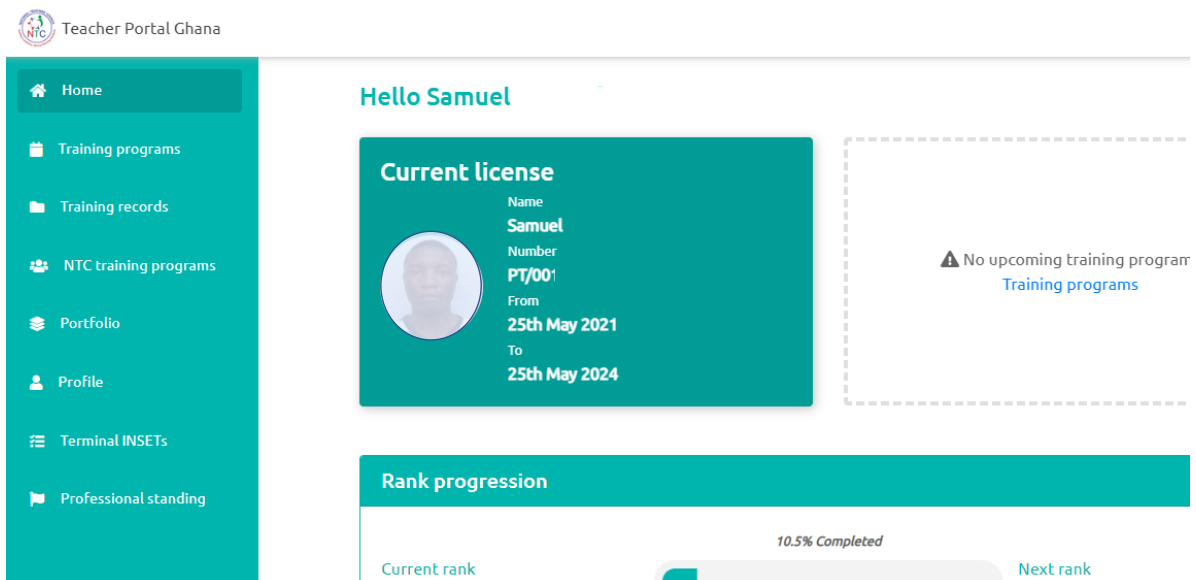
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization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

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



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

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



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



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

Teacher Portal Ghana

Training records
Records for training programs registered and/or attended

Total points: 1.8988

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

Click to view training records

List of training programs

THANK YOU