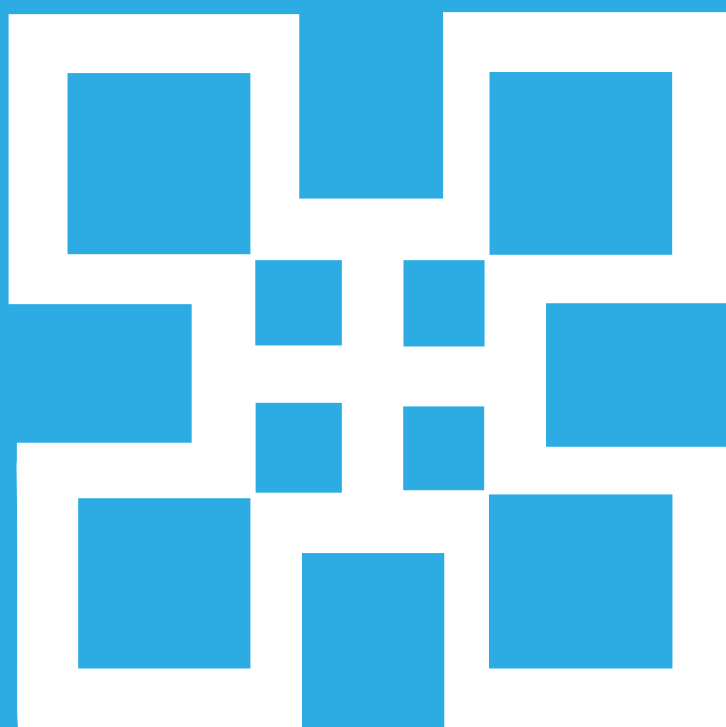


Departmental Professional Learning Community Handbook

LANGUAGES

HANDBOOK FOR COORDINATORS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT





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**DEPARTMENTAL PROFESSIONAL LEARNING
COMMUNITY HANDBOOK**

LANGUAGES

Coordinator Version

DEPARTMENTAL PROFESSIONAL LEARNING COMMUNITY HANDBOOK

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

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

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

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

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

Session 1: Reviewing Knowledge on previous PLC sessions

Session 2: Learning Plans for weeks 1 & 2

Session 3: Learning Plans for weeks 3 & 4

Session 4: Learning Plans for weeks 5 & 6

Session 5: Learning Plans for weeks 7 & 8

Session 6: Learning Plans for weeks 9 & 10

Session 7: Learning Plans for weeks 11 & 12

Session 8: Learning Plans for weeks 13 & 14

Session 9: Learning Plans for weeks 15 & 16

Session 10: Learning Plans for weeks 17 & 18

Session 11: Learning Plans for weeks 19 & 20

Session 12: Learning Plans for weeks 21 & 22

Session 13: Learning Plans for weeks 23 & 24

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

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

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

Prof Edward Appiah

Director-General

National Council for Curriculum and Assessment (NaCCA)

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CONTENTS

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	<i>Guidance notes on leading the session. What the PLC Coordinator will have to say during each stage of the session</i>	<i>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session</i>	<i>Time in session</i>
1.Introduction: Review of previous learning using ideas from the last PLC session, and introducing the Departmental PLC Handbook	1.1 Introduce the session with a video, photograph, etc of related activities as an icebreaker. 1.2 Ask teachers to share their expectations regarding what they hope to gain from the Departmental Professional Learning Community (DPLC) activities (NTS 1a, 1b). 1.3 Ask a teacher to 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: ● Build on Session 12 on <i>the learning planner</i> of the PLC Handbook on	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). 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: ● Build on Session 12 on <i>the learning planner</i> of the PLC Handbook on	10mins

	the introduction of the SHS, SHTS and STEM curriculum to enable teachers to consolidate their understanding and application of the learning plan. ● 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. ● Provide opportunities for teachers to discuss the year one learning plans and align them with the year one teacher manuals. ● To give teachers enough time to study the year one subjects in the SHS, SHTS and STEM curriculum and how these will be taught effectively and efficiently. The Handbook is thus basically aimed at helping the language 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	the introduction of the SHS, SHTS and STEM curriculum to enable teachers to consolidate their understanding and application of the learning plan. ● 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. ● Provide opportunities for teachers to discuss the year one learning plans and align them with the year one teacher manuals. ● To give teachers enough time to study the year one subjects in the SHS, SHTS and STEM curriculum and how these will be taught effectively and efficiently. The Handbook is thus basically aimed at helping the language 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 the language teachers will be encouraged to use their subject specialist and context specific teaching experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 topics which cover all the 24 weekly learning plans in year one as follows: 1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Developing learning plans for weeks 1 and 2 3. Developing learning plans for weeks 3 and 4 4. Developing learning plans for weeks 5 and 6 5. Developing learning plans for weeks 7 and 8 6. Developing learning plans for weeks 9 and 10 7. Developing learning plans for weeks 11 and 12 8. Developing learning plans for weeks 13 and 14 9. Developing learning plans for weeks 15 and 16 10. Developing learning plans for weeks 17 and 18 11. Developing learning plans for weeks 19 and 20	transfer of knowledge, and the language teachers will be encouraged to use their subject specialist and context specific teaching experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 topics which cover all the 24 weekly learning plans in year one as follows: 1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Developing learning plans for weeks 1 and 2 3. Developing learning plans for weeks 3 and 4 4. Developing learning plans for weeks 5 and 6 5. Developing learning plans for weeks 7 and 8 6. Developing learning plans for weeks 9 and 10 7. Developing learning plans for weeks 11 and 12 8. Developing learning plans for weeks 13 and 14 9. Developing learning plans for weeks 15 and 16 10. Developing learning plans for weeks 17 and 18 11. Developing learning plans for weeks 19 and 20	

	12. Developing learning plans for weeks 21 and 22 13. Developing learning plans for weeks 23 and 24	12. Developing learning plans for weeks 21 and 22 13. Developing learning plans for weeks 23 and 24	
2. Planning for teaching, learning and assessment activities, promoting character values, GESI, SEL, ICT, 21st-century skills and differentiation	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: The purpose of the session is to guide the language teacher to review new concepts and skills they have learnt through participating in previous PLC sessions to enable them to consolidate their knowledge and understanding of the strategies they have applied in their lessons, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. LO 1: Review knowledge, skills and competencies gained from previous PLC sessions to effectively plan a lesson, considering GESI, SEL, ICT, 21st century skills, differentiation and national values (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3c-3g and 3j). LI 1.1 Examine the pedagogies used in lesson delivery as a result of participating in PLC sessions, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: The purpose of the session is to guide the language teacher to review new concepts and skills they have learnt through participating in previous PLC sessions to enable them to consolidate their knowledge and understanding of the strategies they have applied in their lessons, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. LO 1: Review knowledge, skills and competencies gained from previous PLC sessions to effectively plan a lesson, considering GESI, SEL, ICT, 21st century skills, differentiation and national values (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3c-3g and 3j). LI 1.1 Examine the pedagogies used in lesson delivery as a result of participating in PLC sessions, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national	50mins

	values. LI 1.2 Examine the resources used in lesson delivery as a result of participating in PLC sessions, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. LI 1.3 Discuss the assessment strategies used in lesson delivery owing to participation in previous PLC sessions, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. LI 1.4 Identify and state how the new concepts are applied in lesson delivery. 2.2 Ask teachers, in pairs, to think, ink and share the pedagogical approaches they have learnt from the previous PLC sessions (NTS 1a, 2a-2c, 2e, 2f, 3a and 3c-3l). <i>E.g.</i> a) Collaborative learning b) Experiential learning c) Talk for learning, d) Project based learning etc. 2.3 Ask teachers in groups, to identify teaching and learning resources required for planning a lesson using the learning planner as a result of the knowledge, skills and competencies they have gained in previous PLC sessions	values. LI 1.2 Examine the resources used in lesson delivery as a result of participating in PLC sessions, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. LI 1.3 Discuss the assessment strategies used in lesson delivery owing to participation in previous PLC sessions, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. LI 1.4 Identify and state how the new concepts are applied in lesson delivery. 2.2 In your pair, think, ink and share the pedagogical approaches you have learnt from the previous PLC sessions (NTS 1a, 2a-2c, 2e, 2f, 3a and 3c-3l). <i>E.g.</i> <i>Collaborative, etc.</i> 2.3 In your group, identify teaching and learning resources required for planning a lesson using the learning planner as a result of the knowledge, skills and competencies they have gained in previous PLC sessions	

	(NTS 1a, 2b, 2c, 3e and 3j). E.g. a) <i>Textbooks</i> b) <i>Subject teacher manual</i> c) <i>Yearly and termly schemes of learning</i> d) <i>Teaching and learning resources</i> e) <i>PLC handbook</i> f) <i>ICT suits</i> g) <i>Timetable, etc.</i> 2.4 Ask teachers in pairs, to discuss the assessment strategies used to plan the learning planner (NTS 1a, 2b, 2f and 3k-3p). E.g. a) <i>Project work</i> b) <i>Case study</i> c) <i>Peer writing and editing</i> d) <i>Role play</i> e) <i>Test and examinations, etc.</i> 2.5 In pairs, ask teachers to identify and state how they applied the new concepts learnt during lesson delivery (NTS 1a, 2a-2c, 3a - 3g and 3j). E.g. a) <i>Integration of GESI, SEL, ICT, 21st century skills and other cross cutting issues</i> b) <i>New forms of assessment integrated in lesson delivery</i> c) <i>Differentiated learning approaches integrated in lessons for all learners, etc.</i>	(NTS 1a, 2b, 2c, 3e and 3j). E.g. <i>Textbooks, etc.</i> 2.4 Discuss the assessment strategies used to plan the learning planner (NTS 1a, 2b, 2f and 3k-3p). E.g. <i>Project work, etc.</i> 2.5 In a pair, identify and state how you applied the new concepts learnt during lesson delivery (NTS 1a, 2a-2c, 3a - 3g and 3j). E.g. <i>Integration of GESI, SEL, ICT, 21st century skills and other cross cutting issues, etc.</i>	

3. Modelling a teaching activity, promoting character values, GESI, SEL, ICT and 21st century skills	3.1 Ask a teacher to model a teaching activity in the lesson taking into account national values, GESI, SEL, ICT and 21st century skills and competencies (NTS 1a, 2b, 2c, 2e, 2f, 3a and 3c-3p). 3.2 Ask teachers to provide feedback on the modelled activity (NTS 1a, 2c, 3e and 3h).	3.1 Model a teaching activity in the lesson taking into account national values, GESI, SEL, ICT and 21st century skills and competencies (NTS 1a, 2b, 2c, 2e, 2f, 3a and 3c-3p). 3.2 Provide feedback on the modelled activity (NTS 1a, 2c, 3e and 3h).	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 Ask teachers in groups to reflect, write and share what they have learnt and how they feel with the larger group with regard to the review of the knowledge, skills and competencies acquired from the previous sessions and their implication to teaching and learning (NTS 1a, 1b). 4.2 Remind teachers to, where possible, identify a critical friend to observe their lesson in relation to DPLC Session 1, <i>Reviewing knowledge and skills acquired from previous PLC Sessions</i>, and provide feedback to them (NTS 1a, 1e and 3l). 4.3 Remind teachers to read DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, in preparation for the next session.	4.1 In your group, reflect, write and share what you have learnt and how you feel with the larger group with regard to the review of the knowledge, skills and competencies acquired from the previous sessions and their implication to teaching and learning (NTS 1a, 1b). 4.2 Remember to identify a critical friend to observe your lesson in relation to DPLC Session 1, <i>Reviewing knowledge and skills acquired from previous PLC Sessions</i>, and provide feedback to you (NTS 1a, 1e and 3l). 4.3 Remember to read DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, 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 leading the session. <i>What the PLC Coordinator will have to say during each stage of the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session.</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on the PLC Session 1, <i>reviewing concepts and skills acquired in previous PLC sessions</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in PLC Session 1, <i>reviewing concepts and skills acquired in previous PLC sessions</i>, supported learning.	1.1 Share two things you implemented based on the PLC Session 1, <i>reviewing concepts and skills acquired in previous PLC sessions</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in PLC Session 1, <i>reviewing concepts and skills acquired in previous PLC sessions</i>, supported learning.	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 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session. Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan a lesson using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of weeks 1 and 2 sub-strand of: a) <i>Arabic: Phonology of the Arabic language 1 and 2</i> b) <i>French: Se présenter et présenterquelqu'un</i> c) <i>Ghanaian languages: Vowel, consonant description and vowel distribution</i> d) <i>Spanish: Saludar/despedirse and El alfabeto</i> taking into consideration <i>GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning.</i> LO 1: Develop subject-specific learning plan for Week 2 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e,	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session. Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan a lesson using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners develop understanding of weeks 1 and 2 sub-strand of: a) <i>Arabic: Phonology of the Arabic language 1 and 2</i> b) <i>French: Se présenter et présenterquelqu'un</i> c) <i>Ghanaian languages: Vowel, consonant description and vowel distribution</i> d) <i>Spanish: Saludar/despedirse and El alfabeto</i> taking into consideration <i>GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning.</i> LO 1: Develop subject-specific learning plan for Week 2 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e,	60 mins

	2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 1 and 2 learning plans, taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish, taking into consideration cross cutting issues. LI 1.2 Fill out the learning planner templates for Week 2 in the teacher manual for Arabic, French, Ghanaian languages and Spanish, taking into consideration cross-cutting issues. LO 2: Review Weeks 1 and 2 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 1 and 2 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, keynote on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 1 and 2 in line with the LOs, LIs, and key	2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 1 and 2 learning plans, taking into consideration the Content Standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish, taking into consideration cross cutting issues. LI 1.2 Fill out the learning planner templates for Week 2 in the teacher manual for Arabic, French, Ghanaian languages and Spanish, taking into consideration cross-cutting issues. LO 2: Review Weeks 1 and 2 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 1 and 2 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, keynote on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 1 and 2 in line with the LOs, LIs, and key	

	concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 1 and 2 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3. Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f and 3c-3j). <i>E.g.</i> a) <i>Arabic Week 1</i> i. <i>What is the existing knowledge level of learners regarding Arabic phonology, specifically the concept of stressed and unstressed syllables?</i> ii. <i>How can stressed and unstressed syllables be differentiated in Arabic phonology?</i> iii. <i>How can ICT tools be used to enhance the learning of stressed and unstressed syllables? etc.</i>	concepts in the teacher manual as appropriate. 2.2. In your group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 1 and 2 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3. Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f and 3c-3j). <i>E.g.</i> a) <i>Arabic Week 1</i> <i>What is the existing knowledge level of learners regarding Arabic phonology, specifically the concept of stressed and unstressed syllables? etc.</i>	

	<i>b) French Week 1</i> <i>i. How will I guide learners to identify who is speaking from the audio-visual?</i> <i>ii. How can self-introductory vocabulary and expressions be identified in audio-visuals?</i> <i>iii. What strategies can be used to answer simple questions on self-introduction from the audio-visual text? etc.</i> <i>c) Ghanaian languages Week 1</i> <i>i. How would I help learners to differentiate between vowel sounds and consonant sounds in the language?</i> <i>ii. What are the parameters for describing a vowel and a consonant?</i> <i>iii. How can each of the parameters for describing the vowel and consonant sound be explained? etc.</i> <i>d) Spanish Week 1</i> <i>i. What prior knowledge do</i>	<i>b) French Week 1</i> <i>How will I guide learners to identify who is speaking from the audio-visual? etc.</i> <i>c) Ghanaian languages Week 1</i> <i>How would I help learners to differentiate between vowel sounds and consonant sounds in the language? etc.</i> <i>d) Spanish Week 1</i> <i>What prior knowledge do learners have that</i>	

	<i>learners have that will help them understand Spanish greetings?</i> <i>ii. How important are greetings in cultures?</i> <i>iii. What are the gestures that accompany greetings in cultures? etc.</i> <i>a) Arabic</i> <i>Week 2</i> <i>i. How can I challenge proficient learners to delve deeper into Arabic phonology and apply their knowledge to various contexts?</i> <i>ii. How can the nuances of Arabic phonology be explored?</i> <i>iii. How can the concept of Arabic phonology be used in conversations with friends and family? etc.</i> <i>b) French</i> <i>Week 2</i> <i>i. How will I help learners to repeat simple vocabulary of self-introduction from the audio-visual?</i> <i>ii. How can learners use</i>	<i>will help them understand Spanish greetings? etc.</i> <i>a) Arabic</i> <i>Week 2</i> <i>How can I challenge Proficient learners to delve deeper into Arabic phonology and apply their knowledge to various contexts? etc.</i> <i>b) French</i> <i>Week 2</i> <i>How will I help learners to repeat simple vocabulary of self-introduction from the audio-visual? etc.</i>	

	<i>the expressions from the audio-visual to do self-introduction in French?</i> <i>iii. What will help learners to write their own simple question introducing oneself? etc.</i> <i>c) Ghanaian Languages Week 2</i> <i>i. How would the knowledge of vowel and consonant sounds distribution help learners form words in their language?</i> <i>ii. How can vowels and consonants be used to form at least five words?</i> <i>iii. What is the position of the vowels and the consonants in each of the words formed? etc.</i> <i>d) Spanish Week 2</i> <i>i. How can I challenge learners to delve deeper into pronunciation of Spanish alphabets and sounds?</i> <i>ii. How can speech sounds in L1 or L2 be used to pronounce some</i>	<i>c) Ghanaian Languages Week 2</i> <i>How would the knowledge of vowel and consonant sounds distribution help learners form words in their language? etc.</i> <i>d) Spanish Week 2</i> <i>How can I challenge learners to delve deeper into pronunciation of Spanish alphabets and sounds? etc.</i>	

	<i>sounds in Spanish?</i> iii. <i>What strategies can be employed to pronounce some words in Spanish? etc.</i> 2.4 Ask a teacher to discuss at least two (2) keynotes on differentiation that cater for the achievement of the LOs and LIs in the lessons in Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Note: Remind teachers to refer to the Teacher Manual for more examples on differentiation.</i> E.g. a) <i>Arabic</i> <i>Week 1</i> i. <i>Tasks:</i> هذا الدرس خاص بتدريب الدارس على أن يستمع إلى النصوص العربية ويرددها، وهو يساعده في اكتساب مهارات القراءة والكتابة، التي يتدرب فيها الدارس على قراءة النصوص الأدبية، والتمييز بين النصوص الثرية والنصوص الشعرية. ii. <i>Pedagogical Exemplars:</i> <i>Collaborative learning:</i> <i>In a mixed-ability group, learners who are confident with pronunciation are asked to articulate the correct pronunciations of words and sentences, and then model these with learners who require pronunciation support through collaboration.</i> <i>The teacher ensures</i>	2.4 Discuss at least two (2) keynotes on differentiation that cater for the achievement of the LOs and LIs in the lessons in Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Note: Refer to the Teacher Manual for more examples on differentiation.</i> E.g. a) <i>Arabic</i> <i>Week 1</i> i. <i>Tasks:</i> هذا الدرس خاص بتدريب الدارس على أن يستمع إلى النصوص العربية ويرددها، وهو يساعده في اكتساب مهارات القراءة والكتابة، التي يتدرب فيها الدارس على قراءة النصوص الأدبية، والتمييز بين النصوص الثرية والنصوص الشعرية. ii. <i>Pedagogical exemplars:</i> <i>Collaborative learning:</i> <i>In a mixed-ability group, learners who are confident with pronunciation are asked to articulate the correct pronunciations of words and sentences, and then model these with learners who require pronunciation support through collaboration, etc.</i>	

	<i>that individual learning groupings are based on assumptions of mixed levels of support required for learners.</i> • <i>Here the teacher understands individual learning challenges and can circulate the room to assist groups, highlight learners' good pronunciation and ensure engagement in the activity by all, etc.</i> iii. Key Assessment: ● <i>Assessment Level 1: Repeat the stressed and unstressed elements in the Prose.</i> ● <i>Assessment Level 2: Identify the sound pattern of Arabic Prose, focusing on the rhythm, the stressed and unstressed elements, etc.</i> b) French Week 1 i. Task 1 (Compréhension de l'oral) <i>Teachers should select relevant audio and video materials that contain the words and expressions for listening and speaking activities. During the lesson delivery, ensure that the learners develop the following</i>	iii. Key Assessment: <i>Assessment Level 1: Repeat the stressed and unstressed elements in the Prose, etc.</i> b) French Week 1 i. Task 1 (Compréhension de l'oral) <i>Teachers should select relevant audio and video materials that contain the words and expressions for listening and speaking activities. During the lesson delivery, ensure that the learners develop the following competencies:</i>	

	<i>competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Learners learn by using the language items.</i> ● <i>Learners learn by listening to and watching, by simulating and by acting out relevant situations.</i> ● <i>The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below: Exemplars:</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images, etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner le document audio ou vidéo à plusieurs reprises</i> ○ <i>Demandez aux apprenants en groupes de repérer des mots et des expressions sur les manières de saluer et de se présenter</i> ○ <i>Vérifier la compréhension par</i>	<i>communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Learners learn by using the language items, etc.</i> <i>Exemplars: Faire une activité d'anticipation (chansons, questions, images, etc.) À l'aide d'un support, faire écouter/visionner le document audio ou vidéo à plusieurs reprises, etc.</i>	

	<i>des questionnements simples ou complexes</i> ○ <i>Faire une démonstration avec les répliques courtes ou longues du dialogue/du texte</i> ○ <i>Faire participer les apprenants à un échange langagier (enseignant-apprenant, apprenant-apprenant), etc.</i> iii. <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> ● <i>Level 1 (Recall):</i> ○ <i>Écouter/visionner et repérer des mots et des expressions sur les manières de saluer et de se présenter</i> ○ <i>Utilisez des mots entendus/expressions entendues dans des situations de communications pour se présenter</i> ● <i>Level 2 (Understanding):</i> ○ <i>Écouter et répondre aux questions simples ou complexes à l'écrit et à l'oral</i> ○ <i>Discuter du sujet dans l'audio/vidéo , etc.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide the learners to prepare and to rote-learn dialogues where they</i>	iii. <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> ● <i>Level 1 (Recall):</i> ○ <i>Écouter/visionner et repérer des mots et des expressions sur les manières de saluer et de se présenter, etc.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide the learners to prepare and to rote-learn dialogues where</i>	

	<i>introduce themselves, or where they introduce someone else.</i> <i>Pedagogical Exemplars</i> ● <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Faire répondre à des questions simples ou complexes sur son identité</i> ○ <i>Faire dramatiser un dialogue court ou long où l'on se salue et prend congé</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où les apprenants se saluent, se présentent et prennent congé (jeux de rôles)</i> <i>Key Assessment (DoK Levels)</i> <i>Evaluation Formative</i> ● <i>Level 3 (Strategic Reason):</i>	<i>they introduce themselves, or where they introduce someone else.</i> <i>Pedagogical Exemplars</i> ● <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> <i>Faire répondre à des questions simples ou complexes sur son identité, etc.</i> <i>Key Assessment (DoK Levels)</i> <i>Evaluation Formative</i> ● <i>Level 3 (Strategic Reason):</i>	

	○ <i>Mettre les apprenants dans des situations de communication où les gens se présentent (son nom, son prénom, son âge, où il habite, etc.)</i> ○ <i>Demander aux apprenants d'utiliser des mots entendus/des expressions entendues dans des situations de communication où les gens se présentent (son nom, son prénom, son âge, où il habite, sa nationalité, sa profession, ses loisirs)</i> ○ <i>Faire présenter quelqu'un au commissariat, à la frontière, à la conférence, la rencontre d'un nouveau ami</i> ○ <i>Devoir de maison : Demander aux apprenants de préparer une vidéo où quelqu'un pose des questions et l'autre répond</i> c) <i>Ghanaian languages Week 1</i> i. <i>Task 1</i> ● <i>What is vowel?</i> ● <i>What is a consonant?</i> ● <i>What parameters are used to describe vowels?</i> ● <i>What parameters</i>	Mettre les apprenants dans des situations de communication où les gens se présentent (son nom, son prénom, son âge, où il habite, etc.), etc. c) <i>Ghanaian languages Week 1</i> <i>Task 1</i> <i>What is vowel? etc.</i>	

	<i>are used to describe consonants?</i> ● <i>Produce the vowel sounds in the language.</i> ● <i>Produce the consonant sounds (at least ten).</i> ● <i>Describe the consonants and vowels that you have produced.</i> ii. <i>Pedagogical Exemplars</i> ● <i>Collaborative learning</i> ○ <i>Modelling (Vowels):</i> 1. <i>Teacher models production of vowel.</i> 2. <i>Learners repeat the vowels produced by the teacher.</i> 3. <i>Teacher discusses the parameters used in describing the vowels (e.g., tongue height, lip posture and part of the tongue).</i> ○ <i>Modelling (Consonants):</i> 1. <i>Teacher models the production of consonant sounds.</i> 2. <i>Learners repeat the production of consonant sounds.</i> 3. <i>Teacher discusses the parameters used in describing consonants (voicing, place of articulation and manner of articulation).</i> ○ <i>Whole Class:</i>	ii. <i>Pedagogical Exemplars</i> ● <i>Collaborative learning</i> ○ <i>Modelling (Vowels):</i> <i>Teacher models production of vowel, etc.</i>	

	1. <i>Teacher provides vowels (e.g., /e/, /ε /, /i/, /a/, /□/, /o/, /u/ etc.).</i> 2. <i>Learners produce at least three of the vowels.</i> 3. <i>Learners form at least three words using the vowels and make presentation for class discussion.</i> ● <i>Building on what others say</i> ○ <i>Pair work:</i> 1. <i>Teacher produces the vowel sounds in the language of study.</i> 2. <i>In mixed-ability pairs, learners produce the vowel sounds in words given by the teacher and use the vowels to form words (e.g., /a/, /e/, /ε /, /□/ etc.).</i> 3. <i>Produce consonant sounds in words provided by the teacher.</i> 4. <i>Describe consonants using the parameters.</i> 5. <i>In mixed-ability/mixed-gender (where applicable) pairs, learners produce the vowel sounds in words given by the teacher and use the vowels to form words.</i> 6. <i>Describe the vowels in the words using the parameters for describing vowels.</i> 7. <i>Produce consonant sounds in words given</i>		

	<i>by the teacher and form other word(s) with the consonants.</i> 8. <i>Use the parameters for describing consonants to describe the consonants.</i> ● <i>Collaborative learning</i> ○ <i>Group work:</i> 1. <i>In mixed-ability groups, learners identify the vowels and consonants in words given by the teacher and work together to describe the vowels and consonants, write the vowels and consonants in the language and make a presentation to the whole class, identify vowels and consonants in given words.</i> 2. <i>Learners describe at least three vowels and five consonants they identify in the given words.</i> ○ <i>Pair work:</i> 1. <i>Learners in mixed-ability pairs form words with the vowels and consonants and present it to the whole class.</i> 2. <i>Learners describe at least five of the vowels and twelve of the consonants to the class, etc.</i>		

	<i>iii. Key Assessment</i> ● <i>Level 2 Assessment: Skills building</i> Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final: <i>/a/, /e/, /ε /, /□/, /i/, /u/, etc.</i> ● <i>Level 2 Assessment:</i> Identify the vowels in the words below and state their positions. <i>D□kon, nsu, osua, puow, siw, hwε</i> <i>NB: Teachers should give words in the language of study</i> ● <i>Level 3 Assessment: Extended Thinking</i> Form seven words in your language with vowels that can be at the initial, medial and final positions at the same time and explain your answer. <i>i. Task 2</i> ● <i>Teacher selects a variety of consonants and varying word lengths to increase challenge as learners work with them. For</i>	<i>iii. Key Assessment</i> <i>Level 2 Assessment: Skills building</i> Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final: <i>/a/, /e/, /ε /, /□/, /i/, /u/, etc.</i> <i>1. Task 2</i> <i>Teacher selects a variety of consonants and varying word lengths to increase challenge as learners</i>	

	example: abosomanketsew, adzekyerε , adzesua, nyimdzee, adwensakyer, □tow, ahwehwε , twa, fow ● Discuss the distribution of the consonants in the given words. ● Form other words with any of the consonants in the given words and tell the distribution of the consonants used, etc. ii. Pedagogical exemplars ● Collaborative learning ○ Modelling and group work: 1. Teacher models production of consonant sounds such as /b, d, f, g, h, j, k, m, n, s, ky, gy/ by way of revision. (Remind learners about diagraphs/trigraphs where applicable). 2. Learners produce the consonant sounds after the teacher. 3. In groups, learners form words with the consonants they produce and tell the position of the consonants in them. 4. Teacher uses this activity to guide	work with them. For example: abosomanketsew, adzekyerε , adzesua, nyimdzee, adwensakyer, □tow, ahwehwε , twa, fow,etc. ii. Pedagogical exemplars ● Collaborative learning - Modelling and group work: Teacher models production of consonant sounds such as /b, d, f, g, h, j, k, m, n, s, ky, gy/ by way of revision. (Remind learners about diagraphs/trigraphs where applicable), etc.	

	<i>learners to discuss the parameters for describing consonants distribution in words- word initial, word medial, word final.</i> 5. <i>Teacher provides explanation to key terms such as word initial, word medial, word final to help consolidate learners' understanding of the concept of consonant distribution.</i> ● <i>Building on what others say</i> ○ <i>Pair work:</i> 1. <i>Learners in mixed-ability or mixed-gender (where applicable) pairs, discuss given words to identify the consonants in them. Examples of words, kasafua, kenkan, nyimdzee, nkwagye, fr□d□□... The consonants in the words provided are (k, s, f, n, ny, m, dz, n, kw, gy, d)</i> 2. <i>Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified</i> 3. <i>Question learners to lead them to classify all the consonants under those that belong to word initial,</i>		

	<i>word medial and words final. Encourage tolerance of diverse abilities during presentations and discussions, etc.</i> <i>iii.Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>Write at least three vowels in your language.</i> ○ <i>List the vowels in the following words: (Teachers should provide words in the respective language) For instance, Ga: ᵑawie, shwane, ablekuma, oshishibishii, etc. Mfantse: akokɔ , ahwehwɛ , edziban, etc. AsanteTwi: efie, ɛ woɔ , ataadeɛ , etc.</i> ○ <i>List all the consonants in your language</i> ○ <i>Explain the parametres used in describing vowels.</i> ○ <i>Explain the parametres used in describing consonants.</i> ● <i>Level 2 Assessment: Skills Building</i> ○ <i>Describe how vowel sounds are articulated in your language</i> ○ <i>Describe the following vowel sounds (sounds should be given based on the language)</i>	<i>iii.Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> <i>Write at least three vowels in your language, etc.</i>	

	<i>/a/, /ε /, /o/, /i/, /□/</i> ○ <i>Group the following consonants b/, /d/, /g/, /t/ under the following: Voicing: Place of articulation: Manner of articulation:</i> ○ <i>Form at least three words using consonants.</i> ○ <i>Use the parameters to describe at least any five consonants, etc.</i> <i>d) Spanish Week 1</i> <i>i. Task/Tarea: Escribe una lista de al menos 4 saludos básicos en español y dos respuestas de saludos.</i> <i>ii. Pedagogical Exemplars</i> • <i>Experiential learning</i> ○ <i>Procura un audio de personas que se saludan por la mañana, la tarde y la noche. Luego, reproduce el audio en la clase. Los aprendices lo escuchan y repiten los saludos.</i> ○ <i>El profesor o la profesora explica a todos los aprendices</i>		
		<i>d) Spanish Week 1</i> <i>i. Task/Tarea: Escribe una lista de al menos 4 saludos básicos en español y dos respuestas de saludos.</i> <i>iii. Pedagogical Exemplars</i> <i>Experiential learning</i> <i>Procura un audio de personas que se saludan por la mañana, la tarde y la noche. Luego, reproduce el audio en la clase. Los aprendices lo escuchan y repiten los saludos, etc.</i>	

	<i>las diferentes maneras de saludar en español destacando factores importantes como la persona y el tiempo del día.</i> • <i>Collaborative learning: En grupos (mixed-ability groups) de 2 o 3, los aprendices se saludan usando el vocabulario que han aprendido.</i> <i>iii. Key Assessment (DoK levels): Comprensión auditiva</i> ○ <i>Level 1: Reproduce un audio sobre los saludos en clase y los aprendices deben escuchar y repetirlo.</i> ○ <i>Level 2: Reproduce un audio sobre los saludos en clase y los aprendices deben escuchar y contestar a las preguntas de comprensión, etc.</i> <i>a) Arabic Week 2</i> <i>i. Tasks:</i> <i>. أَقْرَأِ النَّصَّ قِرَاءَةً جَهْرِيَّةً صَحِيحَةً وَمُعَبَّرَةً أَيُّهَا النَّاسُ، اسْمَعُوا وَغُوا، إِنَّهُ مِنْ عَاشٍ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ دَاجٍ، وَنَهَارٌ سَاجٍ، وَسَمَاءٌ ذَاتُ أَبْرَاجٍ، وَبُحُومٌ تَزْهَرُ، وَبَحَارٌ تَزْخَرُ، وَجِبَالٌ مِرْسَاةٌ، وَأَرْضٌ مِدْحَاةٌ، وَأَنْهَارٌ بَحْرَاةٌ وَأَنْهَارٌ بَحْرَاةٌ .</i> <i>ii. Pedagogical</i>	<i>iii. Key Assessment (DoK levels): Comprensión auditiva</i> <i>Level 1: Reproduce un audio sobre los saludos en clase y los aprendices deben escuchar y repetirlo, etc.</i> <i>a) Arabic i. Tasks:</i> <i>. أَقْرَأِ النَّصَّ قِرَاءَةً جَهْرِيَّةً صَحِيحَةً وَمُعَبَّرَةً أَيُّهَا النَّاسُ، اسْمَعُوا وَغُوا، إِنَّهُ مِنْ عَاشٍ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ دَاجٍ، وَنَهَارٌ سَاجٍ، وَسَمَاءٌ ذَاتُ أَبْرَاجٍ، وَبُحُومٌ تَزْهَرُ، وَبَحَارٌ تَزْخَرُ، وَجِبَالٌ مِرْسَاةٌ، وَأَرْضٌ مِدْحَاةٌ، وَأَنْهَارٌ بَحْرَاةٌ وَأَنْهَارٌ بَحْرَاةٌ .</i> <i>ii. Pedagogical</i>	

	<i>Exemplars:</i> <i>Think-Pair Share</i> <i>Activities:</i> ● <i>The facilitator prepares learners – according to their sitting order - to pick a sentence each in the order they appear in a text and read it. This exercise continues until all the sentences are read by each learner. The starting point and reading order changes until weak readers learn from brilliant ones and mistakes corrected among learners themselves.</i> <i>Flexible-pace learning:</i> ● <i>Using a flexible approach to time-based exercises, faster language learners are given appropriate time to complete extension tasks, and it gives slow learners an opportunity to complete their exercise at a more comfortable pace, etc.</i> iii. <i>Key Assessment:</i> ● <i>Assessment Level 1: Repeat the stressed and unstressed elements in the text.</i> ● <i>Assessment Level 2: Identify the</i>	<i>Exemplars:</i> <i>Think-Pair Share</i> <i>Activities: The facilitator prepares learners – according to their sitting order - to pick a sentence each in the order they appear in a text and read it. This exercise continues until all the sentences are read by each learner. The starting point and reading order changes until weak readers learn from brilliant ones and mistakes corrected among learners themselves, etc.</i> iii. <i>Key Assessment:</i> <i>Assessment Level 1: Repeat the stressed and unstressed elements in the text, etc.</i>	

	<i>sound pattern of Arabic poetry, focusing on the rhythm, the stressed and unstressed element, etc.</i> b) French Week 2 i. Task 1 <i>(Compréhension des écrits)</i> <i>Teachers should select relevant written materials where personal introductions are being made. They should make good use of the necessary linguistic elements.</i> ii. Pedagogical Exemplars ● Group Work / Collaborative Learning: <i>It is a central element of learning to have learners work together in groups on activities or learning tasks. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> ○ Exemplars <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i>	b) French Week 2 i. Task 1 <i>(Compréhension des écrits)</i> <i>Teachers should select relevant written materials where personal introductions are being made. They should make good use of the necessary linguistic elements.</i> ii. Pedagogical Exemplars Group Work / Collaborative Learning: <i>It is a central element of learning to have learners work together in groups on activities or learning tasks, etc.</i>	

	○ <i>Faire découvrir le texte (type, source, etc.) pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités (questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes)</i> ○ <i>Faire démontrer la compréhension par des activités de questionnement (simple ou complexe) et de repérage.</i> i. <i>Task 2 (Production et interaction écrite)</i> <i>With due regard to available resources, have learners write a text where they either introduce themselves or introduce others; for example, fill in a text with omitted words on se présenter, reply to a letter or a postcard. Provide support towards writing a simple passage (informal letter, WhatsApp, text</i>		
		i. <i>Task 2 (Production et interaction écrite)</i> <i>With due regard to available resources, have learners write a text where they either introduce themselves or introduce others; for example, fill in a text with omitted words on se présenter, reply to a letter or a postcard, etc.</i>	

	<i>message, postcard) with a view to introducing yourself to someone who wants to get to know you. Ensure that the learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> ii. <i>Pedagogical Exemplars</i> ● <i>Project-based Learning: Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. For example: using the internet; conducting interviews.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants sur les techniques de composition d'un texte</i> ○ <i>Faire remplir un formulaire ou une fiche d'identité</i> ○ <i>Faire écrire, en simples phrases, une lettre, un texte, un message WhatsApp ou une carte postale pour saluer,</i>		
		ii. <i>Pedagogical Exemplars</i> <i>Project-based Learning: Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. For example: using the internet; conducting interviews, etc</i>	

	<i>présenterquelqu'un et prendrecongé</i> ○ <i>Faire écrire, en paragraphes, une lettre, un texte, un messagepoursaluer, présenterquelqu'un et prendrecongé</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> ● <i>Level 2 (Understanding): Faire remplir un formulaire ou une fiche d'identité</i> ● <i>Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Faire écrire une lettre, un texte, un message WhatsApp ou une carte postale pour saluer, présenter quelqu'un et prendre congé</i> ○ <i>Interviewer et faire un portrait d'une personne importante dans ta communauté</i> ○ <i>À l'aide de l'Internet, écrire une biographie d'une personne importante dans ta communauté</i> <i>c) Ghanaian languages Week 2</i> <i>i. Task 1</i> ● <i>Which of the following vowels and consonants can appear in word initial in your language: /a/, /e/, /ε /, /i/, /o/, /ɔ /</i>		
		<i>c) Ghanaian languages Week 2</i> <i>i. Task 1</i> <i>Which of the following vowels and consonants can appear in word initial in your language: /a/, /e/, /ε /, /i/, /o/, /ɔ / and /u/, /b/, /d/,</i>	

	and /u/, /b/, /d/, /f/, /g/, /h/, /j/ and /k/ ● Which of the vowels given above can occur in word medial? ● Which of the vowels and consonants given above can occur in word final? ● Study the words below and tell the positions of the vowels and consonants in them: <i>Note: Teacher should choose a variety of vowel sounds and varying word lengths to increase challenge as learners work with them. For example, asopaatere, tokota, gwantɛŋ, okusi, ɔ̃twe, enyimnyam, mu, tuntum, ɛ hɛɛ , isiam, paanoo, opurow , etc.</i> <i>ii. Pedagogical Exemplars</i> ● Building on what others say ○ Pair and group work: 1. In mixed-ability pairs, learners list the vowels learnt (e.g., /a/, /i/ /e/, /ɛ/, /ɔ̃/ /o/ /u/ etc.) and practice sounding them out. 2. Teacher uses the above activity to help learners revise the parameters used to describe vowels and describe vowels in some given words using the right parameters.	/f/, /g/, /h/, /j/ and /k/,etc. <i>Note: Teacher should choose a variety of vowel sounds and varying word lengths to increase challenge as learners work with them. For example, asopaatere, tokota, gwantɛŋ, okusi, ɔ̃twe, enyimnyam, mu, tuntum, ɛ hɛɛ , isiam, paanoo, opurow, etc</i> <i>ii. Pedagogical Exemplars</i> ● Building on what others say ○ Pair and group work: <i>In mixed-ability pairs, learners list the vowels learnt (e.g., /a/, /i/ /e/, /ɛ/, /ɔ̃/ /o/ /u/ etc.) and practice sounding them out, etc.</i>	

	● <i>Initiating Talk for Learning</i> ○ <i>Whole class discussion</i> 1. <i>Lead learners in a whole class discussion to write a list of about ten to fifteen words and underline all the vowels in them.</i> 2. <i>Probe further for learners to identify the position of the vowels in the words they have written.</i> 3. <i>Use this activity to guide learners to discuss the meaning of vowel distribution.</i> 4. <i>Provide explanation of essential terms such as: 'vowel distribution', 'word initial', word medial', 'word final' to consolidate learners' understanding of the lesson.</i> ○ <i>Modelling</i> 1. <i>Teacher provides ten words and shows the position of all the vowels in them.</i> 2. <i>Learners are provided with words to identify the vowels in them and categorise them into word initial, word medial and word final positions. Examples of words such as:</i> <i>Ga: akwadu,</i> <i>akpakpa,</i> <i>blo fonme</i> <i>Mfantse:</i> <i>kommyɛ ,</i>		

	<i>ɔ ketsew, enyim</i> <i>Asante Twi: duku,</i> <i>dodoɔ, kɛ ntɛ n</i> ● <i>Collaborative learning</i> ○ <i>Pair work</i> 1. <i>In pairs, learners sound out vowels and use them to form words.</i> 2. <i>Pairs show the position of the vowels in the words and present their work to the class for discussion.</i> iii. <i>Key Assessment</i> ● <i>Level 2 Assessment: Skills building</i> ○ <i>Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final: /a/, /e/, /ɛ/, /ɔ/, /i/ /u/</i> ● <i>Level 2 Assessment:</i> ○ <i>Identify the vowels in the words below and state their positions.</i> <i>dɔkon</i> <i>nsu</i> <i>osua</i> <i>puow</i> <i>siw</i> <i>hwɛ</i> <i>Teachers should give words in the language of study</i> ● <i>Level 3 Assessment: Extended Thinking</i>		
		iii. <i>Key Assessment</i> <i>Level 2 Assessment: Skills building</i> <i>Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final: /a/, /e/, /ɛ/, /ɔ/, /i/ /u/, etc.</i>	

	○ <i>Form seven words in your language with vowels that can be at the initial, medial and final positions at the same time and explain your answer, etc.</i> i. <i>Task 2</i> ● <i>Teacher selects a variety of consonants and varying word lengths to increase challenge as learners work with them. For example: abosomanketsew, adzekyerε, adzesua, nyimdzee, adwensakyer, ɔtow, ahwehwε, twa, fow</i> ● <i>Discuss the distribution of the consonants in the given words.</i> ● <i>Form other words with any of the consonants in the given words and tell the distribution of the consonants used, etc.</i> ii. <i>Pedagogical Exemplars</i> ● <i>Collaborative learning</i> ○ <i>Modelling and group work</i> 1. <i>Teacher models production of consonant sounds such as /b, d, f, g, h, j, k, m, n, s, ky, gy/ by way of revision. (Remind learners about diagraphs/trigraphs</i>	i. <i>Task 2</i> <i>Teacher selects a variety of consonants and varying word lengths to increase challenge as learners work with them. For example: abosomanketsew, adzekyerε, adzesua, nyimdzee, adwensakyer, ɔtow, ahwehwε, twa, fow, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>Collaborative learning</i> <i>Modelling and group work</i> <i>Teacher models production of consonant sounds such as /b, d, f, g, h, j, k, m, n, s, ky, gy/ by way of revision. (Remind learners about diagraphs/trigraphs where applicable), etc.</i>	

	<i>where applicable).</i> 2. <i>Learners produce the consonant sounds after the teacher.</i> 3. <i>In groups, learners form words with the consonants they produce and tell the position of the consonants in them.</i> 4. <i>Teacher uses this activity to guide learners to discuss the parameters for describing consonants distribution in words- word initial, word medial, word final.</i> 5. <i>Teacher provides explanation to key terms such as word initial, word medial, word final to help consolidate learners' understanding of the concept of consonant distribution.</i> ● <i>Building on what others say</i> ○ <i>Pair work</i> 1. <i>Learners in mixed-ability or mixed-gender (where applicable) pairs, discuss given words to identify the consonants in them. Examples of words, kasafua, kenkan, nyimdzee, nkwagye, fr□d□□... The consonants in the words provided are (k, s, f, n, ny, m, dz, n, kw, gy, d)</i>		

	2. Learners in their respective groups analyse the given words and write notes on the position of each of the consonants identified 3. Question learners to lead them to classify all the consonants under those that belong to word initial, word medial and words final. Encourage tolerance of diverse abilities during presentations and discussions, etc. iii. Key Assessment ● Level 2 Assessment: Skills building ○ Provide four words in your language that have each of the vowels below at word initial: /b/, /d/, /f/, /g/, /h/, /k/, /l/, /m/, /n/ ● Level 2 Assessment ○ Identify the consonants in the words below and put them under initial, medial and final. abor □kyir nsa atoko babaso gyemirekutu sasabor edziban k □n ahwehwε		
		iii. Key Assessment Level 2 Assessment: Skills building Provide four words in your language that have each of the vowels below at word initial: /b/, /d/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, etc.	

	<i>Teachers are advised to use words in the Ghanaian language of study.</i> ● <i>Level 3 Assessment: Extended Thinking</i> ○ <i>Form ten words each with consonants that can be at the initial, medial and final positions and explain your answer, etc.</i> <i>d) Spanish</i> <i>Week 2</i> <i>i. Tarea/ Task:</i> <i>Mention some names of varying length and complexity and ask learners to spell these names using the Spanish alphabet to practice pronunciation.</i> <i>ii. Pedagogical Exemplars: Experiential learning</i> <i>Procura un audio del alfabeto en español y reproducélo en clase. Los aprendices lo escuchan y repiten los sonidos. (whole class activity)</i> ● <i>Hay sonidos que el profesor o la profesora debe destacar y reproducir muchas veces para que los aprendices lo repitan ya que son distintos en inglés. Estos sonidos son:</i>		
	<i>d) Spanish</i> <i>Week 2</i> <i>i. Tarea/ Task:</i> <i>Mention some names of varying length and complexity and ask learners to spell these names using the Spanish alphabet to practice pronunciation, etc.</i> <i>iii. Pedagogical Exemplars: Experiential learning</i> <i>Procura un audio del alfabeto en español y reproducélo en clase. Los aprendices lo escuchan y repiten los sonidos. (whole class activity), etc.</i>		

	1. La G en español- pronunciación G fuerte (con a, o, u)- guapa [¹ g wapa], gato [¹ g ato], gordo [g o r ðo] 2. G blanda (con e, i) – gitano [xi ¹ ta no], género [‘xenero], b. La J en español- pronunciación J (con a, e, i, o u) – jarra [¹ xara], jefe [¹ xefe], jirafa [xi ¹ rafa], joven [‘xoβen], c. ll, “h” N vs. Ñ: B vs. V, R vs. RR y Qu OJO: El profesor o la profesora puede proporcionar palabras que tienen los sonidos destacados arriba y las pronuncia. Después los aprendices las repiten también. • Collaborativelearning: A continuación, el profesor invita a los aprendices de escribir y deletrear su nombre. También, los/las aprendices pueden hacer el uno al otro esta pregunta: • ¿Cómo te llamas? • ¿Cómo se escribe tu nombre?, etc.		

	iii. Assessment: ● Key Assessment (DoK levels): • Level 1 <i>Menciona y deletrea tu nombre.</i> • Level 2 <i>Pronuncia estas palabras españolas:</i> <i>a. hoy b. llamar c. mañana d. garaje e. vida f. pero vs. perro, etc.</i> 2.5 Ask teachers in their various language groups (where applicable) to complete the learning planner for Week2 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	iii. Assessment: Key Assessment (DoK levels): Level 1 <i>Menciona y deletrea tu nombre, etc.</i> 2.5 In your language groups, complete the learning planner for Week2 lessons with the teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	

3. Peer-review of learning plans: ● Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 3 and 4 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	3.1 Exchange one of your learning plans with a colleague in the same department (where applicable) and peer review the content (such as essential questions, teaching and learning activities, assessment and closure) in line with the LOs, LIs and key concepts in the teacher manual. (Refer to Appendix 1.1) (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins

4. Reflection on the session: ● Reflecting on what has been learnt in the session. ● Advance preparation towards next PLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 3, <i>developing learning plans for Weeks 3 and 4 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In a group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 3, <i>developing learning plans for Weeks 3 and 4 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

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

Focus: The sections below provide the frame for what is to be done in the session.	Guidance notes on leading the session. What the PLC Coordinator will have to say during each stage of the session.	Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session.	Time in session
1.Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on the DPLC Session 1, <i>developing learning plans for Weeks 1 and 2</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 3 and 4 sub-strands of;	60 mins

(2 learning planners to be completed per session)	of Weeks 3 and 4 sub-strands of; a) <i>Arabic: Listening Comprehension and participation, everyday oral communication and Arabic numerals</i> b) <i>French: Se présenter et présenterquelqu'un</i> c) <i>Ghanaian languages: Identification of key ideas in a text and reading (skimming)</i> d) <i>Spanish: Presentarse (Dar y pedir informaciones and Apellidos en el mundo hispano y en Ghana)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 3 and 4 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 3 and 4 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment	a) <i>Arabic: Listening Comprehension and participation, everyday oral communication and Arabic numerals</i> b) <i>French: Se présenter et présenterquelqu'un</i> c) <i>Ghanaian languages: Identification of key ideas in a text and reading (skimming)</i> d) <i>Spanish: Presentarse (Dary pedir informaciones and Apellidos en el mundo hispano y en Ghana)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 3 and 4 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 3 and 4 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment	

	strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 3 and 4 lessons in the teacher manual for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 3 and 4 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 3 and 4 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 3 and 4 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 3 and 4 lessons in line with the teacher manual (NTS 1a, 1b,	strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 3 and 4 lessons in the teacher manual for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 3 and 4 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 3 and 4 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks 3 and 4 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. In your various language groups, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 3 and 4 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c).	

	2a and 2c). 2.3 Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 3</i> <i>i. How will I guide learners to identify what is being said in an audio-visual text?</i> <i>ii. How can the understanding of national values be useful during oral conversations in Arabic?</i> <i>iii. How can real-world scenarios be relevant in the study of Arabic phonology?</i> <i>b) French</i> <i>Week 3</i> <i>i. How would I guide learners to identify expressions on self-introduction in a written text?</i> <i>ii. How can self-introductory vocabulary be used to answer simple questions in a written text?</i> <i>iii. How can self-introductory vocabulary be used to answer complex questions in a</i>	2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 3</i> <i>How will I guide learners to identify what is being said in an audio-visual text? etc.</i> <i>b) French</i> <i>Week 3</i> <i>How would I guide learners to identify expressions on self-introduction in a written text? etc.</i>	

	written text? etc. c) Ghanaian languages Week 3 i. How would I help learners to identify key words in texts? ii. What are the indicators to look out for when identifying key ideas in texts? iii. How would knowledge in the identification of key ideas help in the contribution to discourses about education, inclusivity, patriotism, etc.? d) Spanish Week 3 i. How can I engage learners to answer simple Spanish self-introduction questions? etc. ii. In what context(s) do people introduce themselves? iii. In what real life situations can the knowledge of the Spanish numbers be used? a) Arabic Week 4 i. How will I encourage	c) Ghanaian languages Week 3 How would I help learners to identify key words in texts? etc. d) Spanish Week 3 How can I engage learners to answer simple Spanish self-introduction questions? etc. a) Arabic Week 4 How will I encourage learners to make appropriate	

	<i>learners to make appropriate pronunciation of Arabic numbers and numerals?</i> <i>ii. How can the usage of Arabic numbers be applied when buying?</i> <i>iii. How can technology enhance the learning experience of Arabic numbers? etc.</i> <i>b) French Week 4</i> <i>i. How would I guide learners to write simple sentences on greetings and self-introduction in French?</i> <i>ii. What kind of phrases can be used to ask someone's personal information in French?</i> <i>iii. What kind of key words can be used to write simple dialogue on introducing oneself and someone in French? etc.</i> <i>c) Ghanaian languages Week 4</i>	<i>pronunciation of Arabic numbers and numerals? etc.</i> <i>b) French Week 4 How would I guide learners to write simple sentences on greetings and self-introduction in French? etc.</i> <i>c) Ghanaian languages Week 4 What strategies can I</i>	

	i. <i>What strategies can I employ to help learners understand the concept of key ideas?</i> ii. <i>What are the indicators to look out for when skimming?</i> iii. <i>What kind of skimming strategies can be used to predict a storyline? etc.</i> d) Spanish Week 4 i. <i>How would I support learners to differentiate between ¿cómete llamas? and ¿cómo se llama? etc.</i> ii. <i>What are some of the politeness markers in cultures?</i> iii. <i>What differences and/or similarities can be observed from surname styles in the Hispanic and Ghanaian contexts? etc</i>	<i>employ to help learners understand the concept of key ideas? etc.</i> d) Spanish Week 4 <i>How would I support learners to differentiate between ¿cómete llamas? and ¿cómo se llama? etc.</i>	

	2.4Ask teachers to discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind the teachers to refer to the teacher manual for more examples on differentiation. E.g. a) <i>Arabic</i> <i>Week 3</i> i. <i>Task:</i> استمع إلى قراءة المعلم ثم ردد عين الكلمات الصعبة ثم خمن معناها. أجب عن الأسئلة المذكورة أَيُّهَا النَّاسُ، اسْمَعُوا وَغُوا، إِنَّهُ مَنْ عَاشَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ ذَاخٌ، وَنَهَارٌ وَنَهَارٌ سَاحٌ، وَسَمَاءٌ ذَاتُ أَتْرَاجٍ، وَنُجُومٌ تَزْهَرُ، وَبَحَارٌ تَزْخَرُ، وَجِبَالٌ مُرْسَاةٌ، وَأَرْضٌ مِدْحَاةٌ، وَأَنْهَارٌ مُجْرَاةٌ . ii. <i>Pedagogical exemplar:</i> <i>Think-Pair-Share:</i> • <i>Prepare learners to listen to a slow and carefully read text. Start by asking learners to individually think about the meaning of a given word, as he/she understands it.</i> • <i>Next, pair learners together to discuss their results and findings.</i> • <i>Finally, have each pair share their ideas with</i>	2.4Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. E.g. a) <i>Arabic</i> <i>Week 3</i> i. <i>Task:</i> استمع إلى قراءة المعلم ثم ردد عين الكلمات الصعبة ثم خمن معناها. أجب عن الأسئلة المذكورة أَيُّهَا النَّاسُ، اسْمَعُوا وَغُوا، إِنَّهُ مَنْ عَاشَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ ذَاخٌ، وَنَهَارٌ وَنَهَارٌ سَاحٌ، وَسَمَاءٌ ذَاتُ أَتْرَاجٍ، وَنُجُومٌ تَزْهَرُ، وَبَحَارٌ تَزْخَرُ، وَجِبَالٌ مُرْسَاةٌ، وَأَرْضٌ مِدْحَاةٌ، وَأَنْهَارٌ مُجْرَاةٌ ii. <i>Pedagogical exemplar:</i> <i>Think-Pair-Share:</i> <i>Prepare learners to listen to a slow and carefully read text. Start by asking learners to individually think about the meaning of a given word, as he/she understands it, etc.</i>	

	<i>the rest of the class, and open the floor for further discussion.</i> <i>Flexible-pace learning:</i> • <i>Using a flexible approach to time-based exercise, the teacher allows the faster language learners to complete their tasks at a given period and gives slow learners an opportunity to complete theirs at their own pace, etc.</i> iii. <i>Key assessment:</i> <i>Assessment Level 1:</i> <i>List the words in the passage that are familiar and those that are not familiar.</i> <i>Assessment Level 2:</i> <i>Use familiar words in meaningful sentences.</i> <i>Assessment Level 3:</i> <i>Make and support inferences about implied meaning of words in the passage, in a particular context, etc.</i> b) <i>French</i> <i>Week 3</i> i. <i>Task 1</i> <i>(Compréhension de l'oral)</i> <i>Prepare an audio or video document or a written text on a</i>	iii. <i>Key assessment:</i> <i>Assessment Level 1:</i> <i>List the words in the passage that are familiar and those that are not familiar, etc.</i> b) <i>French</i> <i>Week 3</i> i. <i>Task 1 (Compréhension de l'oral)</i> <i>Prepare an audio or video document or a written text on a family. The texts should contain</i>	

	<i>family. The texts should contain the necessary linguistic elements on the family. Have learners study a family tree “l’imaged’arbregénéalogique”.</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, self-awareness, and respect for others.</i> <i>ii. Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching an audio or video text about a family. The teacher can read the text to the learners in the absence of an audio or video recording. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i>	<i>the necessary linguistic elements on the family. Have learners study a family tree “l’imaged’arbregénéalogique”.</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, self-awareness, and respect for others.</i> <i>ii. Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching an audio or video text about a family. The teacher can read the text to the learners in the absence of an audio or video recording. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> <i>À l'aide d'un support,</i>	

	• À l'aide d'un support, faire écouter / visionner le document audio ou vidéo à plusieurs reprises • Demander aux apprenants en groupes de repérer des mots et des expressions sur la famille • Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les lieux • Vérifier la compréhension par des questionnements et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes • Faire participer à un échange langagier (enseignant-apprenant, apprenant-apprenant) NB: Exploiter implicitement quelques éléments linguistiques (refer to the content of Task 1 of Week 3). iii. Key assessment (DoK Levels) Évaluation Formative Level 1 (Recall) : Écouter un document audio / visionner un document vidéo et repérer des mots et des expressions sur la famille. Level 2 (Understanding):	faire écouter / visionner le document audio ou vidéo à plusieurs reprises, etc. iii. Key assessment (DoK Levels) Évaluation Formative Level 1 (Recall) : Écouter un document audio / visionner un document vidéo et repérer des mots et des expressions sur la famille.	

	○ <i>Écouter et répondre aux questions simples ou complexes sur la famille</i> ○ <i>Préparer un arbre généalogique sur le document audio/vidéo</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to identify and talk about: la famille et les membres d'une famille</i> <i>Ensure that the learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Pedagogical Exemplars</i> <i>Talk for Learning (building on what other people say):</i> <i>Learn by speaking, by acting out (role play) situations and by simulating family discussions. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i>		

	○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Faire répondre à des questions simples ou complexes sur sa famille</i> ○ <i>Faire dramatiser un dialogue où l'on présente sa famille et les liens familiaux</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où les apprenants présentent leurs familles (jeux de rôles)</i> <i>NB: Exploiter implicitement quelques éléments linguistiques (refer to the content of Task 2 of Week 3).</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Demander aux apprenants de mentionner les membres des différents types de famille.</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Mettre les apprenants en groupes et dans des situations de communication pour présenter leurs familles (jeu de rôle).</i> <i>NB : Faire travailler en groupe de deux ou trois en considérant</i>		

	<i>les apprenants qui ont des difficultés à s'exprimer</i> <i>Level 3 (Strategic Reasoning):</i> <i>Présenter votre famille, à partir d'une photo.</i> <i>c) Ghanaian languages</i> <i>Week 3</i> <i>i. Task 1</i> ● <i>Mention any three key ideas in a given text.</i> ● <i>Define what a key idea is and identify three key ideas in a given text.</i> ● <i>Explain key ideas and analyse a given text to bring out the key ideas, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Talk for Learning</i> ○ <i>Think-pair-share</i> 1. <i>Teacher models the prediction of a story line following the principles discussed.</i> 2. <i>Learners in mixed-ability pairs predict a story line based on titles, pictures, key words or audio-visual materials.</i> 3. <i>Each pair shares their predictions and presents a final work to the class, justifying their responses.</i> ○ <i>Group work</i> <i>In small mixed-ability groups, identify</i>	<i>c) Ghanaian languages</i> <i>Week 3</i> <i>i. Task 1</i> <i>Mention any three key ideas in a given text, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Talk for Learning</i> <i>Think-pair-share</i> <i>Teacher models the prediction of a story line following the principles discussed, etc.</i>	

	several key ideas e.g., respect, kindness, tolerance and prioritise them using the diamond nine approach and discuss them. The teacher should ensure that gifted learners support learners who may struggle with the concept. ○ Individual work 1. Individual learners create short stories based on the pictures and key words and 2. present for class discussion. Encourage learners to tolerate and respect each other's view. iii. Key assessment ● Level 1 Assessment ○ Discuss what key ideas are. ○ Define key ideas in your own words. ● Level assessment ○ Read the short passage below and analyse it carefully to bring out the key ideas: Ghana is a West Africa country located far away from the major and minor earthquake zones of the world. This, however, has not spared the country from major and minor earthquakes. Ghana		

iii. Key assessment
Level 1 Assessment
Discuss what key ideas are.
Define key ideas in your own words, etc.

	<i>has been struck by major earthquakes in the past and is currently experiencing minor tremors regularly. The first earthquake in Ghana was in 1615. It destroyed the fortress of Sao Jorge at Elmina and in 1636, another earthquake was recorded in Axim. In 1862, a very strong earthquake struck the capital city of Accra and caused damages to the Christiansburg Castle, some forts and stone buildings.</i> ● <i>Level 3 Assessment</i> ○ <i>Use the key ideas to write a continuation of the previous task. Facts can be invented. Explain your choices.</i> <i>i. Task 2</i> ● <i>Define discourse, ideas and opinions.</i> ● <i>Explain ideas and opinions in your own words and identify ideas and opinions in a text or discourse.</i> ● <i>Explain the procedure in discussing ideas and opinions.</i> ● <i>Listen to a discourse, analyse it carefully and bring out the ideas and opinions shared.</i>		
		<i>i. Task 2</i> ● <i>Define discourse, ideas and opinions, etc.</i>	

	<i>ii. Pedagogical exemplars</i> ● <i>Talk for learning</i> ○ <i>Teacher reads a text or plays an audio-visual material and task learners to identify the key ideas. The teacher should select themes for discussion from the examples below and any other relevant topics: Cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, etc.</i> ○ <i>Teacher leads learners to discuss the concepts opinions, discourse and ideas.</i> ● <i>Think-pair-share:</i> ○ <i>Provide learners with the title of a story, key words in the story and picture of the story.</i> ○ <i>Learners think-pair-share predictions of the story line based on the title, pictures and key words.</i> ● <i>Group work:</i> ○ <i>In small mixed-ability groups, learners listen to a discourse and discuss the key ideas identified in the discourse, (e.g., respect, kindness, tolerance) and</i>	<i>ii. Pedagogical exemplars</i> ● <i>Talk for learning</i> ○ <i>Teacher reads a text or plays an audio-visual material and task learners to identify the key ideas. The teacher should select themes for discussion from the examples below and any other relevant topics: Cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, etc.</i>	

	<i>prioritise them using the diamond nine approach.</i> ● <i>Individual work</i> ○ <i>Individual learners create short stories based on pictures and key words and presents for class discussion. Encourage learners to tolerate and respect each other's views.</i> <i>iii. Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>Explain ideas, discourse and opinion.</i> ○ <i>Listen to a story and discuss the key ideas and opinions on the story.</i> ○ <i>Tell a short story using a given picture.</i> ● <i>Level 2 Assessment: Skill building</i> ○ <i>Based on what you have learnt, share your ideas and opinions on the topic below:</i> <i>"It is the duty of girls/women to prepare food for the family always."</i> <i>Teachers can give other topics such as the Russia Ukraine war, War on Gaza, etc.</i>	<i>iii. Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>Explain ideas, discourse and opinion.</i> ○ <i>Listen to a story and discuss the key ideas and opinions on the story.</i> ○ <i>Tell a short story using a given picture, etc.</i>	

	● <i>Level 3 assessment:</i> <i>Strategic reasoning</i> ○ <i>Compare and contrast your ideas and opinions on given topics with those of others, coming to a clear conclusion.</i> <i>d)Spanish</i> <i>Week 3</i> <i>i. Tarea/Task:</i> <i>Translate the following sentences from English to Spanish:</i> ● <i>How are you?</i> ● <i>What is your name?</i> ● <i>How old are you?</i> ● <i>I am 18 years old.</i> <i>ii. Pedagogical Exemplars:</i> ● <i>Initiating Talk For Learning</i> <i>El profesor o la profesora puede proveer expresiones útiles en forma de textos auténticos, videos, audio o escribirlas en la pizarra para ayudar al aprendiz dar información relacionado con el tema del día.</i> <i>Por ejemplo:</i> <i>Para Dar/pedir información sobre nombre y apellido, usa las expresiones que vienen a continuación:</i> <i>a. ¿Como te llamas? /</i>	<i>d) Spanish</i> <i>Week 3</i> <i>i. Tarea/Task:</i> <i>Translate the following sentences from English to Spanish:</i> ○ <i>How are you?</i> ○ <i>What is your name? etc.</i> <i>ii. Pedagogical Exemplars:</i> <i>Initiating Talk For Learning</i> <i>El profesor o la profesora puede proveer expresiones útiles en forma de textos auténticos, videos, audio o escribirlas en la pizarra para ayudar al aprendiz dar información relacionado con el tema del día, etc.</i>	

	<i>¿Cuál es tu nombre?</i> <i>Respuesta:</i> - <i>Me llamo.....</i> - <i>Soy.....</i> <i>b. ¿Cuál es tu apellido?</i> <i>Mi apellido es.....</i> • <i>Experientiallearning</i> <i>Los números</i> ○ <i>El profesor o la profesora puede procurar un audio de los números (1-29) en español o escribir los números en la pizarra para introducir los números en la clase. Después el profesor o la profesora debe dar a los aprendices la oportunidad de pronunciar o repetir los números. Al final, busca juegos de números para animar a los estudiantes.</i> ○ <i>El profesor o la profesora puede dar a los alumnos expresiones útiles para que puedan expresar edad con los números aprendido anteriormente.</i> <i>iii. Assessment</i> <i>Key Assessment (DoK levels):</i> <i>Level 1</i>		
		<i>iii. Assessment</i> <i>Key Assessment (DoK levels):</i> <i>Level 1</i>	

	<i>Expresión oral</i> <i>Preséntate delante de la clase y da estos detalles:</i> <i>-nombre, apellido,</i> <i>-edad</i> <i>a) Arabic</i> <i>Week 4:</i> <i>i. Tasks:</i> <i>• Use simple numerically descriptive language to orally make brief statements about objects and possessions. They should have already developed communicative skills in numeracy in their previous lessons, counting from 1 to a hundred. This should be taught by rote learning just to enhance the students' ability to quickly recall basic facts about numbers and to help them develop foundational knowledge of counting items in Arabic with little attention to the grammatical rules at this stage, etc.</i> <i>ii. Pedagogical exemplars:</i> <i>Collaborative-Game Learning:</i> <i>• Learners engage in number games by adding, subtracting</i>	<i>Expresión oral</i> <i>Preséntate delante de la clase y da estos detalles:</i> <i>-nombre, apellido,</i> <i>-edad, etc.</i> <i>a) Arabic</i> <i>Week 4:</i> <i>i. Tasks:</i> <i>Learners should be able to use simple numerically descriptive language to orally make brief statements about objects and possessions, etc.</i> <i>ii. Pedagogical exemplars:</i> <i>Collaborative-Game Learning:</i> <i>Learners engage in number games by adding, subtracting and multiplying their</i>	

	<i>and multiplying their number in class by their sitting arrangement, age and gender distribution</i> <i>Learners are placed in groups for dice games, where groups compete among themselves by calculating in Arabic the numbers obtained after rolling a dice a few times in turns. The group with the maximum number wins. Clearly linking mathematics to language learning and real-world examples can help learners to make learning an interesting experience, etc.</i> <i>iii. Key Assessment</i> <i>Assessment level 1: Write the following numerals in Arabic words: 10, 30, 70, 80, 100</i> <i>Assessment Level 2: Randomly open a page and tell its number.</i> <i>Assessment Level 3: Count the males the females in your class and state the percentage of each gender in class, etc.</i> <i>b) French Week 4</i> <i>i. Task 1</i>	<i>number in class by their sitting arrangement, age and gender distribution, etc.</i> <i>iii. Key Assessment</i> <i>Assessment level 1</i> Write the following numerals in Arabic words: 10, 30, 70, 80, 100, etc. <i>b) French Week 4</i> <i>i. Task 1</i>	

	<i>(Compréhension des écrits)</i> Engage learners in reading activities where they are provided with different texts on family. Provide written texts about families. Support the lesson with texts/with photos. Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, self-awareness, and respect for others. ii. <i>Pedagogical Exemplars</i> ● <i>Group Work / Collaborative Learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and answer comprehension questions on family. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i>	<i>(Compréhension des écrits)</i> Engage learners in reading activities where they are provided with different texts on family. Provide written texts about families. Support the lesson with texts/with photos, etc. ii. <i>Pedagogical Exemplars</i> <i>Group Work / Collaborative Learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and answer comprehension questions on family. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i>	

	<i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Faire découvrir le texte sur la famille (type, source, etc.) pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités (questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes)</i> ○ <i>Faire démontrer la compréhension par des activités de questionnement (simple ou complexe) et de repérage</i> <i>Note: Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire).</i> <i>iii. Key Assessment (DoK Levels) Évaluation Formative Level 2 (Understanding): En groupes de deux, distribuer aux apprenant</i>	<i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ ○ <i>Faire découvrir le texte sur la famille (type, source, etc.) pendant quelques minutes, etc.</i> <i>iii. Key Assessment (DoK Levels) Évaluation Formative Level 2 (Understanding): En groupes de deux, distribuer aux apprenants des textes sur la</i>	

	<i>s des textes sur la présentation de la famille et donner des questions à trous à remplir</i> <i>Level 3 (Strategic Thinking) :</i> <i>Faire répondre à des questions à choix multiples concernant les adjectifs possessifs</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Demanderauxapprenants de répondreauxquestions de compréhension sur le texteportant sur la famille</i> <i>Task 2 (Production et interaction écrite)</i> <i>Guide learners to work in groups to write a simple text on family and its various types.</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson:</i> <i>communication, collaboration, self-awareness, and respect for others.</i> <i>Pedagogical Exemplars</i> <i>Project-based Learning: Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an</i>	<i>présentation de la famille et donner des questions à trous à remplir, etc.</i>	

	<i>extended period. It requires them to research and respond to a question or a problem. For example: reading and composing different types of texts on family.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants sur les techniques de la composition d'un texte</i> ○ <i>Faire remplir un formulaire ou une fiche sur la famille</i> ○ <i>Faire écrire, en simples phrases, une lettre, un texte, un message WhatsApp ou une carte postale, etc. pour parler de sa famille</i> ○ <i>Faire écrire, en paragraphes, une lettre, un texte, un message pour parler de sa famille</i> ○ <i>Faire les apprenants dessiner un arbre généalogique de sa famille</i> <i>Note: Observer l'application des éléments linguistiques acquises.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 2</i> <i>(Understanding):</i> <i>Demanderaux apprenants de répondre aux questions</i>		

	<i>ouvertes sur un texte au sujet de la famille donnée</i> <i>Level 3 (Strategic Reasoning):</i> <i>Faire créer et décrire un arbre généalogique</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire un texte simple, par exemple une lettre, un essai, un dialogue pour présenter sa famille.</i> <i>c) Ghanaian languages</i> <i>Week 4</i> <i>i. Tasks</i> ● <i>Explain the key words in your own words.</i> ● <i>Skim through the first three paragraphs of a given passage and bring out at least three key words.</i> ● <i>Use the key words to form compound sentences linked to the theme of the text.</i> ● <i>Summarise the first three paragraphs of a passage, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Problem-Based Learning</i> ○ <i>Whole class</i>	<i>c) Ghanaian languages</i> <i>Week 4</i> <i>i. Task</i> <i>Explain the key words in your own words etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Problem-Based Learning</i> <i>Whole class</i> <i>To ensure communication, all</i>	

	○ To ensure communication, all learners define skimming in their own words and compare it to the teacher's definition. ○ Learners collaborate to explain the skimming techniques (e.g., eye movement, preview, overview and review). ○ Teacher models skimming to smaller mixed-ability/gender groups ○ Learners model skimming. ○ iii. Key assessment ● Level 1 Assessment: Reproduction/Recall ○ Discuss the skimming techniques Level 2 Assessment: Skills building ○ Apply the skimming techniques to identify general information in short texts. (Teacher should provide a sample text) ○ Skim through a text of about 400 words and use the knowledge that you have gained on skimming, to summarise the general idea / gist of a text. ○ Analyse the text carefully and identify the key words. Use the key words to form	learners define skimming in their own words and compare it to the teacher's definition. iii. Key assessment Level1 Assessment: Reproduction/Recall Discuss the skimming techniques, etc	

	<i>compound sentences related to the theme of the text.</i> <i>d)Spanish Week 4: i. Task/Tarea: Using the names of your parents, tell us your name and surname supposing your parents were Spanish.</i> <i>ii. Pedagogical Exemplars: Collaborative learning (In mixed-ability groups) Como retroalimentación, el profesor o la profesora puede poner los alumnos en grupos pequeños para que expliquen los contextos en que se usan tú y usted. Español en contexto: ¿Cómo te llamas? vs ¿Cómo se llama?</i> <i>Initiating Talk for learning (Think-Pair-Share) Los/las aprendices pueden leer en clase un texto auténtico sobre cómo se forman los apellidos en el mundo hispano y luego pueden hacer comparaciones con cómo se forman en sus comunidades.</i>	<i>d)Spanish Week 4 i. Task/Tarea: Using the names of your parents, tell us your name and surname supposing your parents were Spanish.</i> <i>ii. Pedagogical Exemplars: Collaborative learning (In mixed-ability groups) Como retroalimentación, el profesor o la profesora puede poner los alumnos en grupos pequeños para que expliquen los contextos en que se usan tú y usted, etc.</i>	

	<i>iii. Key assessment DoK level 1: Menciona algunos apellidos en el mundo hispanico. Level 2: Explica por qué los hispanos tienen dos apellidos (en inglés). ¿Es lo mismo en tu comunidad?</i> 2.5 Ask teachers in their various language groups (where applicable) to complete the learning plan for Weeks 3 and 4 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>iii. Key assessment DoK level 1: Menciona algunos apellidos en el mundo hispanico, etc.</i> 2.5 In your language group, complete the learning plan for Weeks 3 and 4 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans: Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 3 and 4 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and</i>	3.1 Exchange your learning plans for Weeks 3 and 4 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i>	10 mins

	<i>learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 4, <i>developing learning plans for Weeks 5 and 6 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 4, <i>developing learning plans for Weeks 5 and 6 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

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

Focus: The sections below provide the frame for what is to be done in the session.	Guidance notes on leading the session. What the PLC Coordinator will have to say during each stage of the session.	Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on the 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 a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, supported learning (NTS 1a – 1c).	10 mins

2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 5 and 6 sub-strands of; a) <i>Arabic: Every day oral communication (calculation and measurement) and reading comprehension (I and II)</i> b) <i>French: Exprimer ses sentiments et son opinion (Exprimer ses goûts et ses préférences)</i> c) <i>Ghanaian languages: Reading (scanning) and oral interpretation</i> d) <i>Spanish: Presentarse (profesiones y nacionalidades and lugar de residencia)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning.	2.1 Read the Purpose, Learning Outcomes (Los) and Learning Indicators (Lis) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 5 and 6 sub-strands of; a) <i>Arabic: Every day oral communication (calculation and measurement) and reading comprehension (I and II)</i> b) <i>French: Exprimer ses sentiments et son opinion (Exprimer ses goûts et ses préférences)</i> c) <i>Ghanaian languages: Reading (scanning) and oral interpretation</i> d) <i>Spanish: Presentarse (profesiones y nacionalidades and lugar de residencia)</i> taking into consideration GESI, SEL, ICT, 21st century skills and	60 mins

	competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 5 and 6 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 5 and 6 learning plans taking into consideration the content standard (CS), LOs, Lis, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 5 and 6 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 5 and 6 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	LO 1: Develop subject-specific learning plans for Weeks 5 and 6 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 5 and 6 learning plans taking into consideration the content standard (CS), LOs, Lis, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 5 and 6 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 5 and 6 learning plans for the various languages	

		(NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	
	LI 2.1 Critique the content of the learning plans for Weeks 5 and 6 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual, while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 5 and 6 in line with the Los, Lis, and key concepts in the teacher manual as appropriate. 2.2.Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 5 and 6 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f and 3c 3j). <i>E.g.</i>	LI 2.1 Critique the content of the learning plans for Weeks 5 and 6 by aligning it with the CS, Los, Lis and key concepts in the teacher manual, while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks 5 and 6 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2.In your language group,study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 5 and 6 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i>	

	a) Arabic Week 5 i. How can I tailor teaching to meet the diverse learning needs and abilities of Arabic learners, specifically when it comes to calculation and measurement skills? ii. How can Arabic numerals be used to actively participate in discussions that involve calculation and measurement? iii. How can the use of Arabic numerals in everyday oral communication enhance understanding of measurement and data related issues? etc. b) French Week 5 i. How will I guide learners to mention vocabulary and expressions on 'Exprimer ses goûts et ses préférences'? ii. What words can be used to express 'goûts et préférences' from an audio-visual text? iii. What expressions can be used to do a dialogue on 'expression de ses goûts et de ses préférences'? etc. c) Ghanaian languages Week 5 i. How can I help learners to use scanning strategies to improve their reading skills? ii. What are the indicators to look out for when scanning? iii. How can scanning strategies be used to identify key ideas in texts?	a) Arabic Week 5 How can I tailor teaching to meet the diverse learning needs and abilities of Arabic learners, specifically when it comes to calculation and measurement skills? etc. b) French Week 5 How will I guide learners to mention vocabulary and expressions on 'Exprimer ses goûts et ses préférences'? etc. c) Ghanaian languages Week 5 How can I help learners to use scanning strategies to improve their reading skills? etc.	

	d) Spanish Week 5 i. What strategies can the instructor employ to dispel misconceptions about professions? ii. How can misconceptions and stereotypes associated with some professions be dispelled in societies? iii. How are nationality and self-identity related? etc. a) Arabic Week 6 i. How can I help Arabic learners improve their reading comprehension skills to understand and analyse a variety of texts, given their diverse abilities and prior knowledge? ii. How can resources make reading comprehension meaningful and enjoyable reading? iii. How can knowledge in Arabic reading comprehension make purposeful dialogues during everyday conversations? etc. b) French Week 6 i. What will I do to guide learners to read simple sentences on 'expression de ses goûts et de ses préférences'? ii. What reading strategies can be used in reading dialogues on 'expression de ses goûts et de ses préférences'? iii. What strategies can be used in writing simple sentences and dialogues on 'expression de ses goûts et de ses préférences'? etc.	d) Spanish Week 5 What strategies can the instructor employ to dispel misconceptions about professions? etc. a) Arabic Week 6 How can I help Arabic learners improve their reading comprehension skills to understand and analyse a variety of texts, given their diverse abilities and prior knowledge? etc. b) French Week 6 What will I do to guide learners to read simple sentences on 'expression de ses goûts et de ses préférences'? etc.	

	c) <i>Ghanaian language</i> Week 6 i. <i>How would I help learners to understand the relevance of oral interpretation?</i> ii. <i>What are the strategies to use to achieve proper interpretation?</i> iii. <i>How can interpretation strategies be used to interpret text, sermons and speeches in everyday life?</i> d) <i>Spanish</i> Week 6 i. <i>How would I guide learners to identify phrases on lugar de residencia in a written text?</i> ii. <i>What phrases and key words can be used to answer questions about lugar de residencia?</i> iii. <i>What key phrases can be used to introduce oneself briefly in Spanish? etc.</i> 2.4 Ask teachers to discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind teachers to refer to teacher manual for more examples on differentiation. E.g. a) <i>Arabic</i> Week 5 i. <i>Task:</i> كم يزيد الطول بعد عمر 17 سنة؟	c) <i>Ghanaian language</i> Week 6 <i>How would I help learners to understand the relevance of oral interpretation? etc.</i> d) <i>Spanish</i> Week 6 <i>How would I guide learners to identify phrases on lugar de residencia in a written text? etc.</i> 2.4 Discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to teacher manual for more examples on differentiation. E.g. a) <i>Arabic</i> Week 5 i. <i>Task:</i> كم يزيد الطول بعد عمر 17 سنة؟	

	بماذا يقاس طول الإنسان؟ كم كيلومتر من أكرا إلى تمالي؟ من أكرا إلى تمالي 956 كيلومتر كم تبعد أكرا عن كumasى؟ ii. <i>Pedagogical exemplar: Teaching with simulations:</i> • <i>Learners engage with a measurement guessing game</i> • <i>The teacher will regroup the learners into groups of mixed ability then ask each group to have a walk around the school within limited time and measure the distance between each facility whilst taking notes on the longer and shorter distances based on their proximity</i> • <i>The group to the nearest answers wins, etc.</i> iii. <i>Assessment</i> <i>Assessment Level 1: Write the following numerals in Arabic words: 99, 130, 172, 188.</i> <i>Assessment Level 2: Guess the distance from Accra to Kumasi.</i> <i>Assessment Level 3: Use tape measurements to calculate distances of classroom walls, as well as the learners' heights in class and strike the average of the two, etc.</i> b) <i>French</i> <i>Week 5</i> i. <i>Task 1 (Compréhension de l'oral)</i> <i>Present an audio, a video recording or a text that contains words and expressions necessary to express one's likes and</i>	بماذا يقاس طول الإنسان؟ كم كيلومتر من أكرا إلى تمالي؟ من أكرا إلى تمالي 956 كيلومتر كم تبعد أكرا عن كumasى؟ ii. <i>Pedagogical exemplar: Teaching with simulations:</i> Learners engage with a measurement guessing game, etc. iii. <i>Assessment</i> <i>Assessment Level 1: Write the following numerals in Arabic words: 99, 130, 172, 188, etc.</i> b) <i>French</i> <i>Week 5</i> i. <i>Task 1 (Compréhension de l'oral)</i> <i>Present an audio, a video recording or a text that contains words</i>	

	dislikes. Ensure that the learners develop the following competences during the delivery of the lesson: communication, collaboration, self-awareness, and respect for others. ii. Pedagogical Exemplars ● Learn by using the language items/Experiential Learning: Learn by listening and watching an audio or video text on a family. The teacher can read the text to the learners in the absence of an audio or video recording. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below: ● Exemplars ○ Faire une activité d'anticipation (chansons, questions, images, ...) ○ À l'aide d'un support, faire écouter / visionner à plusieurs reprises le document audio ou vidéo sur les goûts et les préférences ○ Demander aux apprenants en groupes de repérer des mots et des expressions sur des goûts et des préférences ○ Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les lieux ○ Vérifier la compréhension par des questionnements et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes	and expressions necessary to express one's likes and dislikes, etc. ii. Pedagogical Exemplars Learn by using the language items/Experiential Learning: Learn by listening and watching an audio or video text on a family. The teacher can read the text to the learners in the absence of an audio or video recording. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below: Exemplars ○ Faire une activité d'anticipation (chansons, questions, images, ...) ○ À l'aide d'un support, faire écouter / visionner à plusieurs reprises le document audio ou vidéo sur les goûts et les préférences, etc.	

	○ <i>Faire participer à un échange langagier où les apprenants se posent des questions et y répondent sur les goûts et les préférences : enseignant-apprenant, apprenant-apprenant</i> <i>Note: Exploiter implicitement quelques éléments linguistiques.</i> iii. <i>Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall) :</i> ○ <i>Écouter un document audio / visionner un document vidéo et repérer des mots et des expressions concernant les goûts et les préférences</i> <i>Level 2 (Understanding) :</i> ○ <i>Écouter et répondre aux questions simples ou complexes sur des goûts et des préférences</i> ○ <i>Les apprenants se posent des questions et y répondent sur les goûts et les préférences</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to prepare a short dialogue where they express what they like and dislike.</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, self-awareness, respect for</i>		
		iii. <i>Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall) :</i> <i>Écouter un document audio / visionner un document vidéo et repérer des mots et des expressions concernant les goûts et les préférences, etc.</i>	

	<i>others, learning for life.</i> <i>Pedagogical Exemplars</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating discussions about likes and dislikes. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher should take into consideration mixed-gender grouping and mixed-ability groupings in selecting the activities for the class. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants d'exprimer leurs goûts et leurs préférences</i> ○ <i>Demander aux apprenants de poser des questions simples sur les goûts et les préférences</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire dramatiser un dialogue où l'on parle des goûts et des préférences</i> ○ <i>Faire jouer une scène où les apprenants parlent de leurs goûts et leurs préférences (jeux de rôles)</i> <i>NB: Exploiter implicitement quelques éléments linguistiques (exercices de</i>		

	<i>grammaire et de vocabulaire)</i> <i>Key Assessment (DoK Levels) Évaluation Formative Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Mettre les apprenants dans des situations de communication pour exprimer ses goûts et ses préférences en dramatisant</i> ○ <i>Faire travailler en groupes de deux ou trois en considérant les apprenants qui ont des difficultés à s'exprimer</i> ○ <i>Interviewer les gens sur leurs goûts et leurs préférences</i> <i>c) Ghanaian languages Week 5</i> <i>i. Task</i> ● <i>Define the following terms:</i> ○ <i>Preview</i> ○ <i>Review</i> ○ <i>Overview</i> ● <i>Read a given text and bring out at least three specific pieces of information in it.</i> ● <i>Use the ideas of skimming and scanning to identify general and specific information from it.</i> ● <i>Analyse the text carefully and identify the key words and use the key words to form one simple sentence and one compound sentence. Apply the knowledge of scanning to scan a text.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Problembased learning</i> ○ <i>Whole class</i> 1. <i>Learners define to each other scanning and compare their</i>	<i>c) Ghanaian languages Week 5</i> <i>i. Task</i> ● <i>Define the following terms:</i> <i>Preview</i> <i>Review</i> <i>Overview, etc.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Problembased learning</i> ○ <i>Whole class</i>	

	<i>definition to the teacher's definition.</i> 2. <i>In mixedability groups, learners discuss the various definitions given by the class to settle on the most appropriate explanation and present their answer for whole class discussion. This helps to build collaboration, communication, critical thinking and problem-solving skills in learners.</i> 3. <i>Learners choose from a wide array of word cards containing key elements of scanning and discuss them in their groups. For example, a group might select Movement of the eye or Identification of key words or phrases.</i> ○ <i>Group work</i> 1. <i>Teacher scans through passages as a model to the class.</i> 2. <i>Discuss scanning strategies in groups and demonstrate how it is done to the class.</i> 3. <i>Teacher reinforces learning by asking learners questions to help them realise their own mistakes and correct themselves.</i> ○ <i>Individual work</i> 1. <i>To foster self-directed learning, individually, learners scan different passages for specific information (e.g., key words, phrases, headings, subheadings, dates, main character, etc.) and discuss their findings in class.</i> 2. <i>All learners listen to or watch audio-visual material and identify the key information.</i>	Learners define to each other scanning and compare their definition to the teacher's definition, etc.	

	iii. Key Assessment ● <i>Level 1 assessment: Recall</i> <i>Describe at least two scanning techniques.</i> ● <i>Level 2 Assessment: Skill building</i> <i>How can scanning techniques be used to identify specific information in a text.</i> <i>Level 3: Strategic reasoning</i> <i>Evaluate advantages and disadvantages of the scanning techniques.</i> d) <i>Spanish</i> <i>Week 5</i> i. <i>Task/Tarea:</i> <i>Ten una conversación con un compañero y apunta estos detalles basados en sus respuestas:</i> ● <i>Nombre</i> ● <i>Edad</i> ● <i>Profesión</i> ● <i>Nacionalidad</i> ii. <i>Pedagogical Exemplars:</i> ● <i>Experiential learning:</i> <i>El profesor proyecta un video con vocabulario relacionado con las profesiones mencionadas para animar a los aprendices.</i> ● <i>Initiating talk for learning</i> <i>El profesor o la profesora puede hacerles unas preguntas a los aprendices para que hablen sobre las profesiones.</i> ● <i>Trabajo en grupo/ Collaborative learning.</i> <i>Menciona dos/ tres profesiones comunes en tu campo de estudio. (El profesor o la profesora</i>	iii. Key Assessment <i>Level 1 assessment: Recall</i> <i>Describe at least two scanning techniques.</i> d) <i>Spanish</i> <i>Week 5</i> i. <i>Task/Tarea:</i> <i>Ten una conversación con un compañero y apunta estos detalles basados en sus respuestas:</i> <i>Nombre, etc.</i> ii. <i>Pedagogical Exemplars:</i> <i>Experiential learning:</i> <i>El profesor proyecta un video con vocabulario relacionado con las profesiones mencionadas para animar a los aprendices.</i>	

	<i>agrupa a los aprendices en “mixed-abilities” para realizar la tarea).</i> • <i>Think-Pair-Share</i> <i>Proyecta imágenes de personas famosas en la comunidad, país o del mundo hispano y pide a los/las aprendices que digan sus nacionalidades para introducir el tema.</i> <i>iii. Key Assessment</i> <i>DoK levels</i> • <i>Level 1</i> <i>Expresión oral</i> <i>Preséntate a un compañero e incluye estos detalles:</i> <i>Nombre</i> <i>Edad</i> • <i>Level 2</i> <i>Expresión oral</i> <i>Preséntate a un compañero e incluye estos detalles. Hay que usar la forma correcta de la profesión y nacionalidad (masculina o femenina):</i> <i>Nombre</i> <i>Edad</i> <i>Profesión</i> <i>Nacionalidad</i> <i>a) Arabic</i> <i>Week 6:</i> <i>i. Task:</i> <i>أجب عن الأسئلة الآتية.</i> <i>س1) من ال ؟</i> <i>س2) بم ؟</i> <i>س3) كيف ؟</i> <i>س4) ماذا ؟</i> <i>س5) ما رأيك ؟</i> <i>س6) في الفقرة دلالة على ، أورد من</i>	<i>iii. Key Assessment</i> <i>DoK levels</i> <i>Level 1</i> <i>Expresión oral</i> <i>Preséntate a un compañero e incluye estos detalles:</i> <i>Nombre</i> <i>Edad</i> <i>a) Arabic</i> <i>Week 6:</i> <i>i. Task:</i> <i>أجب عن الأسئلة الآتية.</i> <i>س1) من ال ؟</i> <i>س2) بم ؟</i> <i>س3) كيف ؟</i> <i>س4) ماذا ؟</i>	

	النص ما يدل على ذلك. س7) ما العبرة المستفادة من النص... من الأخلاق؟ س8) كيف فُرق الكاتب بين؟ س9) ما هو..... في نظر الكاتب؟ س10) يشير الكاتب إلى ، فلماذا؟ ii. Pedagogical exemplar Teacher takes learners through the following comprehension strategies as a whole class: • Activate Prior Knowledge. The teacher finds out how well learners have built enough knowledge of places, events, emotions, vocabulary, and language structure previously that are related to the passage. • Predicting: Teacher investigates learners' expectations based on their prior knowledge about similar topics. As learners read, they may mentally revise their prediction as they gain more information. • Making Inferences: Teacher checks if learners can make inferences about meanings that are not explicitly stated in the text by recognizing clues in the text itself. • Questioning: Teacher initiates the process of asking good questions and helps learners	؟ س5) ما رأيك؟ س6) في الفقرة دلالة على ، أورد من النص ما يدل على ذلك. س7) ما العبرة المستفادة من النص... من الأخلاق؟ س8) كيف فُرق الكاتب بين؟ س9) ما هو..... في نظر الكاتب؟ س10) يشير الكاتب إلى ، فلماذا؟ ii. Pedagogical exemplar Teacher takes learners through the following comprehension strategies as a whole class: Activate Prior Knowledge. The teacher finds out how well learners have built enough knowledge of places, events, emotions, vocabulary, and language structure previously that are related to the passage, etc.	

	<i>in finding the answers in the text, etc.</i> iii. Key assessment <i>Assessment Level 1: What did the girl hawker say was the reason for her name?</i> <i>Assessment Level 2: What morality lesson can one learn from the text?</i> <i>Assessment Level 3: There is allusion to negligence in the story. Quote from the text evidence of this.</i> <i>Assessment Level 4: What do you think should be the solution to child labour in our society?</i> b) French Week 6 i. Task 1 (Compréhension des écrits) Create communicative situations where learners can express their likes and dislikes. Provide written texts whose subjects are “likes, dislikes, preferences”. Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, learning for life, self-awareness, and respect for others. ii. Pedagogical Exemplars ● Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. This encourages them to show mutual respect. Assign to	iii. Key assessment <i>Assessment Level 1: What did the girl hawker say was the reason for her name? etc.</i> b) French Week 6 i. Task 1 (Compréhension des écrits) Create communicative situations where learners can express their likes and dislikes. Provide written texts whose subjects are “likes, dislikes, preferences”, etc. ii. Pedagogical Exemplars Group work/Collaborative learning: It is a central element of learning to have learners work together in groups	

	each member of the group a particular task to complete. ● Exemplars ○ Faire une activité d'anticipation (chansons, images, questions, etc.) ○ Faire découvrir le texte sur les goûts et les préférences (type, source, etc.) pendant quelques minutes ○ Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes ○ Laisser les apprenants lire le texte individuellement à haute voix ● Vérifier la compréhension par des activités (questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes) ● Faire démontrer la compréhension par des activités de questionnement (simple ou complexe) et de repérage NB: Exploiter implicitement quelques éléments linguistiques (Exercices de grammaire et de vocabulaire) iii. Key Assessment (DoK Levels) Évaluation Formative Level 2 (Understanding) : En groupes de deux, distribuer aux apprenants des textes sur les goûts et les préférences et donner des questions auxquelles ils doivent répondre Level 4 (Critical Thinking and Reasoning): Présenter des questions ouvertes sur le	on activities or learning tasks. This encourages them to show mutual respect. Assign to each member of the group a particular task to complete. Exemplars Faire une activité d'anticipation (chansons, images, questions, etc.) Faire découvrir le texte sur les goûts et les préférences (type, source, etc.) pendant quelques minutes	

	<i>texteauxquelles les apprenantsdevrontrépondre</i> <i>Level 3 (Strategic Reasoning): Proposer un jeu de mots-croisés</i> <i>Task 2 (Production et interaction écrite) Put learners in groups and guide them to write a text on their likes and dislikes. Set communicative tasks where pupils write texts that provide a description of likes and dislikes within their respective families.</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, self-awareness, and respect for others.</i> <i>Pedagogical Exemplars Project-based learning: Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. For example: using the internet, conducting interviews ...</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>En petits groupes, faire écrire une lettre, un texto, un message WhatsApp ou une carte postale pour parler des goûts et des préférences</i>		

	○ <i>Demander aux apprenants de lire leur texte devant les collègues de classe :</i> <i>Note: Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire)</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 3 (Strategic Reasoning):</i> <i>Demander aux apprenants d'écrire une rédaction sur leur plat favori ou leur sport préféré. La rédaction peut être en phrases isolées et, après, en paragraphes.</i> <i>Level 4 (Critical Thinking & Reasoning):</i> <i>Demander aux apprenants d'écrire une lettre, un texte, un message WhatsApp ou une carte postale, etc. pour exprimer leurs goûts et leurs préférences.</i> <i>b) Ghanaian languages</i> <i>Week 6</i> <i>i. Task</i> ● <i>Explain the term interpretation.</i> ● <i>Describe the basic concept of interpretation.</i> ● <i>Interpret a text or recorded audio between 150 and 300 words, etc.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Initiating Talk for Learning</i> ○ <i>Whole class:</i> <i>Discuss what oral interpretation is (effective listening, encoding and decoding, etc.)</i>		
		<i>b) Ghanaian language</i> <i>Week 6</i> <i>i. Task</i> <i>Explain the term interpretation, etc.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Initiating Talk for Learning</i> <i>Whole class:</i> <i>Discuss what oral</i>	

	<i>Group work/collaborative learning</i> <i>In pairs of similar ability, learners role-play an oral interpretation session taking into consideration the basic concept of interpretation. In this role play, one learner says something in English language and the other learner gives the meaning of what the first learners said in the language of study.</i> ○ <i>Whole class:</i> <i>Play a recorded tape or read a short text for learners to interpret.</i> iii. <i>Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall:</i> ○ <i>What do you understand by the term oral interpretation?</i> ○ <i>Discuss the basic techniques of oral interpretation.</i> ○ <i>Explain the aspects of oral interpretation.</i> ● <i>Level 2 Assessment: Skill Building</i> ○ <i>Listen to a play back audio or read a text and interpret it.</i> d)Spanish <i>Week 6</i> <i>i. Tarea / Task:</i> <i>Translate the text below into Spanish.</i> <i>My name is John Koranteng. I am 16 years old. I am a student. I am a Ghanaian and I live at Atebubu.</i>	<i>interpretation is (effective listening, encoding and decoding, etc.).</i> iii. <i>Key assessment</i> ○ <i>Level 1 Assessment: Reproduction/Recall: What do you understand by the term oral interpretation? Discuss the basic techniques of oral interpretation. Explain the aspects of oral interpretation.</i> d)Spanish <i>Week 6</i> <i>i. Tarea / Task:</i> <i>Translate the text below into Spanish.</i> <i>My name is John Koranteng. I am 16 years old. I am a student. I am a Ghanaian and I live at Atebubu.</i>	

	ii. <i>Pedagogical Exemplars:</i> ● <i>Trabajo en grupo/ Collaborative learning</i> ○ <i>Trabajando en grupos de 2 o 3 (in mixed-ability), el profesor o la profesora pide a los aprendices que pregunten a sus compañeros sobre su lugar de residencia usando las expresiones que vienen a continuación:</i> <i>Expresiones claves:</i> - <i>¿Dónde vives?</i> - <i>Vivo en Adenta</i> ○ <i>Culture in focus (formal and informal contexts):</i> <i>El profesor o la profesora debe destacar de nuevo la diferencia entre “¿De dónde eres?” vs “¿De dónde es?”, etc.</i> iii. <i>Key Assessment</i> <i>Level 1</i> <i>Expresión oral</i> <i>Contesta a la pregunta;</i> <i>¿Dónde vives?</i> <i>Level 2</i> <i>Expresión oral</i> <i>Preséntate a unos compañeros e incluye estos detalles. Hay que usar la forma correcta de la profesión y nacionalidad (masculina o femenina):</i> ● <i>Nombre</i> ● <i>Edad</i> ● <i>Profesión</i> ● <i>Nacionalidad</i> ● <i>Lugar de residencia, etc.</i> 2.5 Ask teachers in their various language groups (where applicable) to complete the learning plan for Weeks 5 and 6 lessons with the teaching, learning and assessment	ii. <i>Pedagogical Exemplars</i> : <i>Trabajo en grupo/ Collaborative learning</i> <i>Trabajando en grupos de 2 o 3 (in mixed-ability), el profesor o la profesora pide a los aprendices que pregunten a sus compañeros sobre su lugar de residencia usando las expresiones que vienen a continuación:</i> <i>Expresiones claves:</i> - <i>¿Dónde vives? etc.</i> iii. <i>Key Assessment</i> <i>Level 1</i> <i>Expresión oral</i> <i>Preséntate a un compañero e incluye estos detalles:</i> <i>Nombre</i> <i>Edad, etc.</i> 2.5 In your language group, complete the learning plan for Weeks 5 and 6 lessons with teaching, learning and	

	activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 5 and 6 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i>	3.1 Exchange your learning plans for Weeks 5 and 6 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching</i>	10 mins

	3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	<i>and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	
4. Reflection on the session: Reflecting on what has been learnt in the session Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance notes on leading the session. <i>What the PLC Coordinator will have to say during each stage of the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session.</i>	Time in session
1.Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on the 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 a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 7 and 8 sub-strands of;	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping	60 mins

(2 learning planners to be completed per session)	a) <i>Arabic: Grammar (parts of speech and grammatical function of parts of speech)- Arabic Orthography (Variant spellings of alif in Arabic scripts and deleting the Alif (ل) Letter from some words)</i> b) <i>French: Exprimer ses sentiments et son opinion</i> c) <i>Ghanaian languages: Lexis and structure (categorising nouns and adjectives according to their types)</i> d) <i>Spanish: Presentar a tu familia (Relaciones interpersonales 1 and 2)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 7 and 8 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	learners to demonstrate understanding of Weeks 7 and 8 sub-strands of; a) <i>Arabic: Grammar (parts of speech and grammatical function of parts of speech)- Arabic Orthography (Variant spellings of alif in Arabic scripts and deleting the Alif (ل) Letter from some words)</i> b) <i>French: Exprimer ses sentiments et son opinion</i> c) <i>Ghanaian languages: Lexis and structure (categorising nouns and adjectives according to their types)</i> d) <i>Spanish: Presentar a tu familia (Relaciones interpersonales 1 and 2)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 7 and 8 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e,	

		3g-3k and 3o).	
	LI 1.1 Identify and discuss the important aspects of the Weeks 7 and 8 learning plans, taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 7 and 8 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 7 and 8 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 7 and 8 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual, while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a	LI 1.1 Identify and discuss the important aspects of the Weeks 7 and 8 learning plans, taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 7 and 8 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 7 and 8 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 7 and 8 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a	

	peer reviewer to the learning plans for Weeks 7 and 8 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 7 and 8 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic Week 7</i> <i>i. How can the teaching of Arabic parts of speech align with broader language learning goals?</i> <i>ii. How can technology be used to enhance the learning of parts of speech in Arabic?</i> <i>iii. How can the understanding of the Arabic parts of speech be enhanced in Arabic? etc.</i> <i>b) French Week 7</i> <i>i. How many times will I ask learners to listen to an audio text on 'expression</i>	peer reviewer to the learning plans for Weeks 7 and 8 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. In your various language groups, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 7 and 8 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic Week 7</i> <i>How can the teaching of Arabic parts of speech align with broader language learning goals? etc.</i> <i>b) French Week 7</i> <i>How many times will I ask learners to listen to an audio text on 'expression</i>	

	<i>de ses sentiments et de son opinion’?</i> ii. <i>How can vocabulary and expressions on ‘expression de ses sentiments et de son opinion’ be identified in a sentence?</i> iii. <i>How can vocabulary and expressions learnt on ‘expression de ses sentiments et de son opinion’ be used in a dialogue? etc.</i> c) <i>Ghanaian languages</i> Week 7 i. <i>How can I help learners to understand the types of names?</i> ii. <i>How can the types of nouns be explained?</i> iii. <i>How can the knowledge of types of nouns be used to distinguish between given examples of nouns? etc.</i> d) <i>Spanish</i> Week 7 i. <i>In what ways can I integrate the cross-cutting themes- 21st Century, GESI, SEL and National values in teaching Relacionesinterpersonales ?</i> ii. <i>What key concepts and phrases can be used to talk about interpersonal relationships in Spanish?</i> iii. <i>What are some creative ways to talk about family in Spanish?etc.</i>	<i>de ses sentiments et de son opinion’? etc</i> c) <i>Ghanaian languages</i> Week 7 <i>How would I help learners to understand the types of names? etc.</i> d)Spanish Week 7 <i>i. In what ways can I integrate the cross-cutting themes- 21st Century, GESI, SEL and National values in teaching Relacionesinterpersonal es? etc.</i> a) <i>Arabic</i> Week 8 <i>Which digital and</i>	

	<i>a) Arabic Week 8</i> <i>i. Which digital and local resources can be used to help learners produce well-structured and error-free written content in Arabic?</i> <i>ii. How can Arabic orthographic skills be used for activities with colleagues at school?</i> <i>iii. Which activity at home can be used to grasp the nuances of Arabic script and writing conventions? etc.</i> <i>b) French Week 8</i> <i>i. What will I do to guide learners to read different texts on 'expression de ses sentiments et de son opinion'?</i> <i>ii. How can vocabulary and expression acquired be used to write simple sentences expressing sentiments and opinions?</i> <i>iii. How can the expressions learnt be used to construct a simple dialogue to express 'ses sentiments et son opinion'? etc.</i> <i>c) Ghanaian language Week 8</i> <i>i. How do I help learners to distinguish between the types of adjectives?</i> <i>ii. What are the classifications of adjectives?</i> <i>iii. How can the</i>	<i>local resources can be used to help learners produce well-structured and error-free written content in Arabic? etc.</i> <i>b) French Week 8</i> <i>What will I do to guide learners to read different texts on 'expression de ses sentiments et de son opinion'? etc.</i> <i>c) Ghanaian languages Week 8</i> <i>How do I help learners to distinguish between the types of adjectives? etc.</i>	

	<i>classifications of adjectives mentioned be explained? etc.</i> <i>d) Spanish</i> <i>Week 8</i> <i>i. How can I create a positive and engaging learning environment that fosters learners' curiosity and creativity on the topic "Relacionesinterpersonales"?</i> <i>ii. In what real-life context(s) are people required to give information about their interpersonal relationships with others?</i> <i>iii. In what ways can personal biases and assumptions about professions and nationalities emerge in conversations? etc.</i> 2.4Ask teachers to discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind teachers to refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 7</i> <i>i. Task:</i> <i>Identify Nouns (and adjective) inflections from a reading passage, with reference to features that differentiate them from</i>	<i>d)Spanish</i> <i>Week 8</i> <i>How can I create a positive and engaging learning environment that fosters learners' curiosity and creativity on the topic "Relacionesinterpersonales"?</i> etc. 2.4Discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 7</i> <i>i. Task</i> <i>Identify Nouns (and adjective) inflections from a reading passage, with reference to features that differentiate them from</i>	

	other parts of speech. Some of these features are Case (nominative, genitive, and accusative), State (indefinite, definite or construct) Gender (masculine or feminine): an inherent characteristic of nouns, but part of the declension of adjectives, Number (singular, dual or plural), etc. ii. Pedagogical Exemplar ● Teacher engages learners in Arabic Grammar quiz about Word Class through sampled sentences that appear as a jigsaw puzzle, where learners learn about one piece (Part of Speech) of the puzzle (incomplete sentence) at a time. It can be used as a discussion starter during whole class teaching, or as a plenary at the end of a lesson, etc. iii. Key Assessment ● Assessment Level 1: Give two identifiable features of a Noun and those of a Verb? ● Assessment Level 2: Group the following words according to their Word Class: المَوْقِفُ يَنْتَظِرُ السَّائِلُ السَّيَّارَةُ تَقَدَّمَتْ فَتَاةٌ تَبْلُغُ مِنْ وَ عَلَى سَلَّةُ الْخُبْزِ هِيَ تُنَادِي هَذَا الرِّغِيفُ أَذْرِي بِنْتُ	other parts of speech, etc. ii. Pedagogical Exemplar Teacher engages learners in Arabic Grammar quiz about Word Class through sampled sentences that appear as a jigsaw puzzle, where learners learn about one piece (Part of Speech) of the puzzle (incomplete sentence) at a time, etc. iii. Key Assessment Assessment Level 1: Give two identifiable features of a Noun and those of a Verb? etc.	

	الحكومة ● <i>Assessment Level 3: Fill the following gaps by using appropriate word class to compose an essay.</i> تحية طيبة وبعد، فيطيب لي أن..... لك هذه.....، وأرجو أن تحبك و..... في أحسن حال. بلغ سلامي والدك و.....، ولا تنسى واجبك نحوهما، فطاعة الأم واجب.....الابن، فالجنة..... أقدام، تذكر أنك تذهب إلى..... لتدرس، فلا تتكاسل في طلب العلم فإنه يوصلك إلى ما أن تكون في المستقبل. وفي الختام، لك etc. , ولجميع أفراد العائلة التوفيق <i>b) French</i> <i>Week 7</i> <i>i. Task 1 (Compréhension de l'oral)</i> <i>Prepare audio and/or visual materials that feature expressions of wishes.</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, self-awareness, and respect for others.</i> <i>ii. Pedagogical exemplars</i> <i>Listening and Talk for Learning: Learn by listening, by speaking, by acting out situations and by experimentation.</i> <i>The teacher should devote attention to learners with pronunciation difficulties</i>	<i>b) French</i> <i>Week 7</i> <i>i. Task 1</i> <i>(Compréhension de l'oral)</i> <i>Prepare audio and/or visual materials that feature expressions of wishes, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Listening and Talk for Learning: Learn by listening, by speaking, by acting out situations and by experimentation.</i> <i>The teacher should</i>	

	<i>and give them individual practice.</i> <i>Exemplars</i> a) <i>Faire une activité d'anticipation (chansons, questions, images ...)</i> b) <i>À l'aide d'un support, faire écouter / visionner à plusieurs reprises le document audio ou vidéo sur les souhaits</i> c) <i>Demander aux apprenants en groupes de repérer des mots et des expressions sur les souhaits</i> d) <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les lieux</i> e) <i>Vérifier la compréhension par des questionnements et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes</i> f) <i>Faire une démonstration avec les répliques du dialogue/du texte sur les souhaits</i> g) <i>Faire participer à un échange langagier où les apprenants se posent des questions et répondent sur les souhaits : enseignant-apprenant, apprenant-apprenant</i> <i>NB:</i> <i>Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire).</i> <i>Faire en sorte que les filles et les</i>	<i>devote attention to learners with pronunciation difficulties and give them individual practice.</i> <i>Exemplars</i> a) <i>Faire une activité d'anticipation (chansons, questions, images ...), etc.</i>	

	<i>garçonssoientimpliquésdans les activités. Faire en sorte que les activités de visionnement et d'écouterprennent en compte les apprenantsayant une déficience auditive et visuelle.</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter/visionner à plusieurs reprises l'audio/la vidéo et repérer des mots et des expressions de souhaits.</i> <i>Level 2 (Understanding):</i> <i>Écouter/visionner à plusieurs reprises et répondreauxquestions sur l'audio/la vidéo en phrases simples et en phrases complexes sur les souhaits.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to express themselves orally by exchanging good wishes among one another.</i> <i>Work to overcome any pronunciation difficulties experienced by learners.</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson:</i> <i>communication,</i> <i>collaboration, learning life-skills,</i> <i>self - awareness, and respect for others, etc.</i>	<i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter/visionner à plusieurs reprises l'audio/la vidéo et repérer des mots et des expressions de souhaits, etc.</i>	

	<i>Pedagogical Exemplars</i> • <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating conversations involving the expression of wishes. The teacher should pay attention to learners with difficulties in pronunciation of French words and give them individual practice. The teacher should take into consideration, mixed-gender grouping and mixed- ability groupings in selecting the activities for the class. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de répondre à des questions sur l'expression de souhait</i> ○ <i>Demander aux apprenants de poser des questions simples sur les souhaits</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire dramatiser un dialogue où l'on exprime un souhait (jeux de rôles)</i> ○ <i>Faire jouer une</i>		

	<i>scène où les apprenants parlent de leurs goûts et de leurs préférences (jeux de rôles)</i> <i>NB: Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire).</i> <i>Key Assessment (DoK Levels) Évaluation Formative Level 2 (Recall) : Présenter une grille d'appariement. Demander aux apprenants de lier un souhait à un événement. Demander aux apprenants en paire de choisir au hasard un événement ou une occasion spéciale et d'émettre le souhait correspondant. Level 4 (Critical Thinking and Reasoning) : Jeux de rôle - En groupes de deux ou trois, en considérant les apprenants qui ont des difficultés à s'exprimer, mettre les apprenants dans des situations de communication où ils émettent ou répondent à des souhaits, etc.</i> <i>c) Ghanaian languages Week 7</i>		
		<i>c) Ghanaian languages Week 7</i>	

	i. <i>Task</i> ● <i>Define nouns and give at least five examples.</i> ● <i>Explain four types of nouns and give at least ten examples of each.</i> ● <i>Categorise the following nouns under proper, common, abstract and concrete.</i> <i>teacher</i> <i>table</i> <i>love</i> <i>Araba</i> <i>John</i> <i>happiness</i> <i>unity</i> <i>Table</i> <i>stone</i> <i>air</i> ● <i>State why you put the nouns under the respective categories, etc.</i> ii. <i>Pedagogical Exemplars</i> ● <i>Problem-Based learning</i> ○ <i>In mixed-ability pairs, learners are made to write at least ten names of objects inside and outside the classroom on a manila card.</i> ○ <i>The pair reads the words aloud to the rest of the class.</i> ● <i>Group work/collaborative learning</i> ○ <i>Whole class activity:</i> 1. <i>Teacher uses the above activities to discuss with learners the concept of nouns as they provide examples.</i> 2. <i>Teacher assists learners to</i>	i. <i>Tasks</i> <i>Define nouns and give at least five examples, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>Problem-Based learning</i> <i>In mixed-ability pairs, learners are made to write at least ten names of objects inside and outside the classroom on a manila card, etc.</i>	

	<i>categorise some given examples of nouns into types.</i> 3. <i>Teacher assists learners to read a passage of about two hundred words and identify the nouns in it.</i> ○ <i>In mixed-ability groups, learners categorise the nouns identified in the text under the types discussed. (e.g., proper nouns, common nouns, abstract nouns, concrete nouns etc.).</i> ● <i>Pair work</i> ○ <i>In mixed-ability pairs, learners write two examples from each of the types of nouns and form at least three simple or compound sentences with them.</i> ● <i>Whole class</i> ○ <i>Learners share sentences with the class for discussion.</i> <i>iii. Key assessment</i> <i>Level 2 Assessment: Skill building</i> <i>Explain what a noun is and give examples. Read the passage below and identify the nouns in it.</i> <i>Three of the armed robbers managed to escape arrest after a fierce gun battle with the police. The two who were apprehended were later identified by the people in the vicinity as Jato and Christopher. They were said to belong to an armed robbery gang which</i>		

	<i>operated almost every night in the area.</i> <i>Luck, however eluded the three when upon a tip off the police rounded them up in a dawn swoop after one of their usual operations. In the process of sharing the booty, the police swooped on them. They surrender their guns and other weapons in their possession.</i> <i>News about their arrest spread like wild harmattan fire and many people rushed to the scene to catch a glimpse of those notorious robbers who were bundled into a police vehicle to be sent to the police station.</i> <i>Besides the victims of the nefarious activities, happy were the others who had received threats from them to get ready for their turn. The fear that lingered in the area gradually died down.</i> ● <i>Classify the nouns into proper, common, concrete and abstract</i> ● <i>Use any five of the common nouns identified to form five simple sentences.</i> ● <i>d)Spanish</i> <i>Week 7</i> <i>i. Task /tarea:</i> <i>Habla sobre un miembro real /ficticio de tu familia.</i> <i>Incluyedetallescomo:</i>		
		<i>d) Spanish</i> <i>Week 7</i> <i>i. Task /tarea:</i> <i>Habla sobre un miembro real /ficticio de tu familia.</i> <i>Incluyedetallescomo:</i>	

	● nombre ● edad, etc. ii. Pedagogical Exemplars: ● <i>Experiential learning</i> ○ <i>El profesor o la profesora procura un video para enseñar de una manera divertida el vocabulario relacionado con la familia.</i> ○ <i>El profesor o la profesora tiene que trabajar la pronunciación de las palabras relacionadas con la familia. Así que el profesor o la profesora pronuncia las palabras y los aprendices las repiten, etc.</i> iii. Key Assessment: ● <i>Key Assessment (DoK levels):</i> ○ <i>Level 1:</i> 1. <i>¿Cuántas personas hay en tu familia?</i> 2. <i>¿Cuál es la profesión de tu padre/madre/primo?</i> ○ <i>Level 2:</i> <i>Creative work</i> <i>Crea un álbum de fotos de tu familia y habla sobre sus profesiones y nacionalidades, etc.</i> a) <i>Arabic</i> <i>Week 8</i> i. <i>Task:</i> يهدف هذا الدرس إلى تعليم المتعلمين الحروف غير المنطوقة في الكلمة رغم كتابتها والحروف المنطوقة في الكلمة رغم عدم كتابتها في الكلمة. وسيتم من خلال الإملاء أو كتابة المسموع.	● nombre ● edad, etc. ii. Pedagogical Exemplars: <i>Experiential learning</i> <i>El profesor o la profesora procura un video para enseñar de una manera divertida el vocabulario relacionado con la familia, etc.</i> iii. Key Assessment: ● <i>Key Assessment (DoK levels):</i> ○ <i>Level 1:</i> 1. <i>¿Cuántas personas hay en tu familia?</i> 2. <i>¿Cuál es la profesión de tu padre/madre/primo?, etc.</i> a) <i>Arabic</i> <i>Week 8</i> i. <i>Task</i> يهدف هذا الدرس إلى تعليم المتعلمين الحروف غير المنطوقة في الكلمة رغم كتابتها والحروف المنطوقة في الكلمة رغم عدم كتابتها في الكلمة. وسيتم من خلال الإملاء	

	أو كتابة المسموع. الكلمات في اليسار كتبت في القرآن الكريم وفق رسم المصحف، ولكنها تقرأ بطريقة أخرى كما <i>etc.</i> , هو موضح. ii. <i>Pedagogical Exemplars:</i> ● <i>Teacher takes learners through reading dictation of appropriate vocabulary used in letter writing, and then supervises writing rules of words whose letters appear in Arabic text but lose their audio manifestation (i.e., they are not sounded). Learners are then asked to state the rules that explain the condition under which a selected letter remains silent. For example, alif maq-sūrat is written like (ي) but without the dots. It appears only at the end of words, there are a few additional characters which are used to represent alif in Arabic script. These are not optional spellings but are required with certain words and letter combinations, etc.</i> iii. <i>Key Assessment</i> ● <i>Assessment Level 1: Identify from given words letters that are written but not pronounced and letters that are pronounced but not written.</i> ● <i>Assessment Level 2: Give the difference between alif al maqsurah and alif</i>	الكلمات في اليسار كتبت في القرآن الكريم وفق رسم المصحف، ولكنها تقرأ بطريقة أخرى كما هو موضح. ii. <i>Pedagogical Exemplar:</i> <i>Teacher takes learners through reading dictation of appropriate vocabulary used in letter writing, and then supervises writing rules of words whose letters appear in Arabic text but lose their audio manifestation (i.e., they are not sounded), etc.</i> iii. <i>Key Assessment</i> <i>Assessment Level 1: Identify from given words letters that are written but not pronounced and letters that are pronounced but not written, etc.</i>	

	<i>almamdudah with five examples each.</i> ● <i>Assessment Level 3: Listen to the audio for the first time at a normal speed and write what you hear, etc.</i> <i>b) French Week 8 i. Task 1 (Compréhension des écrits) Distribute different reading texts that contain the expression of wishes for learners to read in groups. Instruct them to read the text, then check their understanding through activities: multiple - choice questions, true/false statements, matching-up exercises, open questions. Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, self-awareness, learning life-skills, and respect for others, etc.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. This encourages them to show mutual respect. Assign to each member of the group, a particular task to</i>	<i>b) French Week 8 i. Task 1 (Compréhension des écrits) Distribute different reading texts that contain the expression of wishes for learners to read in groups. Instruct them to read the text, then check their understanding through activities: multiple - choice questions, true/false statements, matching-up exercises, open questions, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. This encourages them to show mutual respect. Assign to each member of the group, a</i>	

	<i>complete. It requires them to research and respond to a question or a problem. Learners are required to work in groups to promote collaboration and tolerance.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Faire découvrir le texte sur les souhaits (type, source, etc.) pendant quelques minute</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix.</i> ○ <i>Vérifier la compréhension par des activités (questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes)</i> ○ <i>Faire démontrer la compréhension par des activités de questionnement (simple ou complexe) et de repérage</i> <i>Note: Exploiter implicitement quelques éléments linguistiques (Exercices de grammaire et de vocabulaire), etc.</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 2 (Understanding) :</i> <i>En groupes de deux, faire lire un texte sur le souhait</i>	<i>particular task to complete. It requires them to research and respond to a question or a problem, etc.</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 2 (Understanding) :</i> <i>En groupes de deux,</i>	

	aux apprenants, puis leur demander de repérer les mots et expressions qui parlent des souhaits Level 3 (Strategic Thinking) : Faire répondre à des questions concernant les souhaits par : exercice d'appariement, questions à choix multiple, vrai ou faux, questions ouvertes. Task 2 (Production et interaction écrite) Guide learners to write short texts that contain expressions of good wishes to others. Communication, collaboration, self-awareness and respect for others Pedagogical Exemplars • <i>Project-based learning:</i> Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are required to work in groups to promote collaboration and tolerance. Exemplars ○ Donner des consignes aux apprenants ○ En petits groupes, faire écrire une lettre, un texte, un message WhatsApp ou une carte postale pour exprimer un souhait ○ Demander aux	faire lire un texte sur le souhait aux apprenants, puis leur demander de repérer les mots et expressions qui parlent des souhaits, etc.	

	<i>apprenants de lire leurs textes devant la classe.</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire).</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> <i>Exercice d'appariement:</i> <i>Lier des expressions de souhait à un moment de la journée, des événements, une occasion spéciale, etc.</i> <i>Level 3 (Strategic Thinking):</i> <i>Envoie un message de souhait à quelqu'un</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Crée et envoie une carte de souhait à un/e ami/e, etc.</i> <i>c) Ghanaian languages</i> <i>Week 8</i> <i>i. Task</i> ● <i>Discuss the function of an adjective.</i> ● <i>Explain the different types of adjectives.</i> ● <i>Discuss and classify the adjectives below under determiners, qualifiers and quantifiers and present orally to the class. Groups explain why they put the adjectives under the categories.</i> <i>beautiful</i> <i>tall</i> <i>delicious</i> <i>attractive</i> <i>quarter</i>		
		<i>c) Ghanaian languages</i> <i>Week 8</i> <i>i. Task</i> <i>Discuss the function of an adjective, etc.</i>	

	<i>yellow</i> <i>Cruel</i> <i>blue</i> <i>sunny</i> <i>that</i> <i>those</i> <i>three</i> <i>some</i> <i>ii. Pedagogical Exemplars</i> ● <i>Group work/collaborative learning:</i> ○ <i>Mixed group</i> <i>In mixed-ability groups, learners do the following:</i> 1. <i>Make a list of words that are used to describe nouns. Groups discuss the words they have put down.</i> 2. <i>Probe further to let learners draw a link between the words they have listed and the types of adjectives.</i> 3. <i>Use the activity to guide learners to discuss the meaning of adjectives and the types by forming sentences with the list of words they have made.</i> 4. <i>Provide an explanation of essential terms such as 'adjectives', 'determiners', 'qualifiers', 'quantifiers' to build the foundation of the lesson.</i> ● <i>Collaborative learning</i> ○ <i>Pair work</i> 1. <i>Learners read the passage below and identify the adjectives in it.</i>	<i>ii. Pedagogical Exemplars</i> <i>Groupwork/collaborative learning:</i> <i>Mixed group</i> <i>In mixed-ability groups, learners do the following:</i> <i>Make a list of words that are used to describe nouns. Groups discuss the words they have put down, etc.</i>	

	<i>Just before the third cockcrow that morning, nearly all the people in the little village of Alata had gathered to meet the chief. The people from the royal family were dressed in white. They wore white bands round their head and walked barefooted.</i> <i>They had met to pay tribute to their chief. Tradition has it that several years ago, the ancestor of the present chief did a marvellous act to help the people of the village. He intervened when every farm in the village was burnt one afternoon and hunger blew its dusty wind over the village. Hunger visited every home in the village and made people become weak and hopeless.</i> <i>It was that ancestor who provided food in the large quantities from his farm in the nearby village to feed the people. The people showed their gratitude by making him their chief. Every year, they paid homage to him to acknowledge his great deeds.</i> 2. <i>Categorise the adjectives you have identified into demonstratives, quantifiers and qualifies.</i> 3. <i>Learners use the adjectives to form simple</i>		

	sentences. ○ <i>Whole class:</i> <i>Pairs present their work to the class for discussion, etc.</i> iii. Key Assessment ● <i>Level 1 Assessment:</i> <i>Reproduction / Recall</i> ○ <i>Briefly define adjective in your own words and give at least ten examples of adjectives.</i> ● <i>Level 2 Assessment:</i> <i>Skill Building</i> ○ <i>Read the passage below and identify all the adjectives in it.</i> <i>Three of the armed robbers managed to escape arrest after a fierce gun battle with the police. The two who were apprehended were later identified by the people in the vicinity as Jato and Christopher. They were said to belong to an armed robbery gang which operated almost every night in the area. Luck, however eluded the three when upon a tip off the police rounded them up in a dawn swoop after one of their usual operations. In the process of sharing the booty, the police swooped on them. They surrendered their guns and other weapons in their possession. News about their arrest spread like wild</i>	iii. Key Assessment <i>Level 1 Assessment:</i> <i>Reproduction / Recall</i> <i>Briefly define adjective in your own words and give at least ten examples of adjectives, etc.</i>	

	<i>harmattan fire and many people rushed to the scene to catch a glimpse of those notorious robbers who were bundled into a police vehicle to be sent to the police station. Besides the victims of the nefarious activities, happy were the others who had received threats from them to get ready for their turn. The fear that lingered in the area gradually died down.</i> ○ <i>Categorise the adjectives identified in the passage into determiners, qualifiers and quantifiers.</i> ○ <i>Use at least five examples from each of the types of adjectives to form compound sentences, etc.</i> <i>d)Spanish Week 8 i. Tarea/Task: Entrevista Haz una entrevista de un compañero sobre un miembro de su familia ficticia o real. Hazle estaspreguntas:</i> ● <i>¿Cuál es la profesión de tu tía?</i> ● <i>¿Cuál es la nacionalidad de hermano?</i> ● <i>¿Dónde vive tu abuelo? etc.</i>		
		<i>d)Spanish Week 8 i. Tarea/Task: Entrevista Haz una entrevista de un compañero sobre un miembro de su familia ficticia o real. Hazle estaspreguntas:</i> ● <i>¿Cuál es la profesión de tu tía?</i> ● <i>¿Cuál es la nacionalidad de hermano?</i> ● <i>¿Dónde vive tu abuelo? etc.</i>	

	<i>ii. Pedagogical Exemplars:</i> • <i>Initiating Talk for Learning (Rompehielos (Icebreaker)):</i> <i>El profesor provee un texto auténtico en el que dialogan dos personas sobre sus profesiones. Luego, les hace a los aprendices preguntas de comprensión basadas en el diálogo.</i> <i>Por ejemplo:</i> - <i>¿A qué se dedica el Señor X?</i> - <i>¿Quién es abogada en el diálogo?</i> - <i>¿Quién en la clase quiere ser agricultor?</i> - <i>¿Quién en la clase quiere ser arquitecta?</i> ○ <i>Menciona algún vocabulario relacionado con las profesiones y pregunta a los aprendices si conocen a alguien que se dedica a estas profesiones</i> ○ <i>Pide a los/las aprendices que mencionen otras profesiones en su campo de estudio.</i> • <i>Collaborative learning: En grupos pequeños, pregúntale el uno al otro las profesiones de sus padres/madres, hermanos/hermanas mayores, tíos, tías, etc. El profesor o la profesora debe facilitar esta actividad.</i> • <i>Initiating Talk for Learning</i>	<i>ii. Pedagogical Exemplars:</i> <i>Initiating Talk for Learning (Rompehielos (Icebreaker)):</i> <i>El profesor provee un texto auténtico en el que dialogan dos personas sobre sus profesiones. Luego, les hace a los aprendices preguntas de comprensión basadas en el diálogo, etc.</i>	

	<i>El profesor proyecta imágenes de personas famosas en la comunidad, país o el mundo hispano y pide a los/las aprendices que indiquen sus nacionalidades y sus lugares de residencia, etc.</i> <i>iii. Assessment:</i> ● <i>Key Assessment (DoK levels)</i> ○ <i>Level 1:</i> <i>Expresión escrita</i> <i>Escribe la profesión de dos personas famosas en tu comunidad.</i> ○ <i>Level 2</i> <i>Expresión escrita</i> <i>Escribe un texto breve sobre dos miembros de tu familia e incluye estos detalles:</i> <i>1. Profesión</i> <i>2. Nacionalidad</i> <i>3. Lugar de residencia, etc.</i> 2.5 Ask teachers in their various language groups (where applicable) to complete the learning planner for Weeks 7 and 8 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>iii. Key Assessment (DoK levels)</i> <i>Level 1:</i> <i>Expresión escrita</i> <i>Escribe la profesión de dos personas famosas en tu comunidad, etc.</i> 2.5 In your language group, complete the learning planner for Weeks 7 and 8 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	

3. Peer-review of learning plans. Reviewing planner to ensure alignment between course manual and learning plan based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 7 and 8 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	3.1 Exchange your learning plans for Weeks 7 and 8 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 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 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

Focus: The sections below provide the frame for what is to be done in the session.	Guidance notes on leading the session. What the PLC Coordinator will have to say during each stage of the session	Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on the DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment	60 mins

completed per session)	strategies appropriate for helping learners to demonstrate understanding of Weeks 9 and 10 sub-strands of; a) <i>Arabic: Composition (Letter Writing) & Reading Comprehension (Translation I)</i> b) <i>French: Discuter de ses activités journalières</i> c) <i>Ghanaian languages: Classification of verbs, adverbs and constructing sentences using nouns and pronouns</i> d) <i>Spanish: Descripción física (ser) y de carácter (Ser)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 9 and 10 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 9 and 10 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars,	strategies appropriate for helping learners to demonstrate understanding of Weeks 9 and 10 sub-strands of; a) <i>Arabic: Composition (Letter Writing) & Reading Comprehension (Translation I)</i> b) <i>French: Discuter de ses activités journalières</i> c) <i>Ghanaian languages: Classification of verbs, adverbs and constructing sentences using nouns and pronouns</i> d) <i>Spanish: Descripción física (ser) y de carácter (Ser)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 9 and 10 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 9 and 10 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars,	

	resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 9 and 10 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 9 and 10 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 9 and 10 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 9 and 10 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and	resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 9 and 10 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 9 and 10 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 9 and 10 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks 9 and 10 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. In your various language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the	

	assessment strategies in the learning planners for Weeks 9 and 10 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f and 3c - 3j). E.g. <i>a) Arabic</i> Week 9: <i>i. How does developing robust reading comprehension skills, including the ability to analyse and interpret texts in both Arabic and English, enhance learners' capacity to access, understand, and apply information from diverse sources?</i> <i>ii. How can reading comprehension skills be applied in real-world scenarios?</i> <i>iii. How can reading comprehension skills be used to interact appropriately in conversations? etc.</i>	learning planners for Weeks 9 and 10 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f and 3c - 3j). E.g. <i>a) Arabic</i> Week 9: <i>How does developing robust reading comprehension skills, including the ability to analyse and interpret texts in both Arabic and English, enhance learners' capacity to access, understand, and apply information from diverse sources? etc.</i>	

	<i>b)French Week 9:</i> <i>i. How would I guide learners to listen and identify expressions on “des activitésjournalières from an audio-visual text?”</i> <i>ii. What strategies can be employed to answer simple questions orally on “des activitésjournalières” ?</i> <i>iii.What strategies can be employed to answer complex questions on “des activitésjournalières” ? etc.</i> <i>c) Ghanaian languages Week 9:</i> <i>i. How can I explain the concept of adjective and its types to learners.</i> <i>ii. What are the classifications of verbs?</i> <i>iii. What strategies can be used to distinguish between the types verbs.</i> <i>d)Spanish Week 9:</i> <i>i. What prior knowledge do learners have that will help them understand Spanish descriptive adjectives? etc.</i>	<i>b) French Week 9:</i> <i>How would I guide learners to listen and identify expressions on “des activitésjournalières”? etc.</i> <i>c) Ghanaian languages Week 9:</i> <i>How can I explain the concept of adjective and its types to learners? etc.</i> <i>d)Spanish Week 9:</i> <i>What prior knowledge do learners have that will help them understand Spanish descriptive</i>	

	<i>ii. How does the knowledge of the differences between the verbs ser and estar apply in everyday Spanish communication?</i> <i>iii. In what ways can you be respectful when describing the physical and personality traits of others?</i> <i>a) Arabic</i> <i>Week 10:</i> <i>i. How can developing effective written communication skills, including the art of persuasive and informative writing, enable learners to convey ideas and engage in meaningful dialogue?</i> <i>ii. How can mastery of letter writing as a form of written communication be beneficial in the digital age?</i> <i>iii. How might technology be used to enhance my learning experience for Arabic composition? etc.</i> <i>b) French</i> <i>Week 10:</i> <i>i. How would I guide</i>	<i>adjectives? etc.</i> <i>a) Arabic</i> <i>Week 10:</i> <i>i. How can developing effective written communication skills, including the art of persuasive and informative writing, enable learners to convey ideas and engage in meaningful dialogue? etc.</i> <i>b) French</i> <i>Week 10:</i> <i>How would I guide</i>	

	<i>learners to write simple sentences on “des activitésjournalières”?</i> <i>ii. What expressions can be used to construct simple questions on “des activitésjournalières”?</i> <i>iii. What expressions can be used to write simple dialogue on “des activitésjournalières”?</i> etc. <i>c) Ghanaian language</i> Week 10: <i>i. How can I help learners to use nouns and pronouns to form sentences correctly?</i> <i>ii. How can the appropriate rules regarding the use of nouns in sentences be applied?</i> <i>iii. How can the appropriate rules regarding the use of pronouns be used to construct sentences, etc.</i> <i>d) Spanish</i> Week 10: <i>i. What is the best approach to teach the verbs ser and</i>	<i>learners to write simple sentences on “des activitésjournalières”?</i> etc. <i>c) Ghanaian language</i> Week 10: <i>How can I help learners to use nouns and pronouns to form sentences correctly?</i> etc. <i>d) Spanish</i> Week 10: <i>What is the best approach to teach the verbs ser and estar for</i>	

	<i>estar for all learners to benefit from the lesson? etc.</i> <i>ii. How does the knowledge of the differences between the verbs ser and estar apply in everyday Spanish communication?</i> <i>iii. What expression can be used to describe the physical and personality traits of others? etc.</i> 2.4Ask teachers to discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind teacher to refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 9</i> <i>i. Tasks:</i> عناصر الرسالة: كتابة عنوان المرسل في القسم العلوي الأيسر من الصفحة. كتابة عنوان المرسل إليه في الجزء العلوي الأيمن بالصفحة أسفل عنوان المرسل مباشرة. كتابة التاريخ أسفل عنوان المرسل مباشرة. محتوى الرسالة، ذكر الغرض من الرسالة مع الشرح والتفصيل خاتمة الرسالة مع الدعوات والأمنيات الطيبة للمرسل إليه	<i>all learners to benefit from the lesson? etc.</i> 2.4Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a)Arabic</i> <i>Week 9</i> <i>i. Task:</i> عناصر الرسالة: كتابة عنوان المرسل في القسم العلوي الأيسر من الصفحة. كتابة عنوان المرسل إليه في الجزء العلوي الأيمن بالصفحة أسفل عنوان المرسل مباشرة. كتابة التاريخ أسفل عنوان المرسل مباشرة. محتوى الرسالة، ذكر الغرض من الرسالة مع الشرح والتفصيل خاتمة الرسالة مع الدعوات والأمنيات الطيبة للمرسل إليه	

	اسم المرسل في أسفل اليسار مع توقيعه. ii. <i>Pedagogical Exemplars:</i> <i>Flexible-pace learning: Faster writing learners are given opportunity to complete extension tasks, while slow writing learners are allowed enough time to complete their exercise at a more comfortable pace in their assignment on formal and informal Arabic letter writing. The teacher could sit with students who require more writing support to work through the activity with them in a guided way. Higher ability writers can also be used to circulate the room to support those who need help, etc.</i> iii. <i>Key Assessment</i> <i>Assessment Level 1: Name four components and their positions on a friendly letter.</i> <i>Assessment Level 2: Write a letter to your father sharing your experience after three weeks in school.</i> <i>Assessment Level 3: Write a reply letter to your sister, in not less than 150 words,</i>	اسم المرسل في أسفل اليسار مع توقيعه. ii. <i>Pedagogical exemplars</i> <i>Flexible-pace learning: Faster writing learners are given opportunity to complete extension tasks, while slow writing learners are allowed enough time to complete their exercise at a more comfortable pace in their assignment on formal and informal Arabic letter writing, etc.</i> iii. <i>Key Assessment</i> <i>Assessment Level 1: Name four components and their positions on a friendly letter, etc.</i>	

	<i>stating at least three reasons why she should remain and work for her country, etc.</i> <i>b) French Week 9 Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions below for listening and speaking activities. Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Learn by using the language items: Learn by listening to and watching relevant situations. The teacher should pay attention to learners with poor language background and difficulties in the pronunciation of</i>	<i>b) French Week 9 Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions below for listening and speaking activities, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching relevant situations. The teacher should pay attention to learners with poor language background and difficulties in the</i>	

	<i>French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ● <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ● <i>À l'aide d'un support, faire écouter / visionner le document audio ou vidéo sur les activités journalières à plusieurs reprises</i> ● <i>Demander aux apprenants en groupes de repérer des mots et des expressions sur les activités journalières</i> ● <i>Faire identifier le type de texte : les acteurs, le nombre d'acteurs et les activités dans le document</i> ● <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes</i> ● <i>Faire une démonstration avec les répliques du texte/du dialogue (enseignant-</i>	<i>pronunciation of French words. Give them individual practice, etc.</i>	

	apprenant, apprenant- apprenant) ● <i>Faire participer les apprenants à un échange langagier (enseignant-apprenant, apprenant-apprenant, etc.</i> <i>NB: Exploiter implicitement quelques éléments linguistiques(exercices de grammaire et de vocabulaire). Le professeur peut aussi lire le texte aux apprenants.</i> iii. Key Assessment (DoK Levels) Évaluation Formative ● <i>Level 1 (Recall): Les apprenants repèrent les mots entendus/vus ou les expressions entendues/vues dans les documents audio/vidéo sur les activités journalières.</i> ● <i>Level 3 (Strategic Reasoning): Les apprenants répondent aux questions de compréhension ; questions à choix multiples, vrai ou faux, en se servant du texte audio/vidéo. Les apprenants</i>		
		iii. Key Assessment (DoK Levels) Évaluation Formative ● <i>Level 1 (Recall): Les apprenants repèrent les mots entendus/vus ou les expressions entendues/vues dans les documents audio/vidéo sur les activités journalières, etc.</i>	

	<i>remplissent un texte à trous sur les activités journalières.</i> • <i>Level 2 (Understanding): Les apprenants répondent aux questions simples et complexes sur les audios/vidéos portant sur les activités journalières, etc.</i> <i>Task 2 (Production et interaction orale)</i> ○ <i>Guide learners to identify and talk about their daily activities. Support the lesson by use of texts or photos illustrating daily routine with inscribed vocabulary that will help learners to communicate.</i> ○ <i>Ensure that learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Pedagogical Exemplars</i> ○ <i>Talk for Learning (building on what other people say):</i>		

	<i>Learn by speaking, by acting out (role play) situations and by simulating daily activities. The teacher should pay attention to learners with difficulties in the pronunciation of the French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Faire répondre à des questions simples ou complexes sur des activités journalières</i> ○ <i>Faire dramatiser un dialogue où l'on parle de ses activités journalières</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où les apprenants parlent de leurs activités journalières (jeux de rôles), etc.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques (Exercices de grammaire et de vocabulaire) sur les activités journalières.</i> <i>Key Assessment</i>		

	<i>(DoK Levels)</i> <i>Évaluation</i> <i>Formative</i> ○ <i>Level 3 (Strategic Reasoning):</i> ○ <i>Les apprenants répondent aux questions dirigées en se servant des textes ou des photos sur des activités journalières.</i> ○ <i>Level 2 (Understanding):</i> ○ <i>Les apprenants jouent en dialogue sur les activités journalières.</i> ○ <i>Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Les apprenants parlent de leurs activités journalières (monologue), etc.</i> <i>c) Ghanaian languages</i> <i>Week 9:</i> <i>i. Task 1</i> ● <i>Discuss the concept of verbs.</i> ● <i>Explain the types of verbs</i> ● <i>Discuss and classify the verbs below under transitive, intransitive and ditransitive.</i> <i>respect</i> <i>laugh</i> <i>cost</i> <i>sing</i> <i>read</i> <i>dance</i> <i>walk</i> <i>play</i>	<i>c) Ghanaian languages</i> <i>Week 9</i> <i>Task 1</i> <i>Discuss the concept of verbs, etc.</i>	

	<i>slap</i> <i>push</i> ● <i>Present your work to the class explaining the reason for putting the verbs under the categories, etc.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Group work/collaborative learning</i> ○ <i>Whole class discussion:</i> 1. <i>Lead learners to make a list of words that show action, state of being or occurrence and discuss them.</i> 2. <i>Probe further to let learners draw a link between the words they have listed and the types of verbs.</i> 3. <i>Use the activity to guide learners to discuss the meaning of verbs and the types by forming sentences with the list of words they have made.</i> 4. <i>Provide an explanation of essential terms such as 'verbs', 'transitive', 'intransitive', 'ditransitive' in order to build the foundational understanding of the lesson.</i>	<i>ii. Pedagogical Exemplars</i> <i>Group work/collaborative learning</i> <i>Whole class discussion:</i> <i>Lead learners to make a list of words that show action, state of being or occurrence and discuss them, etc.</i>	

	● Collaborative learning ○ Pair work 1. In mixed-gender or mixed-ability groups learners read the text below and identify the verbs in it. <i>The distance across the river was not more than fifty meters, but I would have liked to swim a kilometre or more, in deep, clear water. The place smelt of crocodiles.</i> <i>As I prepared to enter the river, I held my gun between my teeth, and with a prayer, slipped into the muddy water. I swam like a beginner. The current was not strong the water was moderately warm. But I was cold with fear, and seem to move rather slowly. chest hit against a mud-bank. I thought it was a crocodile, and in my confusion, the gun dropped from my mouth.</i> <i>I waded a few meters, then came into deep water again. Before I realized, I had reached the opposite bank. With feverish haste, I scrambled up to the hard ground. It was all over, but I had lost my</i>		

	<i>only weapon.</i> <i>Classify the verbs identified under transitive, intransitive and ditransitive.</i> <i>Use the verbs identified to form sentences.</i> <i>Present the responses to the rest of the class for discussion, etc.</i> <i>iii. Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>Explain the concept verbs and state the types.</i> ○ <i>Explain the types given above.</i> ○ <i>Give five examples of verbs under each of the types.</i> ● <i>Level 2 Assessment: Skill building</i> ○ <i>Use at least one of the examples under each type of verb to form simple sentences.</i> ○ <i>Select any two of the examples under each type and use them to form compound sentences.</i> ○ <i>Select a passage of 500 words on any of these themes; cultural values (discipline, integrity, etc.), STEM, Energy efficiency, GESI, etc.</i>		
		<i>iii. Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>Explain the concept verbs and state the types.</i> ○ <i>Explain the types given above.</i> ○ <i>Give five examples of verbs under each of the types, etc.</i>	

	<i>Read the passage and identify twenty verbs in it. Classify the verbs under the types.</i> ○ <i>Analyse the effect of the verbs identified on the text (Formality? Persuasiveness? Impact? etc.), etc.</i> <i>Task2</i> ● <i>Define adverbs and give the types.</i> ● <i>Explain the types of adverbs and give five examples under each of the types.</i> ● <i>Use any two examples under each of the types to form simple sentences.</i> ● <i>Classify these adverbs under the types you have learned and state why you put the adverbs under the categories.</i> <i>quickly</i> <i>nicely</i> <i>slowly</i> <i>yesterday</i> <i>never</i> <i>never</i> <i>annually</i> <i>precisely</i> <i>extremely</i> <i>last week, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Group work/collaborative learning</i>		

	○ <i>Whole class discussion:</i> 1. <i>Lead learners in a whole class discussion, to watch a video or describe a picture and list some words that are used to describe actions, state of being and occurrences.</i> 2. <i>Probe further to lead learners to draw a link between the adverbs and the types adverbs.</i> 3. <i>Use the activity to guide learners to discuss the meaning of adverbs and explain its types in their own words.</i> 4. <i>Provide an explanation of essential terms such as 'adverbs', 'Adverb of manner' 'Adverb of place', Adverb of time,' 'Adverb of intensity', 'Adverb of purpose/reason', etc.</i> ● <i>Collaborative learning</i> ○ <i>Pair work:</i> 1. <i>In mixed gender or ability pairs, learners form sentences with the adverbs they identified and present their sentences to the whole class.</i> 2. <i>Based on the sentences presented, learners group the</i>		

	<i>adverbs into types: place, manner, frequency, reason/purpose, time etc.</i> 3. <i>In mixed-gender/mixed-ability groups, learners read a text of about two hundred words and identify the adverbs in it.</i> 4. <i>Learners classify the adverbs identified under place, manner, frequency, reason/purpose, time etc.</i> 5. <i>Use the adverbs identified to form sentences.</i> 6. <i>Present the responses to the rest of the class for discussion, etc.</i> <i>iii. Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>Explain adverbs and give the types.</i> ○ <i>Explain the types given and give examples</i> ● <i>Level 2 Assessment: Skill Building</i> ○ <i>Read the passage below and identify all the adverbs in it.</i> <i>The teaching of Agricultural Science in schools in this country has aroused interest in the subject tremendously. Some</i>		

	students pursue further courses in agriculture while others become farmers after leaving secondary school. It is expected that with the increase in the number of literate farmers who can read and understand written instruction properly, new farming methods will be adopted more readily. This will result in increased food production. The government's establishment and support of agricultural research and extension service is aimed at increasing agricultural production. Agricultural scientist studies the problems of farmers in Ghana. The knowledge gained is passed on to the farmers through agricultural extension officers who, in turn, bring back to the scientist information about the enormous problems of the farmers. In order to encourage farmers to produce more, banks have been established in the farming areas, and encouraged to grant loans on reasonable terms to farmers, at the same time, farmers are being encouraged to form co-operatives so		

	<i>that they can pool their resources together and raise the needed capital to really work with.</i> ○ <i>Classify the adverbs identified under adverbs of time, manner, frequency, reason, intensity.</i> ○ <i>Select any five of the adverbs identified under any of the types to form compound sentences.</i> <i>d)Spanish</i> <i>Week 9</i> <i>i. Task/Tarea:</i> <i>Describe a un miembro de su familia destacando el aspecto físico y también la personalidad de este pariente delante de la clase o en grupos pequeños, etc.</i> <i>ii. Pedagogical</i> <i>Exemplars:</i> • <i>Experiential learning:</i> <i>Rompehielos (icebreaker)</i> <i>El profesor/la profesora muestra fotos de dos personas y pregunta a los/las aprendices cómo son (aspecto físico ej. altos, bajos, gordos o pequeñas).</i> • <i>Initiatingtalkforlearning</i>		
		<i>d) Spanish</i> <i>Week 9</i> <i>i. Task/Tarea:</i> <i>Describe a un miembro de su familia destacando el aspecto físico y también la personalidad de este pariente delante de la clase o en grupos pequeños, etc.</i> <i>ii. Pedagogical</i> <i>Exemplars:</i> <i>Experiential learning:</i> <i>Rompehielos (icebreaker)</i> <i>El profesor/la profesora muestra fotos de dos personas y pregunta a los/las aprendices cómo son (aspecto físico ej. altos, bajos, gordos o pequeñas), etc.</i>	

	○ <i>Lee un texto auténtico sobre descripción de una persona. Este texto debe destacar descripciones físicas y de carácter.</i> ○ <i>El profesor puede trabajar la comprensión lectora, pronunciación y vocabulario basada en el texto elegido.</i> ○ <i>Luego, da ejemplos de otros adjetivos que se pueden usar para describir a una persona (aspecto físico y personalidad).</i> <i>¡OJO! Fíjate en la concordancia entre adjetivos, artículos y sustantivos. (Learners would benefit from the opportunity to complete a ‘correct the errors’ focusing on correct conjugation of ser and adjective agreement.</i> <i>iii. Key Assessment DoK Levels Level 1: Expresión oral Contesta a la pregunta: ¿Cómo es tu madre? (Personalidad) Level 2 Expresión oral Presentaciones en clase</i> ● <i>Cada aprendiz tiene</i>		
		<i>iii. Key Assessment DoK Levels Level 1: Expresión oral Contesta a la pregunta: ¿Cómo es tu madre? (Personalidad), etc.</i>	

	<i>que describir a un miembro de su familia destacando el aspecto físico y también la personalidad de este pariente delante de la clase o en pequeños grupos.</i> ● <i>Teachers can create a rubric for the oral presentations for peer assessment, etc.</i> <i>a) Arabic</i> <i>Week 10:</i> <i>i. Task:</i> <i>ترجم الكلمات التي تحتها</i> <i>.خط إلى اللغة الإنجليزية</i> <i>ترجم النص بأكمله إلى اللغة</i> <i>الإنجليزية.</i> <i>ii. Pedagogical Exemplars</i> <i>Question-Answer relationship</i> <i>strategy:Learners engage in an interpretation group contest. They are placed in mixed ability groups to prepare for a contest against other groups, by selecting a member at a time to read and pick a word from a text, for other members to translate/interpret, as a rehearsal for the contest. Groups then compete against each other and allow for full participation of all</i>	<i>a) Arabic</i> <i>Week 10:</i> <i>i. Task:</i> <i>ترجم الكلمات التي تحتها</i> <i>.خط إلى اللغة الإنجليزية</i> <i>ترجم النص بأكمله إلى اللغة</i> <i>الإنجليزية.</i> <i>ii. Pedagogical Exemplars</i> <i>Question-Answer relationship</i> <i>strategy:Learners engage in an interpretation group contest. They are placed in mixed ability groups to prepare for a contest against other groups, by selecting a member at a time to read and pick a word from a text, for other members to translate/interpret, as a rehearsal for the contest, etc</i>	

	<i>members in the translation/interpretation competition. In this exercise the words are read out in English/Arabic language and their equivalents are provided in Arabic/English language.</i> <i>iii. Key assessment Assessment Level 1: Give the denotative meanings of the underlined Arabic words as you know them and then give their English equivalents. Assessment Level 2: Translate a given 10 sentences from a given text into English, and then translate them back using the dictionary, then compare versions and discuss why there are differences.</i> <i>b) French Week 10 i. Task 1 (Compréhension des écrits) Engage learners in reading activities where they are provided with different types of texts on daily activities. Provide written texts where groups of learners work together and talk</i>	<i>iii. Key assessment Assessment Level 1: Give the denotative meanings of the underlined Arabic words as you know them and then give their English equivalents, etc.</i> <i>b) French Week 10 i. Task 1 (Compréhension des écrits) Engage learners in reading activities where they are provided with different types of texts on daily activities, etc.</i>	

	<i>about their daily routines (you may support the texts with photos or images or illustrations).</i> <i>Ensure that learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners will be required to read texts in groups and answer comprehension questions on daily activities. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i>	<i>ii. Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks, etc.</i>	

	○ <i>Faire découvrir le texte sur les activités journalières (type, source, etc.) pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités (questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes)</i> ○ <i>Faire démontrer la compréhension par des activités de questionnement (simple ou complexe) et de repérage</i> <i>Note: Exploiter implicitement quelques</i>		

	<i>éléments linguistiques (exercices de grammaire et de vocabulaire.</i> <i>iii. Key Assessment (DoK Levels) Évaluation Formative Level 2 (Understanding): Demander aux apprenants de lire un texte et d'identifier des activités journalières. Level 3 (Strategic Reasoning): Demander aux apprenants de lire/présenter leurs activités journalières</i> <i>Task 2 (Production et interaction écrite)</i> <i>○ Engage learners in writing activities where they are guided to write different types of texts on their daily activities.</i> <i>○ Ensure that learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Pedagogical Exemplars</i> <i>○ Group work/Collaborative learning: It is a</i>	<i>iii. Key Assessment (DoK Levels) Évaluation Formative Level 2 (Understanding): Demander aux apprenants de lire un texte et d'identifier des activités journalières, etc.</i>	

	<i>central element of learning to have learners work together in groups on activities or learning tasks. Learners will be required to compose texts in groups on daily activities. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes de deux ou trois pour faire une rédaction</i> ○ <i>Demander aux apprenants d'écrire une lettre, un texto, un message WhatsApp ou une carte postale, etc. où l'on parle de ses activités journalières, etc.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 2 (Understanding): Demander aux apprenants d'écrire</i>		

	<i>un simple texte pour présenter, en phrases isolées, leurs activités journalières, etc.</i> <i>c) Ghanaian languages Week 10</i> <i>i. Task</i> ● <i>Define nouns and give at least ten examples.</i> ● <i>Explain the term pronouns and give at least ten examples.</i> ● <i>Select any three of the examples given under each type and use them to form compound sentences, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Initiating Talk for Learning</i> ○ <i>Whole class: Teacher leads learners to discuss the rules governing the use of nouns and pronouns in sentences.</i> ● <i>Collaborative learning</i> ○ <i>Modelling the use of the rules Teacher gives examples of sentences using nouns and pronouns considering the rules of writing sentences using nouns and pronouns.</i> ○ <i>Group work (Pair</i>	<i>c)Ghanaian languages Week 10</i> <i>i. Task</i> ● <i>Define nouns and give at least ten examples.</i> ● <i>Explain the term pronouns and give at least ten examples, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Initiating Talk for Learning</i> ○ <i>Whole class: Teacher leads learners to discuss the rules governing the use of nouns and pronouns in sentences, etc.</i>	

	work): <i>Learners (in pairs):</i> 1. <i>Form sentences considering the rules of writing using nouns and pronouns.</i> 2. <i>Study the structure of the sentences carefully.</i> ○ <i>Whole class</i> <i>Present their observations on the structure of the sentences.</i> <i>iii. Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>Define nouns and pronouns.</i> ○ <i>Give ten examples each of nouns and pronouns.</i> ○ <i>Use any three of the examples given to form compound sentences.</i> ● <i>Level 3: Strategic reasoning</i> ○ <i>In pairs, learners read a passage and discuss it.</i> ○ <i>Based on the rules that they have learned; the pairs critique the passage to bring out the errors that they see in the passage. Each group makes a presentation for</i>		

	<i>discussion, etc.</i> <i>Note: The teacher should provide a short passage with errors in the usage of the nouns and pronouns in most of the sentences.</i> d) Spanish Week 10: i. Task/Tarea: <i>Describe a un miembro de su familia destacando el aspecto físico y también la personalidad de este pariente delante de la clase o en grupos pequeños, etc.</i> ii. Pedagogical Exemplars: • <i>Experiential learning: Rompehielos (icebreaker) El profesor/la profesora muestra fotos de dos personas y pregunta a los/las aprendices cómo son (aspecto físico ej. altos, bajos, gordos o pequeñas).</i> • <i>Initiating talk for learning</i> ○ <i>Lee un texto auténtico sobre descripción de una persona. Este texto debe destacar descripciones físicas y de carácter.</i> ○ <i>El profesor puede trabajar la</i>	d) Spanish Week 10: i. Task/Tarea: <i>Describe a un miembro de su familia destacando el aspecto físico y también la personalidad de este pariente delante de la clase o en grupos pequeños, etc.</i> ii. Pedagogical Exemplars: • <i>Experiential learning: Rompehielos (icebreaker) El profesor/la profesora muestra fotos de dos personas y pregunta a los/las aprendices cómo son (aspecto físico ej. altos, bajos, gordos o pequeñas), etc.</i>	

	<i>compresión lectora, pronunciación y vocabulario basada en el texto elegido.</i> ○ <i>Luego, da ejemplos de otros adjetivos que se pueden usar para describir a una persona (aspecto físico y personalidad).</i> <i>¡OJO! Fíjate en la concordancia entre adjetivos, artículos y sustantivos.</i> <i>(Learners would benefit from the opportunity to complete a ‘correct the errors’ focusing on correct conjugation of ser and adjective agreement, etc.</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Level 1:</i> <i>Expresión oral</i> <i>Contesta a la pregunta: ¿Cómo es tu madre?</i> <i>(Personalidad), etc.</i> <i>Level 2:</i> <i>Expresión oral</i> <i>Presentaciones en clase</i> ● <i>Cada aprendiz tiene que describir a un miembro de su familia destacando el aspecto físico y también la personalidad de este pariente delante de la clase o en</i>		
		<i>iii. Key Assessment (DoK Level)</i> <i>Level 1:</i> <i>Expresión oral</i> <i>Contesta a la pregunta: ¿Cómo es tu madre?</i> <i>(Personalidad), etc</i>	

	<i>pequeños grupos.</i> ● <i>Teachers can create a rubric for the oral presentations for peer assessment, etc.</i>		
	2.5 Ask teachers in their various language groups (where applicable) to complete the learning plan for Weeks 9 and 10 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	2.5 In your language group, complete the learning plan for Weeks 9 and 10 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	

3. Peer-review of learning plans. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Ask teachers to exchange their learning plans for Weeks 9 and 10 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a)Appropriateness of essential questions</i> <i>b)Differentiated pedagogies and assessment</i> <i>c)Alignment between the teacher manual and learning plans</i> <i>d)Innovativeness of pedagogical choices</i> <i>e)Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f)Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	3.1 Exchange your learning plans for Weeks 9 and 10 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a)Appropriateness of essential questions</i> <i>b)Differentiated pedagogies and assessment</i> <i>c)Alignment between the teacher manual and learning plans</i> <i>d)Innovativeness of pedagogical choices</i> <i>e)Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f)Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 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 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance notes on leading the session. <i>What the PLC Coordinator will have to say during each stage of the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on the DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 11 and 12 sub-strands of;	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding	60 mins

and national values (2 learning planners to be completed per session)	a) <i>Arabic: Composition (Translation II & II) and culturally appropriate speaking</i> b) <i>French: Discuter des événements sociaux et de la vie professionnelle.</i> c) <i>Ghanaian languages: Construction of meaningful sentences (using adjectives, verbs and adverbs)</i> d) <i>Spanish: Estado de ánimo (estar) y La familia en Ghana/ en el mundo hispano</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 11 and 12 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 11 and 12 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars,	of Weeks 11 and 12 sub-strands of; a) <i>Arabic: Composition (Translation II & II) and culturally appropriate speaking</i> b) <i>French: Discuter des événements sociaux et de la vie professionnelle.</i> c) <i>Ghanaian languages: Construction of meaningful sentences (using adjectives, verbs and adverbs)</i> d) <i>Spanish: Estado de ánimo (estar) y La familia en Ghana/ en el mundo hispano</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 11 and 12 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 11 and 12 learning plans taking into consideration the content standard (CS), LOs, LIs,	

	resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 11 and 12 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 11 and 12 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 11 and 12 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 11 and 12 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment	pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 11 and 12 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 11 and 12 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 11 and 12 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks 11 and 12 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. In your various language groups, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the	

	strategies in the learning planners for Weeks 11 and 12 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f and 3c - 3j). Note: Remind teacher to refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 11:</i> <i>i. How will I guide learners to identify the importance of cultural awareness in translation?</i> <i>ii. What are the ICT tools that can be used in translating from Arabic to English?</i> <i>iii. What are the ICT tools that can be used in translating from Arabic to English? etc.</i> <i>b) French</i> <i>Week 11:</i> <i>i. How would I guide learners to identify expressions on “des événements sociaux” from a given audio-visual text?</i> <i>ii. What strategies can be used to answer orally simple questions on “des événements sociaux”</i>	learning planners for Weeks 11 and 12 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f and 3c - 3j). Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 11:</i> <i>How will I guide learners to identify the importance of cultural awareness in translation? etc.</i> <i>b) French</i> <i>Week 11:</i> <i>How would I guide learners to identify expressions on “des événements sociaux” from a given audio-visual text? etc.</i>	

	<i>from a given audio-visual text?</i> iii. <i>What strategies can be used to answer complex questions in writing on “des événements sociaux” from a given audio-visual text? etc.</i> c) <i>Ghanaian languages</i> Week 11: i. <i>How would I help learners to use nouns and pronouns to form sentences correctly?</i> ii. <i>How can appropriate rules regarding the use of adjectives be applied to construct sentences.</i> iii. <i>How can pronouns be identified in sentences?</i> d) <i>Spanish</i> Week 11: i. <i>How can I integrate technology into the lesson to enhance learners understanding of expressing their emotions in Spanish?</i> ii. <i>How does knowledge of one’s emotions help in fostering interpersonal relationships?</i> iii. <i>How does the knowledge of <i>estar</i> be used to express emotions in Spanish.</i> a) <i>Arabic</i> Week 12: i. <i>How will I guide learners to identify sentence structure in both languages?</i> ii. <i>How can ICT tools be</i>	c) <i>Ghanaian languages</i> Week 11: <i>How would I help learners to use nouns and pronouns to form sentences correctly?</i> d) <i>Spanish</i> Week 11: <i>How can I integrate technology into the lesson to enhance learners understanding of expressing their emotions in Spanish? etc.</i> a) <i>Arabic</i> Week 12: i. <i>How will I guide learners to identify sentence structure in both languages, etc.</i>	

	<i>used in teaching sentence structure in translation?</i> <i>iii. How can real-world scenarios be used to analyse sentence structure in both source and target languages? etc.</i> <i>b) French</i> <i>Week 12:</i> <i>i. How would I guide learners to answer simple comprehension questions on : la vie professionnelle" from an audio-visual text?</i> <i>ii. What are the expressions that can be used to express "la vie professionnelle"?</i> <i>iii. What are the expressions that can be used to express to read and write dialogues on : "la vie professionnelle" from an audio-visual text?" etc.</i> <i>c) Ghanaian language</i> <i>Week 12</i> <i>i. How can I explain the rules regarding the use of verbs and adverbs in sentences to learners?</i> <i>ii. What are the rules regarding the use of verbs and adverbs in sentences?</i> <i>iii. How can the rules of verbs and adverb be applied in the construction of correct sentences?</i>	<i>b) French</i> <i>Week 12:</i> <i>How would I guide learners to answer simple comprehension questions on: la vie professionnelle" from an audio-visual text? etc.</i> <i>c) Ghanaian language</i> <i>Week 12:</i> <i>How can I explain the rules regarding the use of verbs and adverbs in sentences to learners? etc.</i>	

	<i>d)Spanish</i> <i>Week 12:</i> <i>i.How can I create a positive and engaging learning environment that fosters learners’ curiosity and creativity on family activities?</i> <i>ii.What are some activities that family members do that reflect culture?</i> <i>iii.What expressions can be used to communicate effectively and share ideas on the topic “las tradicionesfamiliares”?</i> <i>etc.</i> 2.4Ask teachers to discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind teacher to refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 11</i> Task: ترجم الكلمات التي تحتها خط إلى اللغة الإنجليزية. ترجم النص بأكمله إلى اللغة الإنجليزية <i>etc.</i> <i>ii. Pedagogical exemplars:</i> <i>Whole-class teacher input:At the beginning of</i>	<i>d)Spanish</i> <i>Week 12:</i> <i>How can I create a positive and engaging learning environment that fosters learners’ curiosity and creativity on family activities?etc.</i> 2.4Discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a)Arabic</i> <i>Week 11</i> i. Task: ترجم الكلمات التي تحتها خط إلى اللغة الإنجليزية. ترجم النص بأكمله إلى اللغة الإنجليزية <i>etc.</i> <i>ii. Pedagogical exemplars:</i> <i>Whole-class teacher</i>	

	<i>the session the teacher should introduce connotation as distinct from denotation. The teacher can do this by putting an image on the board and asking learners 'what does this make you think of?' From here the teacher can explain that connotative meaning is what is associated with the word / image and not its primary meaning, etc.</i> <i>iii. Key assessment Assessment Level 1: Give the connotative meanings of the underlined English words as you know them and then give their Arabic equivalents. Assessment Level 2: Translate a given 10 English sentences from a given text, and then back translate them using google translate, then compare original versions to the translated one, and discuss why there are differences. Assessment Level 3: Form ten English sentences using some of the words in their connotative meanings, then translate them into Arabic, etc.</i>	<i>input: At the beginning of the session the teacher should introduce connotation as distinct from denotation, etc.</i> <i>iii. Key assessment Assessment Level 1: Give the connotative meanings of the underlined English words as you know them and then give their Arabic equivalents, etc.</i>	
	<i>b) French Week 11 i. Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video</i>	<i>b) French Week 11 i. Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video</i>	

	<i>materials that contain the words and expressions about social events for listening and speaking activities.</i> <i>Ensure that the learners develop the following competencies during the lesson delivery: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>ii. Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations of social events such as traditional festivals, marriage ceremonies, etc. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice and mixed-ability group practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur les événements sociaux et les fêtes traditionnelles</i>	<i>materials that contain the words and expressions about social events for listening and speaking activities, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations of social events such as traditional festivals, marriage ceremonies, etc. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice and mixed-ability group practice. The teacher can follow the steps below:</i> <i>Exemplars</i> <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou</i>	

	○ <i>Faire repérer des mots entendus et des expressions entendues sur les évènements sociaux et les fêtes traditionnelles</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant - apprenant)</i> <i>Note: Exploiter implicitement quelques éléments linguistiques</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter l'audio/visionner la</i>	<i>vidéo sur les évènements sociaux et les fêtes traditionnelles, etc.</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter l'audio/visionner la</i>	

	<i>vidéo et repérer des mots et des expressions des évènement sociaux</i> <i>Level 2</i> <i>(Understanding):</i> <i>Écouter et répondre aux questions de compréhension (questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes, etc.) sur une audio portant sur des évènements sociaux</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to identify and discuss some social events. Support this task with pictures and images. Ensure that learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Pedagogical Exemplars</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating family discussions. The teacher should pay attention to learners with difficulties in the pronunciation of French words, and give</i>	<i>vidéo et repérer des mots et des expressions des évènement sociaux, etc.</i>	

	<i>them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes quelques événements sociaux</i> ○ <i>Faire répondre à des questions simples ou complexes sur les événements sociaux</i> <i>d) Faire dramatiser un dialogue où l'on parle des événements sociaux</i> <i>e) Faire un micro-trottoir (jeux de rôles)</i> <i>f) Faire jouer une scène où l'on parle des événements sociaux (jeux de rôles), par exemple : Lequel est plus important ; le baptême ou la cérémonie de sortie de l'enfant?</i> <i>NB: Exploiter implicitement quelques éléments linguistiques liés aux événements sociaux.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 4 (Critical Thinking and Reasoning) :</i> ○ <i>Mettre les apprenants en groupes et dans des situations de communication pour parler des événements sociaux</i>		

	<i>en dramatisant</i> ○ <i>Interviewer les gens sur un événement préféré de l'école</i> ○ <i>Demander aux apprenants de décrire comment ils se préparent pour le Noël</i> <i>Task 3 (Compréhension des écrits)</i> <i>Engage learners in reading activities where they are provided with different types of texts on social events. Provide written texts where groups of learners work together and talk about some social events (you may support the texts with photos, images or illustrations).</i> <i>Ensure that learners develop the following competencies during the lesson delivery: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. The learners should be required to read texts in groups and answer comprehension questions on social events. This</i>		

	<i>encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Faire découvrir le texte sur les événements sociaux (type, source, etc.) pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités (questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes)</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur les événements sociaux.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2: Understanding</i> <i>En groupes, distribuer aux apprenants des textes sur un événement social et donner des questions à trous à remplir</i> <i>Note: Varier les types d'exercices selon les niveaux des apprenants</i>		

	<i>Level 4 (Critical Thinking and Reasoning):</i> <i>Préserver des questions ouvertes sur le texte portant sur les événements sociaux : les apprenants devront répondre à ces questions.</i> <i>Task 4 (Production et interaction écrite)</i> <i>Engage learners in writing activities where they are guided to write different types of texts on social events. Set communicative tasks where learners write texts that describe some social events. For example, send a WhatsApp message, an email or a postcard to a new friend about a social event you attended recently. Guide learners to compose a simple text on some social events. Ensure that the learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Pedagogical Exemplars</i> <i>Project-based Learning:</i> <i>Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended</i>		

	<i>period. It requires them to research and respond to a question or a problem. For example: using the internet; conducting interviews.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes pour produire un texte sur les évènements sociaux</i> ○ <i>Faire écrire une lettre, un texte, un message WhatsApp, où l'on parle des évènements sociaux</i> <i>NB: Exploiter implicitement quelques éléments linguistiques sur les évènements sociaux</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall and Reproduction):</i> <i>À l'aide des questions, les apprenants écrivent un texte sur un évènement social donné.</i> <i>Level 3 (Strategic Reasoning):</i> <i>Faire les apprenants écrire une rédaction sur un évènement social</i>		

	<i>préfére</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire une lettre, un texte, un message WhatsApp ou une carte postale, etc.</i> <i>pour inviter un(e) ami(e) à ton anniversaire</i> <i>Demanderaux apprenants d'écrire une rédaction sur les activités pour la préparation d'une fête, par exemple le Noël, etc.</i> c) <i>Ghanaian languages</i> <i>Week 11</i> i. <i>Task</i> ● <i>Give at least ten examples of adjectives.</i> ● <i>Use at least five of the adjectives to form simple sentences and at least another five to form compound sentences considering the rules that govern the use of adjectives in sentences in your language.</i> ● <i>Read a short passage and identify the adjectives in the passage. (Teachers should provide the passage)</i> ● <i>Use the adjectives identified to form complex sentences, considering the rules that govern the use of</i>	c) <i>Ghanaian languages</i> <i>Week 11</i> i. <i>Task</i> <i>Give at least ten examples of adjectives, etc.</i>	

	<i>adjectives in sentences in your language, etc.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Group work/collaborative learning</i> ○ <i>Whole class</i> <i>Teacher leads learners to discuss the rules governing the use of adjectives in sentences.</i> ○ <i>Pair work</i> 1. <i>Teacher gives some adjectives of varying length and complexity/familiarity.</i> 2. <i>Learners form sentences using the adjectives.</i> 3. <i>Study and discuss the structure of the sentences carefully.</i> 4. <i>Present their observations.</i> <i>iii. Key Assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall Give at least ten examples of adjectives.</i> ● <i>Use at least five of the adjectives to form the following sentence types: Simple Compound Complex</i> ● <i>State the rules governing the use of adjectives in sentences in your language.</i> ● <i>Read a passage and discuss it. Based on the rules learnt, indicate all the errors that you see in</i>	<i>ii. Pedagogical Exemplars</i> <i>Group work/collaborative learning</i> <i>Whole class</i> <i>Teacher leads learners to discuss the rules governing the use of adjectives in sentences, etc.</i> <i>iii. Key Assessment</i> <i>Level 1 Assessment: Reproduction/Recall Give at least ten examples of adjectives, etc.</i>	

	<i>the passage. (The teacher should provide a short passage with errors in the usage of the adjectives in most of the sentences), etc.</i> d) <i>Spanish Week 11 i. Tarea/task: En grupos de dos o tres, pregunta a tus compañeros/compañeras sobre su estado de ánimo, etc.</i> ii. <i>Pedagogical Exemplars</i> • <i>Initiating talk for learning: Aquí, el profesor o la profesora muestra emojis o imágenes que demuestran estados de ánimos y pregunta a los/las aprendices cómo están las personas.</i> ○ <i>Expresión clave ¿Cómo estás? / ¿Cómo está?</i> ○ <i>Retroalimentación :El profesor o la profesora debe repasar el uso de estar para fomentar la comprensión de este verbo. Puede repasar cuando se usa el verbo ser también.</i> ○ <i>Estar</i> 1. <i>Indicar lugar</i>	c) <i>Spanish Week 11 i. Tarea/task: En grupos de dos o tres, pregunta a tus compañeros/compañeras sobre su estado de ánimo, etc.</i> ii. <i>Pedagogical Exemplars Initiating talk for learning: Aquí, el profesor o la profesora muestra emojis o imágenes que demuestran estados de ánimos y pregunta a los/las aprendices cómo están las personas, etc.</i>	

	<i>Ejemplo; él está en Ghana- he is in Ghana.</i> 2. Para expresar estado de ánimo. <i>Ejemplo; ella está bien- she is doing well, etc.</i>			
	iii. Key Assessment (DoK levels): Level 1 Expresión oral Contesta a la pregunta. Usa un mínimo de dos adjetivos: ¿Cómo estás? Level 2 En grupos de dos o tres, pregunta a tus compañeros/compañeras sobre su estado de ánimo y apunta sus respuestas. (Learners could extend answers with a connective or ask ‘porque?’. Example: A: ¿Cómo estás? B: Estoy contento/a A: ¿Por qué? B: Porque estoy orgulloso/a (de mi trabajo), etc.	iii. Key Assessment (DoK levels): Level 1 Expresión oral Contesta a la pregunta. Usa un mínimo de dos adjetivos: ¿Cómo estás?, etc.		
	a) Arabic Week 12 Task: عَبَّرَ شَفْوِيًّا بِالتَّعْبِيرِ الْمُنَاسِبِ وَالْكَلَامِ الْمَفِيدِ فِي سِيَاقِهِ فِي مَحِيطِ حَيَاتِكَ الْيَوْمِيَّةِ، مِثْلَ مَنَاسِبَاتِ الْوَفَاةِ وَالتَّعَازِي. أَحْسَنَ اللَّهُ عَزَاءَكُمْ وَغَفَرَ لِمَيْتِكُمْ إِنَّ لِلَّهِ مَا أَخَذَ، وَلَهُ مَا أُعْطِيَ، وَكُلُّ عِنْدَهُ بِأَجَلٍ مُّسَمًّى، فَلْتَصْبِرْ وَلْتَحْتَسِبْ ز	a) Arabic Week 12 i. Task: فَوَيْلٌ لِّأُمِّ الْيَتَامَى الَّتِي تَهْلِكُ بِإِسْرَافِهَا رِيبَ غُلَبِهَا فَنُشِرَ عَمَّا كَانَتْ تَكْتُمُ مِنْ حِطِّي حَمِيْفٍ هَوَايَا سِيَرِهَا يَزَاعِثُهَا فَوَلَاةٌ أَفْهَلُ أَتَابَسَ أَنْ مَلَّ ثَمَلْتُ مَلَّكْتُ يَمْلِكُ رَفْغُومُ كَذَّابٌ عَمَلٌ لَّانَ سَحَابٌ يَطْعُ أُمُّ قَيْسٍ، دَخَّ أُمُّ لَيْلَى نَبَسَتْ قَيْسٌ وَبَصُرَتْ، يَمْنَانٌ لَّيْلَى مِنْ قَيْسٍ		

	<i>ii. Pedagogical Exemplars</i> <i>Think-pair share</i> <i>activities, Role-play</i> <i>Learners are organised</i> <i>for a simulation of a</i> <i>funeral scene. The scene</i> <i>shall comprise a bereaved</i> <i>family, mourners, and</i> <i>consoling visitors</i> <i>expressing condolences to</i> <i>the bereaved. Roles can</i> <i>be assigned to learners</i> <i>according to their</i> <i>conversational abilities.</i> <i>Provide opportunities to</i> <i>your more kinesthetic</i> <i>learners by asking them</i> <i>to get up and move</i> <i>around by role-playing a</i> <i>scenario. To encourage</i> <i>more spontaneous</i> <i>speech, ask them to work</i> <i>without pen and paper.</i> <i>Students could record</i> <i>their participation and</i> <i>performances (acts and</i> <i>utterances) on paper and</i> <i>present it in class.</i> <i>Showing empathy and</i> <i>cooperation as mixed-</i> <i>ability group of learners</i> <i>gives high cognitive</i> <i>ability learners a platform</i> <i>to tell their observations,</i> <i>while it gives low</i> <i>cognitive abilities a way</i> <i>of collaborating with and</i> <i>learning from their peers.</i> <i>iii. Key Assessment</i> <i>Assessment Level 1:Give</i> <i>three appropriate</i> <i>examples of expressions</i> <i>of condolences to a</i> <i>bereaved family/ or</i>	<i>ii. Pedagogical Exemplar</i> <i>Think-pair share</i> <i>activities, Role-play</i> <i>Learners are organised</i> <i>for a simulation of a</i> <i>funeral scene. The scene</i> <i>shall comprise a</i> <i>bereaved family,</i> <i>mourners, and consoling</i> <i>visitors expressing</i> <i>condolences to the</i> <i>bereaved. Roles can be</i> <i>assigned to learners</i> <i>according to their</i> <i>conversational abilities,</i> <i>etc.</i> <i>iii. Key Assessment</i> <i>Assessment Level</i> <i>1:Give three</i> <i>appropriate examples</i> <i>of expressions of</i> <i>condolences to a</i>	

	<i>appropriate expressions of consolation to someone who lost a business or property.</i> <i>Assessment Level 2:</i> <i>Analyse three appropriate culturally specific expressions for specific occasion, location and context, and give one reason each for their content, etc.</i> <i>b) French</i> <i>Week 12</i> <i>i. Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions of world of work suggested below for listening and speaking activities.</i> <i>During the delivery of the lesson, ensure that learners develop the following competencies: communication, collaboration, understanding of oneself and tolerance, life-long learning, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on the world of work. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the</i>	<i>bereaved family/ or appropriate expressions of consolation to someone who lost a business or property, etc.</i> <i>b) French</i> <i>Week 12</i> <i>i. Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions of world of work suggested below for listening and speaking activities, etc.</i> <i>ii. Pedagogical Exemplar</i> <i>Learn by using the language items: Learn by listening to and watching simulations on the world of work. The teacher should pay attention to learners with difficulties in the pronunciation of</i>	

	<i>steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur la vie professionnelle</i> ○ <i>Faire repérer des mots entendus et des expressions entendues sur la vie professionnelle</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités :questions à choixmultiple, vraioufaux, exerciced'appariement, questionsouvertes</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant-</i>	<i>French words and give them individual practice. The teacher can follow the stepsbelow:</i> <i>Exemplars</i> <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur la vie professionnelle, etc.</i>	

	<i>apprenant), etc.</i> <i>NB: Exploiter implicitement quelques éléments linguistiques</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter et repérer des mots dans une audio ou vidéo sur la vie professionnelle</i> <i>Level 2 (Understanding):</i> <i>Écouter et répondre aux questions de compréhension sur la vie professionnelle</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to talk about different types of professions/careers and the ones they would prefer to embark on in future. Use images/photos/illustrations of different professions/careers and guide learners to describe them orally.</i> <i>During the lesson delivery, ensure that the learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Pedagogical Exemplars</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and</i>	<i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter et repérer des mots dans une audio ou vidéo sur la vie professionnelle, etc.</i>	

	<i>by simulating different professions. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes quelques professions/métiers</i> ○ <i>Faire répondre à des questions simples ou complexes sur la vie professionnelle</i> ○ <i>Faire dramatiser un dialogue où l'on parle de la vie professionnelle</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute des professions (jeux de rôles) : par exemple, profession agricole, commerciale, médicale, artisanale, de la magistrature, de l'enseignement, du bâtiment, de l'industrie, du commerce ...</i> <i>Note: Exploiter implicitement quelques éléments linguistiques liés aux événements sociaux</i> <i>Key Assessment (DoK Level)</i> <i>Évaluation Formative Level 4 (Critical Thinking)</i>		

	<i>and Reasoning):</i> <i>Mettre les apprenants dans des situations communicatives pour parler des professions ou des métiers qu'ils aimeraient exercer</i> <i>Faire les apprenants simuler une profession de leur choix et parler du rôle du professionnel</i> <i>Faire travailler en groupes de deux ou trois en considérant les apprenants qui ont des difficultés à s'exprimer.</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on professional life. Provide simple written texts whose subject is professional life/jobs. In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting "glocally" responsible behaviours ("glocal" refers to actions that have local and worldwide impact).</i> <i>Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on</i>		

	<i>activities or learning tasks. Learners should be required to read texts in groups and answer comprehension questions on the world of work, professions and jobs. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> <i>Mettre les apprenants en groupes pour faire la lecture sur la vie professionnelle</i> <i>Faire découvrir le texte sur la vie professionnelle (type, source, etc.) pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnement telles que : questions à choix multiple, vrai ou faux, exercices d'appariement, questions ouvertes</i> <i>Note: Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de</i>		

	<i>vocabulaire) sur la vie professionnelle.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> ○ <i>Demander aux apprenants de répondre aux questions de compréhension à choix multiples concernant les professions</i> ○ <i>Faire lire le texte plusieurs fois pour que les apprenants puissent répondre aux questions de compréhension</i> <i>Task 4 (Production et interaction orale)</i> <i>Engage learners in writing activities where they are guided to write different types of texts on professions. Set communicative tasks where learners write texts that describe some professions. For example: send a WhatsApp message, an email or a postcard to a new friend about your dream profession. Guide learners to compose a simple text on some professions. During the lesson delivery, ensure that the learners develop the following competencies: communication, collaboration,</i>		

	<i>understanding of oneself, tolerance, and life-long learning.</i> <i>Pedagogical Exemplars</i> <i>Project-based Learning:</i> <i>Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to reproduce a text on a profession of their choice in the world of work.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes</i> ○ <i>Demander aux apprenants de remplir un formulaire ou fiche d'identité sur des professions</i> ○ <i>Demander aux apprenants d'écrire une lettre, un texte, un message WhatsApp ou une carte postale, etc. pour parler des professions</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur les professions</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 3 (Strategic Reasoning):</i> <i>Faire écrire son CV</i>		

	<i>Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Faire écrire une lettre, un texto, un message WhatsApp ou une carte postale, etc. pour parler des professions</i> ○ <i>Interviewer des gens sur le métier qu'ils préfèrent</i> ○ <i>À l'aide d'internet, décrivez une profession, etc.</i> <i>c) Ghanaian languages</i> <i>Week 12</i> <i>i. Task</i> ● <i>Explain the term verb and adverb giving at least ten examples of each.</i> ● <i>Use the examples to form the following sentence types</i> <i>simple</i> <i>compound</i> <i>complex</i> ● <i>Explain the types of verbs studied in this lesson.</i> ● <i>Give at least five examples each of the types and use any one of the examples from each type to form sentences.</i> <i>ii. Pedagogical exemplars</i> ● <i>Group work/collaborative learning</i> ○ <i>Whole class:</i> 1. <i>Teacher leads learners to revise the concept verb and adverb</i> 2. <i>Teacher leads learners to discuss the rules governing the use of verbs and adverbs in</i>	<i>c) Ghanaian language</i> <i>Week 12</i> <i>Task</i> <i>Explain the term verb and adverb giving at least ten examples of each, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Group work/collaborative learning</i> <i>Whole class:</i> <i>Teacher leads learners to revise the concept verb and adverb, etc.</i>	

	sentences. ○ <i>Pair work</i> Teacher gives ten verbs and ten adverbs of varying length and complexity/familiarity. Learners form simple, compound or complex sentences using verbs and adverbs. Study the structure of the sentences carefully to make sure they are in line with the rules studied. ○ <i>Whole class</i> Pairs present observations on the structure of the sentences they have formed focusing on how the verbs and adverbs have been used, etc. iii. Key assessment ● <i>Level 1 Assessment:</i> Reproduction/Recall Explain the concepts verb and adverb. Give five examples each of verbs and adverbs. Form sentences with the verbs and adverbs given. The sentences should fall under the following types: Simple Compound Complex ● <i>Level 3 Assessment:</i> Strategic reasoning Read a passage and discuss it. Based on the rules that you have learned, indicate all the errors		
		iii. Key assessment <i>Level 1 Assessment:</i> Reproduction/Recall Explain the concepts verb and adverb, etc.	

	<i>that you see in the passage.</i> <i>(The teacher should provide a short passage with errors in the usage of the verbs and adverbs in most of the sentences), etc.</i> <i>d)Spanish</i> <i>Week 12:</i> <i>i. Task/Tarea:</i> <i>Cada aprendiz debe escribir tres frases de lo que suele hacer con su familia los fines de semana (es decir los viernes, los sábados y los domingos), etc.</i> <i>ii. Pedagogical Exemplars</i> • <i>Experiential learning:</i> <i>Rompehielos (ice breaker):</i> <i>El profesor muestra fotos de actividades que la gente suele hacer con su familia y luego pregunta a los aprendices lo que hacen con miembros de su familia.</i> ○ <i>Preguntas claves:</i> <i>¿Qué actividades sueles hacer con miembros de tu familia durante el fin de semana?</i> <i>¿Qué vas a hacer este fin de semana con tu familia?</i> • <i>Think-Pair-Share</i> <i>El profesor o la profesora provee un texto auténtico para trabajar la comprensión lectora. Los</i>	<i>d)Spanish</i> <i>Week 12:</i> <i>i. Task/Tarea:</i> <i>Cada aprendiz debe escribir tres frases de lo que suele hacer con su familia los fines de semana (es decir los viernes, los sábados y los domingos), etc..</i> <i>ii. Pedagogical Exemplars</i> <i>Experiential learning:</i> <i>Rompehielos (ice breaker):</i> <i>El profesor muestra fotos de actividades que la gente suele hacer con su familia y luego pregunta a los aprendices lo que hacen con miembros de su familia, etc.</i>	

	<i>aprendices lo leen y contestan las preguntas sobre las actividades que otras personas hacen con miembros de su familia en el mundo hispano. (Comprensión de lectura), etc.</i> <i>iii. Key Assessment (DoK levels)</i> <i>Comprensión auditiva / de lectura:</i> <i>Los/las aprendices van a escuchar un audio, ver un video o leer un texto sobre personas que hablan sobre tradiciones familiares. Luego los/las aprendices deben contestar las preguntas que siguen.</i> <i>Por ejemplo:</i> <i>Level 1: ¿Qué hacen los alumnos con su familia?</i> <i>Level 2: Compara lo que hacen con lo que sueles hacer</i> <i>Level 3: Investiga sobre las tradiciones familiares en tu comunidad y haz una breve presentación basada en la investigación, etc..</i>	<i>iii. Key Assessment (DoK levels)</i> <i>Comprensión auditiva / de lectura:</i> <i>Los/las aprendices van a escuchar un audio, ver un video o leer un texto sobre personas que hablan sobre tradiciones familiares. Luego los/las aprendices deben contestar las preguntas que siguen.</i> <i>Por ejemplo:</i> <i>Level 1: ¿Qué hacen los alumnos con su familia?, etc.</i>	
	2.5 Ask teachers in their various language groups (where applicable) to complete the learning planner for Weeks 11 and 12 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f,	2.5 In your language group, complete the learning planner for Weeks 11 and 12 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	

	3a, 3d, 3e, 3i and 3k).		
3. Peer-review of learning plans Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Ask teachers to exchange their learning plans for Weeks 11 and 12 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national</i>	3.1 Exchange your learning plans for Weeks 11 and 12 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and</i>	10 mins

	<i>values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	<i>learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

Focus: The sections below provide the frame for what is to be done in the session.	Guidance notes on leading the session. What the PLC Coordinator will have to say during each stage of the session.	Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they did differently based on the DPLC session 7, <i>developing learning plans for weeks 11 and 12</i>, which they think impacted learning positively. (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC session 7, <i>developing learning plans for weeks 11 and 12</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you did differently based on the DPLC session 7, <i>developing learning plans for weeks 11 and 12</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 7, <i>developing learning plans for weeks 11 and 12</i>, supported learning (NTS 1a – 1c).	10 mins

2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 13 and 14 sub-strands of; a) Arabic: <i>Everyday Oral Communication (التحدث الجيد عن الأحران) I and II - Everyday Oral Communication (التحدث الجيد عن الأفراح)</i> b) French :<i>Parler du monde de travail - Décrire les activités agricoles et s'exprimer sur son état de santé.</i> c) Ghanaian languages: <i>Language and usage (narrative and descriptive essays)</i> d) Spanish: <i>La familia en Ghana y en el mundo hispano- Hablar de tiempo de ocio,</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning.	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 equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 13 and 14 sub-strands; a) Arabic: <i>Everyday Oral Communication (التحدث الجيد عن الأحران) I and II - Everyday Oral Communication (التحدث الجيد عن الأفراح)</i> b) French :<i>Parler du monde de travail - Décrire les activités agricoles et s'exprimer sur son état de santé.</i> c) Ghanaian languages: <i>Language and usage (narrative and descriptive essays)</i>	60 mins

		d) Spanish: <i>La familia en Ghana y en el mundo hispano-Hablar de tiempo de ocio,</i> taking into consideration GESI, SEL, ICT, 21st century and competencies, differentiation and national values in planning.	
	LO 1: Develop subject-specific learning plans for Weeks 13 and 14 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o) (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 13 and 14 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 13 and 14 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into	LO 1: Develop subject-specific learning plans for Weeks 13 and 14 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 13 and 14 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 13 and 14 lessons in the teacher manuals for Arabic, French, Ghanaian	

	consideration cross-cutting issues. LO 2: Review Weeks 13 and 14 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 13 and 14 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 13 and 14 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2.Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 13 and 14 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3Ask teachers to discuss at least two (2) essential questions in preparation towards the	languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 13 and 14 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 13 and 14 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks 13 and 14 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2.In your various language group,study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 13 and 14 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the	

	lessons in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f and 3c - 3j). E.g. a) Arabic Week 13: i. <i>How can learners effectively use essential Arabic expressions like (mabrook - congratulations) and (ana aasef - I'm sorry) to convey their emotions in everyday real-world situations, such as celebrations and consoling friends or colleagues?</i> ii. <i>How can common Arabic phrases be used for expressing emotions?</i> iii. <i>How can the knowledge of cultural awareness and sensitivities build stronger interpersonal relationships? etc.</i> b) French Week 13: i. <i>How many times will it be enough to help learners listen and answer comprehension questions on a given text on 'des activités agricoles'?</i> ii. <i>Which activities will be appropriate to be used to express oneself on 'des activités agricole'?</i> iii. <i>What interactive approach can be used in reading a text on 'des activités agricoles' and to aid in composing texts on the topic? etc.</i>	lessons in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f and 3c - 3j). E.g. a) Arabic Week 13: <i>How can learners effectively use essential Arabic expressions like (mabrook - congratulations) and (ana aasef - I'm sorry) to convey their emotions in everyday real-world situations, such as celebrations and consoling friends or colleagues? etc.</i> b) French Week 13: <i>How many times will it be enough to help learners listen and answer comprehension questions on a given text on 'des activités agricoles'?</i> etc.	

	<i>c) Ghanaian languages</i> <i>Week 13:</i> <i>i. How can I help learners understand the concept of narrative essay?</i> <i>ii. How would knowledge in the structure of narrative essay help in the composition of an essay</i> <i>iii. How can the knowledge of narrative essay be used to write about how you spent your long vacation?</i> <i>d) Spanish</i> <i>Week 13:</i> <i>i. How can I create a positive and engaging learning environment that fosters learners' curiosity and creativity on the topic Relacionesinterpersonales ?</i> <i>ii. How similar are the family systems in Ghana to those of the Hispanic World?</i> <i>iii. What family values are paramount in cultures? etc.</i> <i>a) Arabic</i> <i>Week 14:</i> <i>i. Howwill I encourage learners to make appropriate use of Arabic phrases of happiness or sadness?</i> <i>ii. How can words of condolence be used in real-life examples?</i> <i>iii. How can technology enhance the learning experience of Arabic? etc.</i>	<i>c) Ghanaian languages</i> <i>Week 13:</i> <i>How can I help learners understand the concept of narrative essay? etc.</i> <i>d) Spanish</i> <i>Week 13:</i> <i>How can I create a positive and engaging learning environment that fosters learners' curiosity and creativity on the topic Relacionesinterpers onales? etc.</i> <i>a) Arabic</i> <i>Week 14</i> <i>Howwill I encourage learners to make appropriate use of Arabic phrases of happiness? etc.</i>	

	b) French: Week 14 i. How many language items will be appropriate to equip learners to express themselves on 'son état de santé'? ii. Which interactive activities can be used to improve reading ability on different texts on 'état de santé'? iii. What activities can be used to guide individuals to construct a text on 'son état de santé'? etc. c) Ghanaian languages Week 14 i. How can I help learners understand the concept of descriptive essay? ii. What are the features of descriptive essay? iii. How can the features of descriptive essay be used to compose a descriptive essay on a given topic? d) Spanish Week 14: i. How can I encourage learners to communicate effectively and share their leisure activities among themselves? etc. ii. What strategies can be employed to better understand the verb "gustar"? iii. In what ways do individual preferences in terms of leisure activities depict culture? etc. 2.4Ask teachers to discuss at least two (2) key notes on	b) French Week 14 How many language items will be appropriate to equip learners to express themselves about their health and environment? etc. c) Ghanaian languages Week 14: How can I help learners understand the concept of descriptive essay? etc. d) Spanish Week 14: How can I encourage learners to communicate effectively and share their leisure activities among themselves? etc. 2.4Discuss at least two (2) key notes on	

	differentiation in preparation towards the lesson in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind the teacher to refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 13</i> <i>i. Tasks</i> ● <i>Learners identify basic Arabic vocabulary and expressions related to happy moments such as (ana masroor- I'm happy)</i> ● <i>Learners expand a wider range of emotional expressions in Arabic.</i> ● <i>Learners reflect on deeper conversations about happy or sad moments and cultural practices associated with such moments, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Collaborative learning</i> ● <i>In pairs, learners identify five basic Arabic vocabulary and expressions related to happy moments</i> ● <i>In groups, learners discuss and compare emotional expressions (happy moment) in Arabic and that of their tribe/language</i> ● <i>Through role-play, learners who show a higher understanding of the concept help those who may</i>	differentiation in preparation towards the lesson in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 13</i> <i>i. Task</i> <i>Learners identify basic Arabic vocabulary and expressions related to happy moments such as (ana masroor- I'm happy), etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Collaborative learning</i> <i>In pairs, learners identify five basic Arabic vocabulary and expressions related to happy moments, etc.</i>	

	<i>struggle to engage in simple dialogues where you express happiness in various scenarios, etc.</i> <i>iii. Key Assessment</i> ● <i>Identify five basic Arabic vocabulary and expressions related to happy moments</i> ● <i>Compare emotional expressions (happy moment) in Arabic to your tribes/languages</i> ● <i>Engage in simple dialogues where you express happiness in various scenarios, etc.</i> <i>b) French</i> <i>Week 13</i> <i>i. Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning agricultural activities suggested below for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> <i>ii. Pedagogical Exemplars</i>	<i>iii. Key Assessment</i> <i>Identify five basic Arabic vocabulary and expressions related to happy moments, etc.</i> <i>b) French</i> <i>Tasks:</i> <i>Week 13</i> <i>i. Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning agricultural activities, etc.</i>	

	<i>Learn by using the language items: Learn by listening to and watching simulations on agricultural activities. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur les activités agricoles</i> ○ <i>Faire repérer des mots entendus et des expressions entendues sur les activités agricoles</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités :questions à choixmultiple, vraioufaux, exerciced'appariement , questionsouvertes</i> ○ <i>Faire une démonstration avec les répliques du</i>	<i>ii. Pedagogical Exemplar</i> <i>Learn by using the language items: Learn by listening to and watching simulations on agricultural activities, etc.</i>	

	<i>dialogue/du texte (enseignant- apprenant, apprenant- apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant- apprenant, apprenant- apprenant)</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur les activités agricoles.</i> <i>iii. Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur les activités agricoles dans un document audio/un document vidéo.</i> <i>Level 2 (Understanding): Écouter et répondre aux questions de compréhension sur les activités agricoles dans un document audio/un document vidéo.</i> <i>Task 2 (Production et interaction orale) Guide learners to talk about agricultural products and activities. Provide images or photos on different agricultural activities and guide learners to describe them orally. In the course of the delivery, ensure that learners develop the</i>		

	<i>following competencies: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting the correct “glocal” behaviours.</i> <i>Pedagogical Exemplars</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating different agricultural activities. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> <i>a) Faire une activité d'anticipation (chansons, questions, etc.)</i> <i>b) Demander aux apprenants de discuter en groupes quelques produits et activités agricoles</i> <i>c) Faire répondre à des questions simples ou complexes sur les activités agricoles</i> <i>d) Faire dramatiser un dialogue où l'on parle des activités agricoles</i> <i>e) Faire un micro-trottoir (jeux de rôles)</i>		

	f) <i>Faire jouer une scène où l'on discute des activités agricoles (jeux de rôles), par exemple : profession agricole, récolte, semer, sécher, faire marketing des produits agricoles/ artisanaux ...</i> <i>Note: Exploiter implicitement quelques éléments linguistiques liés aux activités agricoles</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> - <i>Mettre les apprenants dans des situations communicatives pour parler des activités agricoles en jouant des rôles</i> - <i>Interviewer des gens pour obtenir leurs avis sur l'importance de l'agriculture</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on agricultural products and activities. Provide simple written texts whose subject is agricultural products and activities.</i> <i>In the course of the</i>		

	<i>delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and to answer comprehension questions on agricultural products and activities. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la lecture sur les produits et les activités agricoles</i> ○ <i>Faire découvrir le texte sur les produits et les activités agricoles (type, source, etc.) pendant quelques minutes</i>		

	○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnement tels que: questions à choix multiple, vrai ou faux, exercices d'appariement, questions ouvertes</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur les produits et les activités agricoles</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> - <i>En groupes de deux, donner aux apprenants des textes sur les activités agricoles et faire répondre à des questions</i> ○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux</i>		

	○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension</i> <i>Task 4 (Production et interaction orale)</i> Engage learners in writing activities where they are guided to compose different types of texts on agricultural products and activities. Set communicative tasks where learners write texts that describe some agricultural products and activities. For example: send a WhatsApp message, an email or a postcard to a new friend about your agricultural products and activities. Guide learners to compose a simple text on some agricultural products and activities. <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Pedagogical Exemplars</i> <i>Project-based Learning:</i> Project-based learning is a teaching method that		

	<i>enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a text on agricultural products and activities.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes</i> ○ <i>Demander aux apprenants d'écrire des textes, en groupes, sur les activités agricoles: une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant les produits et les activités agricoles.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur les produits et les activités agricoles</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 3 (Strategic Reasoning):</i> <i>Faire comparer l'agriculture traditionnelle et moderne</i> <i>Level 4 (Critical Thinking and Reasoning):</i>		

	○ <i>Faire écrire une lettre, un texte, un message WhatsApp pour participer à une discussion sur l'agriculture durable ou pour parler de l'importance de l'agriculture</i> ○ <i>Faire écrire un article à un journal pour discuter des problèmes de l'agriculture</i> <i>c) Ghanaian languages Week 13:</i> <i>i. Task</i> ● <i>Discuss the concept of essay.</i> ● <i>Discuss what a narrative essay is and explain the features of a narrative essay.</i> ● <i>Pick a topic of your choice and give a vivid account of how you will develop the topic into a very good narrative essay based on what you have learnt today, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Problem based learning</i> ○ <i>Whole class:</i> <i>Teacher leads the class to revise definitions of topic and supporting sentences of a paragraph through questioning.</i> ○ <i>Pair work</i> 1. <i>Learners in pairs, write a topic sentence and two supporting sentences of a</i>		
		<i>c) Ghanaian languages Week 13</i> <i>Task</i> <i>Discuss the concept 'essay', etc.</i> <i>ii. Pedagogical exemplars</i> <i>Problem based learning</i> <i>Whole class:</i> <i>Teacher leads the class to revise definitions of topic and supporting sentences of a paragraph through questioning, etc.</i>	

	<i>paragraph on a given topic.</i> 2. <i>Let the pairs present their works for discussion.</i> ○ <i>Group work:</i> <i>In mixed-ability or mixed-gender group, learners discuss the skills of expressing and organising ideas in paragraphs (e.g., key sentence structures, sequencing, etc.) and compare with other pairs.</i> ○ <i>Whole class:</i> 1. <i>Discuss features of a narrative text.</i> 2. <i>Through questioning, let all learners contribute to the explanation of narrative essay and its features.</i> ● <i>Collaborative learning</i> ○ <i>Mixed-ability group:</i> <i>Teacher directs learners in mixed-ability groups to write a three-paragraph narrative essay on a given topic, etc.</i> <i>iii. Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>What is a narrative essay?</i> ○ <i>State the features of a narrative essay.</i> ● <i>Level 2 Assessment: Skills development</i> ○ <i>Discuss the features of narrative essay.</i> ○ <i>Analyse the narrative text below, identifying its features. (Narrative text should be provided)</i>		
		<i>iii. Key assessment</i> <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>What is a narrative essay? etc.</i>	

	● <i>Level 3 Assessment: Strategic thinking</i> ○ <i>Write at least a three-paragraph narrative essay on a chosen topic, justifying linguistic decisions, etc.</i> <i>d) Spanish</i> <i>Week 13</i> <i>i. Tasks:</i> <i>Cada estudiante puede mencionar una diferencia o semejanza entre el concepto de la familia en Ghana y lo de la familia en los países hispánicos, etc.</i> <i>ii. Pedagogical Exemplar:</i> ● <i>Trabajo en grupo/collaborative learning:</i> <i>En grupos de cinco, hablen sobre la familia nuclear y la familia extendida.</i> ● <i>Think-Pair-Share</i> <i>En grupos de dos, lean un texto auténtico sobre la composición de la familia en Ghana o en el mundo hispano y hagan comparaciones entre los dos sistemas (comprensión de lectura), etc.</i> <i>iii. Key Assessment (DoK levels):</i> <i>Expresión oral:</i> ● <i>Level1: Los/las</i>	<i>d) Spanish</i> <i>Week 13</i> <i>i. Tasks:</i> <i>Cada estudiante puede mencionar una diferencia o semejanza entre el concepto de la familia en Ghana y lo de la familia en los países hispánicos, etc.</i> <i>ii. Pedagogical Exemplar:</i> <i>Trabajo en grupo/collaborative learning:</i> <i>En grupos de cinco, hablen sobre la familia nuclear y la familia extendida, etc.</i> <i>iii. Key Assessment (DoK levels)</i> <i>Expresión oral:</i> <i>Level1: Los/las</i>	

	<i>aprendices van a ver un vídeo de personas que hablan sobre la familia nuclear y la familiar extendida y cómo han cambiado hoy en día.</i> <i>Luego, deben contestar oralmente las preguntas que prepara el profesor.</i> ● <i>Level 2: Project Work for Strand 2 (Relaciones interpersonales):</i> <i>En grupos de 5, los/las aprendices hacen una presentación sobre una familia (ficticia/real). Hay que incluir información sobre nombre, el número de personas, lugar de residencia, aspecto físico y personalidad de cada miembro, nacionalidad y profesión, etc.</i> <i>a) Arabic</i> <i>Week 14:</i> <i>i. Tasks:</i> ● <i>Identify basic Arabic vocabulary and expressions related to sad moments such as (ana hazeen- I'm sad)</i> ● <i>Identify an expanded wider range of emotional expressions in Arabic.</i> ● <i>Engage in deeper conversations about sad moments and cultural practices associated with sad moments, etc.</i> <i>ii. Pedagogical Exemplar: Collaborative learning</i>	<i>aprendices van a ver un vídeo de personas que hablan sobre la familia nuclear y la familiar extendida y cómo han cambiado hoy en día.</i> <i>Luego, deben contestar oralmente las preguntas que prepara el profesor, etc.</i> <i>a) Arabic</i> <i>Week 14:</i> <i>i. Tasks:</i> <i>Identify basic Arabic vocabulary and expressions related to sad moments such as (ana hazeen- I'm sad), etc.</i> <i>ii. Pedagogical Exemplar:</i>	

	● <i>Learners in pairs identify five basic Arabic vocabulary and expressions related to sad moments</i> ● <i>Learners in groups discuss and compare emotional expressions (sad moment) in Arabic and that of their tribe/language</i> ● <i>Learners who show more understanding of the concept help those who may struggle to role-play simple dialogues where they express sadness in various scenarios, etc.</i> <i>iii. Key Assessment</i> ● <i>Identify five basic Arabic vocabulary and expressions related to sad moments</i> ● <i>Compare emotional expressions (sad moment) in Arabic and that of their tribes/languages</i> ● <i>Engage in simple dialogue where they express sadness in various scenarios, etc.</i> <i>b) French</i> <i>Week 14:</i> <i>i. Tasks</i> ● <i>Teachers should select relevant audio and video materials that contain the words and expressions of one's health suggested in the Teacher Manual</i>	<i>Collaborative learning</i> <i>Learners in pairs identify five basic Arabic vocabulary and expressions related to sad moments, etc.</i> <i>iii. Key Assessment</i> <i>Identify five basic Arabic vocabulary and expressions related to sad moments, etc.</i> <i>b) French</i> <i>Week 14:</i> <i>i. Tasks</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions of one's health suggested in the Teacher Manual for listening and speaking</i>	

	<i>for listening and speaking activities</i> ● <i>During the delivery of the lesson, ensure that learners develop the following competencies: communication, collaboration, understanding of oneself and tolerance, life-long learning, etc.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to talk about different states of one's health conditions. Use images/photos/illustrations of different health conditions and guide learners to describe them orally. During the lesson delivery, ensure that the learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on health conditions. Provide simple written texts whose subject is</i>	<i>activities, etc.</i>	

	<i>health conditions. In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours (“glocal” refers to actions that have local and worldwide impact)</i> <i>Task 4 (Production et interaction orale)</i> Engage learners in writing activities where they are guided to write different types of texts on health conditions. Set communicative tasks where learners write texts that describe some health conditions. For example: send a WhatsApp message, an email or a postcard to a new friend about your health conditions. Guide learners to compose a simple text on some health conditions. During the lesson delivery, ensure that the learners develop the following		

	competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning ii. Pedagogical exemplar Learn by using the language items: Learn by listening to and watching simulations on health conditions. The teacher should pay attention to learners with difficulties in the pronunciation of French words, and give them individual practice. The teacher can follow the steps below: Exemplars ○ Faire une activité d'anticipation (chansons, questions, images etc.) ○ À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur son état de santé ○ Faire repérer des motsentendus et des expressionsentendues sur son état de santé ○ Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités ○ Vérifier la compréhension par des questionnements simples ou complexes et des activités :questions à choixmultiple,	ii. Pedagogical exemplar Learn by using the language items: Learn by listening to and watching simulations on health conditions. The teacher should pay attention to learners with difficulties in the pronunciation of French words, and give them individual practice. The teacher can follow the steps below: Exemplars Faire uneactivitéd'anticipation (chansons, questions, images etc.), etc.	

	<i>vrai ou faux, exercicé d'appariement, questions ouvertes</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant-apprenant), etc.</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques sur l'état de la santé</i> <i>Pedagogical Exemplar 2</i> <i>Talk for Learning (building on what other people say):</i> <i>Learn by speaking, by acting out (role play) situations and by simulating different health conditions. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i>		

	○ <i>Demander aux apprenants de discuter en groupes les états de santé</i> ○ <i>Faire répondre à des questions simples ou complexes sur son état de santé</i> ○ <i>Faire dramatiser un dialogue où l'on parle de son état de santé</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute des états de santé (jeux de rôles) : par exemple, en bonne santé, mal au ventre, mal à la tête, etc.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques liés aux événements sociaux</i> <i>Pedagogical Exemplar 2</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and answer comprehension questions on health conditions. This encourages them to better know about themselves. Give each</i>		

	<i>member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la lecture sur son état de santé</i> ○ <i>Faire découvrir le texte sur son état de santé (type, source, etc.) pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnement tels que : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur son état de santé</i> <i>Pedagogical Exemplars</i> <i>Project-based Learning:</i> <i>Project-based learning is a teaching method that</i>		

	<i>enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to reproduce a text on a health condition of their choice.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants.</i> ○ <i>Mettre les apprenants en groupes.</i> ○ <i>Demander aux apprenants d'écrire une lettre, un texte, un message WhatsApp ou une carte postale, etc. pour parler de son état de santé.</i> <i>NB:</i> <i>Exploiter implicitement quelques éléments linguistiques sur son état de santé</i> <i>iii. Key assessment</i> <i>Key Assessment 1 (DoK Levels)</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter et repérer des mots dans une audio ou vidéo sur son état de santé</i> <i>Level 2 (Understanding):</i> <i>Écouter et répondre aux questions de</i>		
		<i>iii. Key assessment</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter et repérer des mots dans une audio ou vidéo sur son état de santé, etc</i>	

	<i>compréhension sur son état de santé, etc.</i> <i>Key Assessment 2 (DoK Level)</i> <i>Évaluation Formative Level 4 (Critical Thinking and Reasoning):</i> <i>Mettre les apprenants dans des situations communicatives pour parler de son état de santé.</i> <i>Faire les apprenants simuler un état de santé de leur choix.</i> <i>Faire travailler en groupes de deux ou trois en considérant les apprenants qui ont des difficultés à s'exprimer.</i> <i>Key Assessment 3 (DoK Levels)</i> <i>Évaluation Formative Level 2 (Understanding):</i> ○ <i>Demander aux apprenants de répondre aux questions de compréhension à choix multiples concernant son état de santé</i> ○ <i>Faire lire le texte plusieurs fois pour que les apprenants puissent répondre aux questions de compréhension</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Faire écrire une lettre, un texto, un</i>		

	<i>message WhatsApp ou une carte postale, etc. pour parler de son état de santé.</i> ○ <i>Interviewer des gens sur leurs états de santé.</i> ○ <i>À l'aide d'internet, décrivez un état de santé.</i> <i>c) Ghanaian languages Week 14:</i> <i>i. Task</i> ● <i>Explain descriptive essay.</i> ● <i>Discuss the features of a descriptive essay and give examples to support your answer.</i> ● <i>Select a descriptive topic of your own and provide an outline of your essay taking into consideration the features and structure of descriptive essay, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Problem based learning</i> ○ <i>Whole class:</i> <i>1. Teacher leads learners to revise the concept of narrative essay focusing on the features through questioning.</i> <i>2. Teacher leads learners to give examples to support the features they have</i>	<i>c) Ghanaian languages Week 14</i> <i>i. Task</i> <i>Explain descriptive essay., etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Problem based learning</i> ○ <i>Whole class:</i> <i>Teacher leads learners to revise the concept of narrative essay focusing on the features through questioning, etc.</i>	

	<i>described.</i> 3. <i>Teacher leads the class to discuss what a descriptive essay is focusing on the features.</i> ● <i>Group work:</i> ○ <i>The groups discuss descriptive essays among themselves and its features giving examples to support their description.</i> ○ <i>The groups write a three-paragraph essay on a given topic.</i> ○ <i>Each group makes a presentation for discussion, etc.</i> <i>iii. Key Assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>What is descriptive essay?</i> ○ <i>What is topic sentence and supporting sentence of paragraphs?</i> <i>Level 2 Assessment: Skills building</i> ● <i>Discuss the features of a descriptive essay and give examples.</i> ● <i>Write a descriptive essay of at least three-paragraphs on given topics (e.g., cultural values (confidence, fairness, etc.), STEM, GESI, energy efficiency, sanitation, local and global issues, etc.).</i>		
		<i>iii. Key Assessment</i> <i>Level 1 Assessment: Reproduction/Recall</i> <i>What is descriptive essay? etc.</i>	

	<i>d) Spanish</i> <i>Week 14:</i> <i>i. Tasks</i> <i>Escribe lo que te gusta</i> <i>hacer durante tu tiempo</i> <i>libre, etc.</i> <i>ii. Pedagogical Exemplar</i> <i>Rompehielos (icebreaker):</i> <i>Initiating talk for learning:</i> <i>El profesor/la profesora</i> <i>muestra imágenes o</i> <i>vídeos de personas</i> <i>haciendo algunas</i> <i>actividades durante su</i> <i>tiempo libre.</i> <i>Luego, pregunta a los/las</i> <i>aprendices las actividades</i> <i>que les gusta hacer, etc.</i> <i>iii. Key Assessment (DoK</i> <i>levels):</i> <i>Level 1: Escribe 3</i> <i>actividades que te gusta</i> <i>hacer durante tu tiempo</i> <i>libre.</i> <i>Level 2: Entrevista/</i> <i>interview (Expresión oral)</i> <i>Entrevista a dos o tres</i> <i>compañeros/compañeras</i> <i>sobre lo que hacen</i> <i>durante su tiempo libre.</i> <i>Escribe las respuestas de</i> <i>tus compañeros en tu</i> <i>libreta y comparte esta</i> <i>información con el</i> <i>profesor/la profesora, etc.</i>	<i>d)Spanish</i> <i>Week 14</i> <i>i. Task</i> <i>Escribe lo que te gusta</i> <i>hacer durante tu tiempo</i> <i>libre, etc.</i> <i>ii. Pedagogical Exemplar</i> <i>Rompehielos</i> <i>(icebreaker):</i> <i>Initiating talk for</i> <i>learning:</i> <i>El profesor/la profesora</i> <i>muestra imágenes o</i> <i>videos de personas</i> <i>haciendo algunas</i> <i>actividades durante su</i> <i>tiempo libre.</i> <i>Luego, pregunta a los/las</i> <i>aprendices las</i> <i>actividades que les gusta</i> <i>hacer, etc.</i> <i>iii. Key Assessment (DoK</i> <i>levels):</i> <i>Level 1: Escribe 3</i> <i>actividades que te gusta</i> <i>hacer durante tu tiempo</i> <i>libre.</i>	

	2.5 Ask teachers in their various language groups (where applicable) to complete the learning planner for Weeks 13 and 14 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	2.5 In your language group, complete the learning planner for Weeks 13 and 14 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Ask teachers to exchange their learning plans for Weeks 13 and 14 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation</i>	3.1 Exchange your learning plans for Weeks 13 and 14 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation</i>	10 mins

	<i>and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	<i>and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance notes on leading the session. <i>What the PLC Coordinator will have to say during each stage of the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they did differently based on the DPLC session 8, <i>developing learning plans for Weeks 15 and 16</i>, which they think impacted learning positively. (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC session 8, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you did differently based on the DPLC session 8, <i>developing learning plans for Weeks 15 and 16</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 8, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to	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 equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and	60 mins

skills and national values (2 learning planners to be completed per session)	demonstrate understanding of Weeks 15 and 16 sub-strands of; a) <i>Arabic: Critical Reading (Introduction to Arabic Literature I and II and Pre-Islamic Prose I and II)</i> b) <i>French: Situer des faits dans le temps (les faits habituels dans le temps présent et ce que l'on fait à un moment donné)</i> c) <i>Ghanaian languages: Language and Usage (Expository essay)</i> d) <i>Spanish: Hablar de tiempo de ocio y Actividades de ocio populares en mi comunidad y en el mundo hispano</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 15 and 16 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d,	assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 15 and 16 sub-strands; a) <i>Arabic: Critical Reading (Introduction to Arabic Literature I and II and Pre-Islamic Prose I and II)</i> b) <i>French: Situer des faits dans le temps (les faits habituels dans le temps présent et ce que l'on fait à un moment donné)</i> c) <i>Ghanaian languages: Language and Usage (Expository essay)</i> d) <i>Spanish: Hablar de tiempo de ocio y Actividades de ocio populares en mi comunidad y en el mundo,</i> taking into consideration GESI, SEL, ICT, 21st century and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 15 and 16 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills,	

	3e, 3g-3k and 3o) (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 15 and 16 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 15 and 16 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 15 and 16 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 15 and 16 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure.	national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 15 and 16 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 15 and 16 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 15 and 16 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 15 and 16 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure.	

	LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 15 and 16 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 15 and 16 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 15:</i> <i>i. How can the teaching of Arabic literary terms and concepts align with broader language learning goals?</i> <i>ii. What lessons and values from Arabic literature can be applied in life to foster a deeper understanding of Arabic culture and its relevance in today's global society?</i> <i>iii. How can technology enhance Arabic literature learning</i>	LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks 15 and 16 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. In your various language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 15 and 16 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 15:</i> <i>How can the teaching of Arabic literary terms and concepts align with broader language learning goals? etc.</i>	

	<i>experiences?</i> <i>b) French</i> <i>Week 15:</i> <i>i. How will I attract the full attention of learners to listen attentively to an audiovisual text and answer questions on ‘les faits habituels dans le temps présent’?</i> <i>ii. Which expressions can be used in guiding an individual to say how to locate something and themselves in French?</i> <i>iii. What strategies can be used to engage people to read a text and construct their own on ‘les faits habituels dans le temps présent’? etc.</i> <i>c) Ghanaian languages</i> <i>Week 15:</i> <i>i. What are the strategies to employ to help learners understand the concept of expository essay?</i> <i>ii. What are the features of expository essay?</i> <i>iii. How can the features of expository essay be applied to compose an expository essay on a given topic, etc.</i> <i>d) Spanish</i> <i>Week 15:</i> <i>i. What is the best approach to teach “verbosimilares a Gustar” for all learners to benefit from the lesson?</i> <i>ii. How are individual</i>	<i>b) French</i> <i>Week 15:</i> <i>How will I attract the full attention of learners to listen attentively to an audiovisual text and answer questions on ‘les faits habituels dans le temps présent’? etc.</i> <i>c) Ghanaian languages</i> <i>Week 15:</i> <i>What are the strategies to employ to help learners understand the concept of expository essay? etc.</i> <i>d) Spanish</i> <i>Week 15:</i> <i>What is the best approach to teach “verbosimilares a Gustar” for all learners to benefit from the lesson? etc.</i>	

	<i>preferences in terms of leisure activities related to personality traits?</i> <i>iii. What keywords and vocabulary related to leisure activities can be used to talk about hobbies? etc.</i> <i>a) Arabic</i> <i>Week 16:</i> <i>i. How does studying pre-Islamic Arabic prose contribute to learners' comprehension of classical Arabic language structures and enable them to better appreciate the evolution of Arabic writing styles over time?</i> <i>ii. What methods and materials can be used to engage in meaningful and enjoyable experiences while learning pre-Islamic Arabic prose?</i> <i>iii. How can the understanding of Pre-Islamic Arabic prose influence conversations at home? etc.</i> <i>b) French</i> <i>Week 16:</i> <i>i. What support can be offered to learners to listen to an audio text and describe in French what they are doing in a particular situation of communication?</i> <i>ii. Which interactive activities can be used as a guide to read texts extensively and identify expressions on 'ce que l'on fait à un moment donné'?</i>	<i>a) Arabic</i> <i>Week 16</i> <i>How does studying pre-Islamic Arabic prose contribute to learners' comprehension of classical Arabic language structures and enable them to better appreciate the evolution of Arabic writing styles over time? etc.</i> <i>b) French</i> <i>Week 16</i> <i>What support can be offered to learners to listen to an audio text and describe in French what they are doing in a particular situation of communication? etc.</i>	

	iii. <i>What type of text can be written on 'ce que l'on fait à un moment donné? etc.</i> c) <i>Ghanaian languages</i> Week 16: i. <i>How can I help my learners write an expository essay?</i> ii. <i>How would you identify expository essay from other essays?</i> iii. <i>How can the features of expository essay be applied to compose an expository essay on a given topic, etc.</i> d) <i>Spanish</i> Week 16: i. <i>How can I create opportunities for collaboration and teamwork among learners to find popular leisure activities in Ghanaian and Hispanic communities?</i> ii. <i>What connections can be made between leisure activities in the Ghanaian communities and Hispanic communities?</i> iii. <i>How does understanding the differences between the Ghanaian and Hispanic communities regarding leisure activities help in fostering cultural diversity? etc.</i> 2.4Ask teachers to discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	c) <i>Ghanaian languages</i> Week 16: <i>How can I help my learners write an expository essay? etc.</i> d) <i>Spanish</i> Week 16: <i>How can I create opportunities for collaboration and teamwork among learners to find popular leisure activities in Ghanaian and Hispanic communities? etc.</i> 2.4Discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f, 3d, 3e,	

	Note: Remind teachers to refer to teacher manual for more examples on differentiation. E.g. a) Arabic Week 15 i. Tasks: ● Create a concept map that visually represents collective understanding of Arabic literature's definition ● Identify genres of Arabic literature ● Identify and discuss Arabic literary eras and their characteristics, etc. ii. Pedagogical exemplars: Talk-for-learning ● Learners in pairs brainstorm and create a concept map that visually represents collective understanding of Arabic literature's definition ● In small groups, learners discuss genres of Arabic literature, using keywords, phrases, and images to convey their idea ● In their groups with learners who may struggle with the concepts being helped, they identify Arabic literary eras and the characteristics of each era, etc. iii. Key assessment ● Create a concept map that visually represents collective understanding of Arabic literature's definition ● They can discuss genres of Arabic literature ● They can identify Arabic	3f and 3g). Note: Refer to teacher manual for more examples on differentiation. E.g. a) Arabic Week 15 i. Tasks: Create a concept map that visually represents collective understanding of Arabic literature's definition, etc. ii. Pedagogical exemplar Talk-for-learning Learners in pairs brainstorm and create a concept map that visually represents collective understanding of Arabic literature's definition, etc. iii. Key assessment Create a concept map that visually represents collective understanding of Arabic literature's definition, etc.	

	<i>literary eras and the characteristics of each era, etc.</i> <i>b) French</i> <i>Week 15</i> <i>i. Tasks</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions of current happenings for listening and speaking activities.</i> <i>During the delivery of the lesson, ensure that learners develop the following competencies:</i> <i>communication, collaboration, understanding of oneself and tolerance, life-long learning, etc.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to talk about current happenings. Use images/photos/illustrations of different current happenings and guide learners to describe them orally.</i> <i>During the lesson delivery, ensure that the learners develop the following competencies:</i> <i>communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and</i>	. <i>b) French</i> <i>Week 15</i> <i>i. Tasks</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions of current happenings for listening and speaking activities, etc.</i>	

	<i>respond to comprehension questions on current happenings. Provide simple written texts whose subject is activities of the day. In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours (“glocal” refers to actions that have local and worldwide impact), etc.</i> <i>Task 4 (Production et interaction orale)</i> Engage learners in writing activities where they are guided to write different types of texts on daily activities. Set communicative tasks where learners write texts that describe some health conditions. For example: send a WhatsApp message, an email or a postcard to a new friend about your activities of the day. Guide learners to compose a simple text on some health conditions. During the lesson delivery, ensure that the learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc. ii. <i>Pedagogical exemplars: Learn by using the</i>	ii. <i>Pedagogical exemplars</i>	

	<i>language items: Learn by listening to and watching simulations on the current happenings. The teacher should pay attention to learners with difficulties in the pronunciation of French words, and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur des faits habituels dans le temps présent.</i> ○ <i>Faire repérer des mots entendus et des expressions entendues sur des faits habituels dans le temps présent.</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités :questions à choixmultiple, vraioufaux, exerciced'appariement, questionsouvertes</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-</i>	<i>Learn by using the language items: Learn by listening to and watching simulations on the current happenings. The teacher should pay attention to learners with difficulties in the pronunciation of French words, and give them individual practice, etc.</i>	

	<i>apprenant, apprenant-apprenant), etc.</i> <i>NB: Exploiter implicitement quelques éléments linguistiques sur les faits habituels.</i> <i>Talk for Learning(building on what other people say):Learn by speaking, by acting out (role play) situations and by simulating different happenings. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes des faits habituels dans le temps présent</i> ○ <i>Faire répondre à des questions simples ou complexes sur les faits habituels dans le temps présent</i> ○ <i>Faire dramatiser un dialogue oùl'on parle des faitshabituelsdans le tempsprésent</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scèneoùl'on discute des faitshabituelsdans le tempsprésent (jeux de rôles), etc.</i>		

	<i>Note: Exploiter implicitement quelques éléments linguistiques liés aux faits habituels dans le temps présent.</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and answer comprehension questions on activities of the day. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la lecture sur les faits habituels dans le temps présent.</i> ○ <i>Faire découvrir le texte sur les faits habituels dans le temps présent (type, source, etc.) pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement</i>		

	nt à haute voix ○ Vérifier la compréhension par des activités de questionnement tel que : questions à choix multiple, vrai ou faux, exercices d'appariement, questions ouvertes, etc. NB: Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur les faits habituels dans le temps présent. <i>Project-based Learning:</i> Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to reproduce a text on current happenings. <i>Exemplars</i> ○ Donner des consignes aux apprenants. ○ Mettre les apprenants en groupes. ○ Demander aux apprenants d'écrire une lettre, un texte, un message WhatsApp ou une carte postale, etc. pour parler des faits		

	<i>habituels dans le temps présent, etc.</i> <i>NB: Exploiter implicitement quelques éléments linguistiques sur les faits habituels dans le temps présent.</i> <i>iii. Key assessment: Key Assessment 1 (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots dans une audio ou vidéo sur les faits habituels dans le temps présent. Level 2 (Understanding): Écouter et répondre aux questions de compréhension sur les faits habituels dans le temps présent.</i> <i>Key Assessment 2 (DoK Level) Évaluation Formative Level 4 (Critical Thinking and Reasoning): o Mettre les apprenants dans des situations communicatives pour parler des faits habituels dans le temps présent o Faire les apprenants simuler les faits habituels dans le temps présent o Faire travailler en groupes de deux ou trois en considérant les apprenants qui ont des difficultés à</i>	<i>iii. Key assessment Key Assessment 1 (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots dans une audio ou vidéo sur les faits habituels dans le temps présent, etc.</i>	

	<i>s'exprimer.</i> <i>Key Assessment 3 (DoK Levels)</i> <i>Évaluation Formative Level 2 (Understanding):</i> - <i>Demander aux apprenants de répondre aux questions de compréhension à choix multiples concernant les faits habituels dans le temps présent.</i> - <i>Faire lire le texte plusieurs fois pour que les apprenants puissent répondre aux questions de compréhension.</i> <i>Key Assessment 4 (DoK Levels)</i> <i>Évaluation Formative Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Faire écrire une lettre, un texto, un message WhatsApp ou une carte postale, etc. pour parler de faits habituels dans le temps présent.</i> ○ <i>Interviewer des gens sur les faits habituels dans le temps présent.</i> ○ <i>À l'aide d'internet, décrivez les faits habituels dans le temps présent, etc.</i>		

	<i>c) Ghanaian languages</i> <i>Week 15</i> <i>i. Task</i> ● <i>Define the term essay.</i> ● <i>What is an expository essay?</i> ● <i>Explain the features of expository essay and give examples to support the features.</i> ● <i>What skills do you require to write an expository essay?</i> ● <i>Write an expository essay on a given topic, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Problem-based learning</i> ○ <i>Whole class:</i> 1. <i>Teacher leads quick revision of topic and supporting sentences of a paragraph.</i> 2. <i>Discuss the skills of expressing and organising ideas in paragraphs (brainstorming and organising).</i> 3. <i>Discuss features of an expository essay.</i> 4. <i>Make a presentation on the features of an expository essay to the class.</i> ● <i>Group work/collaborative</i>	<i>c) Ghanaian languages</i> <i>Week 15</i> <i>Task</i> <i>Define the term essay, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Problem-based learning</i> ○ <i>Whole class:</i> <i>Teacher leads quick revision of topic and supporting sentences of a paragraph, etc.</i>	

	<i>learning</i> ○ <i>In a mixed-ability group:</i> <i>Write at least a three-paragraph expository essay on given topics (e.g., cultural values (faithfulness, confidence, truthfulness), STEM, GESI, energy efficiency) taking into consideration the features of expository essays and rules of writing.</i> iii. Key assessment ● Level 2 Assessment: <i>Skills building</i> <i>Write a three to five paragraph expository essay on the topic 'how farming affects my life', 'how music affects my life' or 'the importance of cocoa in Ghana', etc.</i> ● Level 4 Assessment: <i>Extended thinking</i> <i>Critique your own or a peer's essay, evaluating to what extent all the features of an expository essay are included and how effective they are, etc.</i> d) Spanish Week 15 i. Tasks: ● <i>Usa los siguientes verbos (Interesar, Fascinar, Encantar) en sus formas apropiadas para</i>	iii. Key assessment ● Level 2 Assessment: <i>Skills building</i> <i>Write a three to five paragraph expository essay on the topic 'how farming affects my life', 'how music affects my life' or 'the importance of cocoa in Ghana', etc.</i> d) Spanish Week 15 i. Tasks: <i>Usa los siguientes verbos (Interesar, Fascinar, Encantar) en sus formas apropiadas para expresar las actividades de ocio</i>	

	<i>expresar las actividades de ocio preferidas de tu padre, madre, hermano/a y amigos.</i> ● <i>Escribe al menos 5 frases junto con las actividades de ocio en la foto, etc.</i> ii. <i>Pedagogical Exemplars:</i> ● <i>Rompehielos:</i> <i>Revisa las actividades de ocio aprendidas la semana pasada.</i> ● <i>Trabajo en grupo/ Collaborative learning.</i> <i>En grupos de cinco o seis, pregunten uno a otro lo que les gusta hacer durante su tiempo libre, etc.</i> iii. <i>Key assessment (DoK Levels):</i> <i>Level 3: Escribe un texto breve sobre lo que te gusta hacer durante tu tiempo libre. También incluye la información de la entrevista que hiciste con tus compañeros/tus compañeras en clase. (Haz comparaciones y conexiones), etc.</i> a) <i>Arabic Week 16:</i> i. <i>Tasks:</i> ● <i>Create a concept map of pre-Islamic Arabic prose, including its basic forms and purposes</i> ● <i>Identify and explaining the</i>	<i>preferidas de tu padre, madre, hermano/a y amigos, etc.</i> ii. <i>Pedagogical Exemplars Rompehielos:</i> <i>Revisa las actividades de ocio aprendidas la semana pasada, etc.</i> iii. <i>Key assessment (DoK Levels):</i> <i>Level 3: Escribe un texto breve sobre lo que te gusta hacer durante tu tiempo libre. También incluye la información de la entrevista que hiciste con tus compañeros/tus compañeras en clase. (Haz comparaciones y conexiones), etc.</i> a) <i>Arabic Week 16</i> i. <i>Tasks</i> <i>Create a concept map of pre-Islamic Arabic prose, including its basic forms and purposes, etc.</i>	

	<i>structure and themes of pre-Islamic prose works</i> ● <i>Discuss how pre-Islamic prose works preserved oral traditions of Arabs, etc.</i> <i>ii. Pedagogical Exemplars:</i> ● <i>Brainstorming</i> ○ <i>In pairs learners brainstorm and create a concept map of pre-Islamic Arabic prose, including its basic forms and purposes</i> ○ <i>In small groups learner who may struggle with the concept map identify while those who show more understanding explain the structure and themes of pre-Islamic prose works</i> ○ <i>In their groups, learners discuss how pre-Islamic prose works preserve the oral traditions of Arabs, etc.</i> <i>iii. Key assessment</i> ● <i>Create a concept map of pre-Islamic Arabic prose, including its basic forms and purposes</i> ● <i>Identify and explain the structure and themes of pre-Islamic prose works</i> ● <i>Discuss how pre-Islamic prose works preserved oral traditions of Arabs, etc.</i>	<i>ii. Pedagogical Exemplar</i> <i>Brainstorming</i> <i>In pairs learners brainstorm and create a concept map of pre-Islamic Arabic prose, including its basic forms and purposes, etc.</i> <i>iii. Key assessment</i> <i>Create a concept map of pre-Islamic Arabic prose, including its basic forms and purposes, etc.</i>	

	<i>b) French Week 16:</i> <i>i. Task</i> <i>Task 1</i> <i>(Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning what one is doing at a given moment for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson:</i> <i>communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to talk about what one does at a given moment. Provide images or photos on what one does in a given moment and guide learners to describe them orally.</i> <i>In the course of the delivery, ensure that learners develop the following competencies:</i> <i>communication, collaboration, self-</i>	<i>b) French Week 16</i> <i>Tasks</i> <i>Engaging learners to answer simple questions on 'ce que l'on fait à un moment donné' in French, etc.</i>	

	<i>awareness, respect for others, learning life-skills, and adopting the correct “glocal” behaviours.</i> <i>Task 3</i> <i>(Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on what one does at a given moment. Provide simple written texts whose subject is what one does at a given moment. In the course of the delivery, consciously develop the following competencies in learners:</i> <i>communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Task 4 (Production et interaction orale)</i> <i>Engage learners in writing activities where they are guided to compose different types of texts on what one does at a given moment. Set communicative tasks where learners write texts that describe some activities one does at a given moment. For example:</i>		

	<i>send a WhatsApp message, an email or a postcard to a new friend about what you do at a given moment. Guide learners to compose a simple text on some activities they do at a given moment.</i> <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours, etc.</i> ii. <i>Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on what one is doing at a given moment. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur ce que l'on fait à un</i>	ii. <i>Pedagogical assessment</i> <i>Use listening techniques to help learners answer simple questions on ‘ce que l'on fait à un moment donné’ in French, etc.</i>	

	<i>moment donné.</i> ○ <i>Faire repérer des mots entendus et des expressions entendues sur ce que l'on fait à un moment donné.</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités.</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant-apprenant)</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur ce que l'on fait à un moment donné.</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating different agricultural activities. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the</i>		

	<i>steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes ce que l'on fait à un moment donné</i> ○ <i>Faire répondre à des questions simples ou complexes sur ce que l'on fait à un moment donné</i> ○ <i>Faire dramatiser un dialogue où l'on parle de ce que l'on fait à un moment donné</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute de ce que l'on fait à un moment donné (jeux de rôles), par exemple : faire la lessive, manger, dormir, faire les assiettes, ...</i> <i>Note: Exploiter implicitement quelques éléments linguistiques liés à ce que l'on fait à un moment donné</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and to answer comprehension questions on agricultural products and activities. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i>		

	<i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la lecture sur ce que l'on fait à un moment donné</i> ○ <i>Faire découvrir le texte sur ce que l'on fait à un moment donné (type, source, etc.) pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnement tels que : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes, etc.</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur ce que l'on fait à un moment donné</i> <i>Project-based Learning:</i> <i>Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a text on what one does at a given moment.</i>		

	<i>Exemplars</i> ○ Donner des consignes aux apprenants ○ Mettre les apprenants en groupes ○ Demander aux apprenants d'écrire des textes, en groupes, sur ce que l'on fait à un moment donné : une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant ce que l'on fait à un moment donné, etc. <i>Note:</i> Exploiter implicitement quelques éléments linguistiques sur ce que l'on fait à un moment donné iii. Key assessment Key Assessment 1 (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur les activités agricoles dans un document audio/un document vidéo Level 2 (Understanding): Écouter et répondre aux questions de compréhension sur ce que l'on fait à un moment donné dans un document audio/un document vidéo. Key Assessment (DoK Levels) Évaluation Formative Level 4 (Critical Thinking		
		iii. Key assessment Learners answer simple questions on 'ce que l'on fait à un moment donné' in French, etc.	

	<i>and Reasoning):</i> ○ <i>Mettre les apprenants dans des situations communicatives pour parler de ce que l'on fait à un moment donné</i> ○ <i>Interviewer des gens pour obtenir ce qu'ils font à un moment donné</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> ○ <i>En groupes de deux, donnerauxapprenants des textes sur ce que l'onfait à un momentdonné et faire répondre à des questions</i> ○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux</i> ○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire une lettre, un texte, un message WhatsApp pour participer à une discussion sur ce que l'on fait à un moment donné</i> <i>c) Ghanaian languages</i> <i>Week 16:</i> <i>i. Task</i>	<i>c) Ghanaian languages</i> <i>Week 16</i> <i>i. Task</i>	

	○ Define the term essay. ○ What is an expository essay? ○ Explain the features of the expository essay and give examples to support the features. ○ What skills do you require to write an expository essay? ○ Write an expository essay on a given topic. ii. Pedagogical exemplars ● Problem-based learning ○ Whole class: ○ Teacher leads quick revision of topic and supporting sentences of a paragraph. ○ Discuss the skills of expressing and organising ideas in paragraphs (brainstorming and organising). ○ Discuss features of an expository essay. ○ Make a presentation on the features of an expository essay to the class. ● Group work/collaborative learning ○ In a mixed-ability group: Write at least a three-paragraph expository essay on given topics (e.g., cultural values (faithfulness, confidence, truthfulness), STEM, GESI, energy efficiency) taking into consideration the features of expository essays and rules of writing. iii. Key assessment ● Level 2 Assessment: Skills	Define the term essay, etc. ii. Pedagogical exemplars ● Problem-based learning ○ Whole class: Teacher leads quick revision of topic and supporting sentences of a paragraph, etc. iii. Key assessment ● Level 2 Assessment:	

	<i>building</i> Write a three to five paragraph expository essay on the topic 'how farming affects my life', 'how music affects my life' or 'the importance of cocoa in Ghana' ● Level 4 Assessment: <i>Extended thinking</i> Critique your own or a peer's essay, evaluating to what extent all the features of an expository essay are included and how effective they are. d) <i>Spanish</i> Week 16: i. <i>Tasks</i> • <i>Escribe al menos 5 actividades de ocio comunes en tu comunidad durante las vacaciones, etc.</i> ii. <i>Pedagogical Exemplars</i> • <i>Initiating talk for learning:</i> ○ <i>Rompehielos (icebreaker):</i> ○ <i>El profesor o la profesora muestra a los aprendices un vídeo de personas hablando sobre actividades de ocio que hacen durante su tiempo de ocio. Luego, los aprendices contestan a las preguntas de comprensión preparadas por el profesor o la profesora, etc.</i>	<i>Skills building</i> Write a three to five paragraph expository essay on the topic 'how farming affects my life', 'how music affects my life' or 'the importance of cocoa in Ghana' d) <i>Spanish</i> Week 16: i. <i>Tasks</i> <i>Escribe al menos 5 actividades de ocio comunes en tu comunidad durante las vacaciones, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>Initiating talk for learning:</i> <i>Rompehielos (icebreaker):</i> <i>El profesor muestra a los aprendices un video de personas hablando sobre actividades de ocio que hacen durante su tiempo de ocio. Luego, los aprendices contestan a las</i>	

	<i>iii. Key assessment Assessment level 3 En grupos, hagan investigaciones sobre actividades de ocio comunes en su comunidad/pueblo/región/país. Luego, tienen que presentar la información delante de la clase, etc.</i> 2.5 Ask teachers in their various language groups (where applicable) to complete the learning planner for Weeks 15 and 16 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>preguntas de comprensión preparado por el profesor, etc.</i> <i>iii. Key assessment Assessment level 3 En grupos, hagan investigaciones sobre actividades de ocio comunes en su comunidad/pueblo/región/país. Luego, tienen que presentar la información delante de la clase, etc.</i> 2.5 In your language group, complete the learning planner for Weeks 15 and 16 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	

3. Peer-review of learning plans Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Ask teachers to exchange their learning plans for Weeks 15 and 16 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	3.1 Exchange your learning plans for Weeks 15 and 16 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choice</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 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 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 10, <i>developing learning plans for Weeks 17 and 18 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 10, <i>developing learning plans for Weeks 17 and 18 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance notes on leading the session. <i>What the PLC Coordinator will have to say during each stage of the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on the DPLC Session 1, <i>developing learning plans for Weeks 1 and 2</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 17 and	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping	60 mins

completed per session)	18 sub-strands of; A. <i>Arabic: Critical reading - Creative writing</i> B. <i>French: S'exprimer sur ses loisirs et ses passe-temps et dire ce que l'on fait à un moment donné.</i> C. <i>Ghanaian languages: Cultural practices (Dietary names and initiation rites)</i> D. <i>Spanish: Nuestro entorno 1 and 2</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 17 and 18 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 17 and 18 learning plans, taking into consideration the content standard (CS), LOs, LIs,	learners to demonstrate understanding of Weeks 17 and 18 sub-strands of; A. <i>Arabic:Critical reading - Creative writing</i> B. <i>French: S'exprimer sur ses loisirs et ses passe-temps et dire ce que l'on fait à un moment donné.</i> C. <i>Ghanaian languages: Cultural practices (Dietary names and initiation rites)</i> D. <i>Spanish: Nuestro entorno 1 and 2.</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 17 and 18 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 17 and 18 learning plans, taking into consideration the content	

	pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 17 and 18 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 17 and 18 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 17 and 18 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 17 and 18 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various language groups to study and	standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 17 and 18 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 17 and 18 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 17 and 18 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks 17 and 18 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. In your language group, study and reflect on	

	reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 17 and 18 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> a) <i>Arabic Week 17</i> i. <i>How does studying pre-Islamic Arabic poetry contribute to learners' comprehension of classical Arabic language structures and enable them to better appreciate the evolution of Arabic writing styles over time?</i> ii. <i>What methods and materials can be used to create meaningful and enjoyable experiences in learning pre-Islamic Arabic poetry?</i> iii. <i>How can pre-Islamic poetry enhance the understanding of Arabic literature? etc.</i>	the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 17 and 18 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> a) <i>Arabic Week 17</i> <i>How does studying pre-Islamic Arabic poetry contribute to learners' comprehension of classical Arabic language structures and enable them to better appreciate the evolution of Arabic writing styles over time? etc.</i>	

	<i>b) French Week 17</i> <i>i. How can I organise the learners to mention expressions needed to “exprimer sur sesloisirs et ses passe-temps” in oral production?</i> <i>ii. What expressions can be used in simple sentences to “exprimer sur sesloisirs et ses passe-temps” in oral production?</i> <i>iii. What strategies can be employed in writing short texts to “exprimer sur sesloisirs et ses passe-temps”?</i> <i>c) Ghanaian languages Week 17</i> <i>i. How can I get my learners to appreciate the concept of deity names?</i> <i>ii. Explain 'deity'</i> <i>iii. Mention some of the names of deities in your community, etc.</i> <i>d) Spanish Week 17</i> <i>i. How can I create a positive and engaging learning environment that fosters learners' curiosity and creativity?</i>	<i>b) French Week 17</i> <i>How can I organise the learners to “exprimer sur sesloisirs et ses passe-temps” in oral production? etc.</i> <i>c) Ghanaian languages Week 17</i> <i>How can I get my learners to appreciate the concept of deity names, etc.?</i> <i>d) Spanish Week 17</i> <i>How can I create a positive and engaging learning environment that fosters learners' curiosity and creativity? etc.</i>	

	ii. <i>What objects are essential in every classroom?</i> iii. <i>How can one effectively respond to basic questions about classroom objects during oral communication?</i> a) <i>Arabic</i> Week 18 i. <i>How can learners be encouraged to initiate and develop their creative ideas in Arabic writing, considering their diverse proficiency levels?</i> ii. <i>How can writing be effectively expressed?</i> iii. <i>How can grammar, vocabulary and structure in creative writing be improved? etc.</i> b) <i>French</i> Week 18 i. <i>How can I help the learners to express in a simple statement “ce que l'on fait à un moment donné” in an oral production?</i> ii. <i>What strategies can be used as a guide to read simple text on “ce que l'on fait à un moment donné”?</i> iii. <i>What are the simple expressions that can be used in expressing “ce que l'on fait à un</i>	a) <i>Arabic</i> Week 18 <i>How can learners be encouraged to initiate and develop their creative ideas in Arabic writing, considering their diverse proficiency levels? etc.</i> b) <i>French</i> Week 18 <i>How can I help the learners to express “ce que l'on fait à un moment donné in an oral production? etc.</i>	

	<i>moment donné”?</i> c) <i>Ghanaian languages</i> Week 18 i. <i>How can I Explain the value of initiation into adulthood rites to learners?</i> ii. <i>Discuss the importance of initiation of puberty rites</i> iii. <i>What three activities are performed during the rites of initiation into adulthood, etc.?</i> d) <i>Spanish</i> Week 18 i. <i>What will I do to guide learners to identify the important facilities found in schools in Spanish?</i> ii. <i>What strategies can be employed to distinguish between masculine and feminine nouns in Spanish?</i> iii. <i>What factors should be considered when forming sentences with Spanish adjectives? etc.</i> 2.4Ask teachers to discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind teachers to refer to teacher manual for more examples on differentiation.	c) <i>Ghanaian languages</i> Week 18 <i>How can I Explain the value of initiation into adulthood rites to learners?</i> d) <i>Spanish</i> Week 18 <i>What will I do to guide learners to identify the important facilities found in schools in Spanish? etc</i> 2.4Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to teacher manual for more examples on differentiation.	

	<i>E.g.</i> <i>a) Arabic Week 17</i> <i>i. Task</i> ● <i>Create a concept map of pre-Islamic Arabic poetry.</i> ● <i>Identify and explain the structure and themes of pre-Islamic poetry works</i> ● <i>Discuss how pre-Islamic poetry works preserved oral traditions of Arabs, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Initiating talk for learning</i> ● <i>Learners brainstorm and create a concept map of pre-Islamic Arabic poetry</i> ● <i>In small groups learners identify and explain the structure and themes of pre-Islamic poetry works</i> ● <i>In groups, learners who show a high level of understanding discuss how pre-Islamic poetry works preserve oral traditions of Arabs, etc.</i> <i>iii. Key assessment</i> ● <i>Create a concept map of pre-Islamic Arabic poetry, including its basic forms</i>	<i>E.g.</i> <i>a) Arabic Week 17</i> <i>i. Tasks:</i> <i>Create a concept map of pre-Islamic Arabic poetry, etc.</i> <i>ii. Pedagogical exemplars:</i> <i>Initiating talk for learning</i> <i>Learners brainstorm and create a concept map of pre-Islamic Arabic poetry, etc.</i> <i>iii. Key assessment:</i> <i>Create a concept map of pre-Islamic Arabic poetry, including its basic forms and</i>	

	and purposes ● Identify and explain the structure and themes of pre-Islamic poetry works ● Discuss how pre-Islamic poetry works and how they preserve oral traditions of Arabs etc. b) French Week 17 i. Task Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning one's hobby for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning. Task 2 (Production et interaction orale) Guide learners to	purposes, etc. b) French Week 17 i. Tasks: Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning one's hobby for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning., etc.	

	<i>talk about one's hobby. Provide images or photos on what one does in a given moment and guide learners to describe them orally. In the course of the delivery, ensure that learners develop the following competencies: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting the correct "glocal" behaviours.</i> <i>Task 3 (Compréhension des écrits) Guide learners to read and respond to comprehension questions on one's hobby. Provide simple written texts whose subject is what one does as their hobby. In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting "glocally" responsible behaviours.</i>		

	<i>Task 4 (Production et interaction orale)</i> Engage learners in writing activities where they are guided to compose different types of texts on one's hobbies. Set communicative tasks where learners write texts that describe some activities on one's hobbies. For example: send a WhatsApp message, an email or a postcard to a new friend about your hobbies. Guide learners to compose a simple text on some activities they do as hobbies. <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting "glocally" responsible behaviours. etc.</i> <i>ii. Pedagogical Exemplars</i> Learn by using the language items:		
		<i>ii. Pedagogical Exemplar:</i> Learn by using the language	

	<i>Learn by listening to and watching simulations on one's hobby. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur ses loisirs et ses passe-temps</i> ○ <i>Faire repérer des mots entendus et des expressions entendues sur ses loisirs et ses passe-temps</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités :questions à choixmultiple, vraioufaux,</i>	<i>items: Learn by listening to and watching simulations on one's hobby. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i>	

	<i>exerciced'appariement,</i> <i>questionsouvertes</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant-apprenant), etc.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur ses loisirs et ses passe-temps.</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating different hobbies. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes sur ses loisirs</i>		

	<i>et ses passe-temps</i> ○ <i>Faire répondre à des questions simples ou complexes sur ses loisirs et ses passe-temps</i> ○ <i>Faire dramatiser un dialogue sur sesloisirs et sespasse-temps</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute sur ses loisirs et ses passe-temps</i> <i>Note: Exploiter implicitement quelques éléments linguistiques liés à ses loisirs et ses passe-temps.</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and to answer comprehension questions on one's hobbies. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la</i>		

	<i>lecture sur leurs loisirs et leurs passe-temps.</i> ○ <i>Faire découvrir le texte sur ses loisirs et ses passe-temps (type, source, etc.) pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnements tels que : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes.</i> <i>NB: Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur ses loisirs et ses passe-temps.</i> <i>Project-based Learning: Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a</i>		

	<i>text on what one does as a hobby.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes</i> ○ <i>Demander aux apprenants d'écrire des textes, en groupes, sur ses loisirs et ses passe-temps : une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant ses loisirs et ses passe-temps.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur ses loisirs et ses passe-temps</i> <i>iii. Key assessment</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter et repérer des mots sur ses loisirs et ses passe-temps dans un document audio/un document vidéo</i> <i>Level 2 (Understanding):</i> <i>Écouter et répondre aux questions de compréhension sur ses loisirs et ses passe-temps dans un document audio/un document vidéo.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i>		

	<i>Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Mettre les apprenants dans des situations communicatives pour parler de leurs loisirs et ses passe-temps</i> ○ <i>Interviewer des gens pour obtenir ce qu'ils font pendant leurs loisirs et leurs passe-temps</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> ○ <i>En groupes de deux, donner aux apprenants des textes sur leurs loisirs et ses passe-temps et faire répondre à des questions.</i> ○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux.</i> ○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire une lettre, un texte, un message</i>		

	<i>WhatsApp pour participer à une discussion sur ses loisirs et ses passe-temps, etc.</i> <i>c) Ghanaian languages</i> <i>Week 17</i> <i>i. Task</i> ● <i>Mention ten personal names used in your community.</i> ● <i>Put the names into categories according to their features.</i> ● <i>Discuss the features and origin of the names identified, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>In pairs, think-pair-share some deity names</i> ● <i>In groups, explain how deity names are given to people</i> ● <i>In groups, discuss the importance of deity names and make a presentation, etc.</i> <i>iii. Key assessment:</i> ● <i>Learners should explain the origin of deity names.</i> ● <i>Learners should name some of the deities in their society.</i> ● <i>Using their knowledge of the origin of deity names, learners should tell why some people give deity names to their children, etc.</i>	<i>c) Ghanaian languages</i> <i>i. Task</i> <i>Week 17</i> <i>Mention ten personal names used in your community.</i> <i>ii. Pedagogical exemplar:</i> <i>In pairs, think-pair-share some deity names, etc.</i> <i>iii. Key assessment:</i> <i>Learners should explain the origin of deity names, etc.</i> <i>.</i>	

	d) Spanish Week 17 i. Tasks: <i>Traduce estas frases en español</i> 1. <i>There is a pen on this table.</i> 2. <i>There are two books in my bag.</i> 3. <i>There are two students in that class.</i> 4. <i>There is a ruler on that desk.</i> 5. <i>There are 10 classrooms in this school, etc</i> ii. Pedagogical Exemplars: ● <i>Actividad de entrada</i> <i>“¿Qué hay en esta aula/ escuela?”</i> <i>El profesor o la profesora muestra un vídeo/imagen de lugares en el aula/escuela. Luego a base del video, los aprendices/ las aprendices pueden mencionar los lugares que hay o no hay en su entorno.</i> ● <i>Initiating talk for learning</i> <i>También, el profesor/ la profesora puede presentar más vocabulario relacionado con la escuela o aula, etc.</i> iii. Key Assessment: <i>Level 1:</i> <i>¿Qué hay en esta escuela/aula? etc.</i> a) Arabic Week 18	d) Spanish Week 17 Tasks: <i>Traduce estas frases en español</i> 1. <i>There is a pen on this table.</i> 2. <i>There are two books in my bag, etc</i> ii. Pedagogical Exemplars: ● <i>Actividad de entrada</i> <i>“¿Qué hay en esta aula/ escuela?”</i> <i>El profesor muestra un vídeo/imagen de lugares en el aula/escuela. Luego a base del vídeo, los aprendices/ las aprendices pueden mencionar los lugares que hay o no hay en su entorno, etc.</i> iii. Key Assessment: <i>Level 1:</i> <i>¿Qué hay en esta escuela/aula? etc.</i> a) Arabic Week 18	

	<i>i. Tasks:</i> ● <i>Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary</i> ● <i>Identify and use basic Arabic sentence structures, such as subject-verb-object, in their creative writing</i> ● <i>Create simple and coherent narratives with a clear beginning, middle and end in their written compositions.</i> <i>ii. Pedagogical exemplar:</i> <i>Task-based learning</i> ● <i>In pairs learners write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics such as "Most Memorable Honest Friend"</i> ● <i>In small groups learners identify and use basic Arabic sentence structures, such as subject-verb-object, in their creative writing.</i> ● <i>In mixed-ability groups learners who exhibit high understanding create simple and coherent narratives while helping those who may struggle to identify a clear beginning, middle, and end in the written compositions, etc.</i>	<i>Tasks:</i> <i>Writing short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary, etc.</i> <i>ii. Pedagogical exemplar:</i> <i>Task-based learning</i> <i>In pairs, learners write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics such as "Most Memorable Honest Friend", etc.</i>	

	iii. Key Assessment: ● Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary. ● Identify and use basic Arabic sentence structures, such as subject-verb-object, in their creative writing. ● Create simple and coherent narratives with a clear beginning, middle, and end in their written compositions, etc. b) French Week 18 i. Tasks Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning one's hobby for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning. Task 2 (Production et interaction orale) Guide learners to talk about one's hobby. Provide images or	iii. Key Assessment: Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary, etc. b) French Week 18 i. Tasks Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning one's hobby for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.	

	<i>photos on what one does as a hobby and guide learners to describe them orally. In the course of the delivery, ensure that learners develop the following competencies: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting the correct “glocal” behaviours.</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on one’s hobby. Provide simple written texts whose subject is what one does as their hobby. In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Task 4 (Production et interaction orale)</i> <i>Engage learners in writing activities where they are guided to compose different types of texts on one’s</i>		

	<i>hobbies. Set communicative tasks where learners write texts that describe some activities on one's hobbies. For example: send a WhatsApp message, an email or a postcard to a new friend about your hobbies. Guide learners to compose a simple text on some activities they do as a hobby, etc.</i> <i>ii. Pedagogical exemplar</i> <i>Learn by using the language items: Learn by listening to and watching simulations on one's hobby. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur ses loisirs et ses passe-temps</i> ○ <i>Faire repérer des mots entendus et des expressions entendues sur ses</i>	<i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on one's hobby. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i>	

	<i>loisirs et ses passe-temps</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant-apprenant)</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur ses loisirs et ses passe-temps.</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating different hobbies. The teacher</i>		

	<i>should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes sur ses loisirs et ses passe-temps</i> ○ <i>Faire répondre à des questions simples ou complexes sur ses loisirs et ses passe-temps</i> ○ <i>Faire dramatiser un dialogue sur ses loisirs et ses passe-temps</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute sur ses loisirs et ses passe-temps</i> <i>Note: Exploiter implicitement quelques éléments linguistiques liés à ses loisirs et ses passe-temps.</i> <i>Group work/Collaborative learning: It is a central</i>		

	<i>element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and to answer comprehension questions on one's hobbies. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la lecture sur leurs loisirs et leurs passe-temps.</i> ○ <i>Faire découvrir le texte sur ses loisirs et ses passe-temps (type, source, etc.) pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte</i>		

	<i>individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnements tels que : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur ses loisirs et ses passe-temps.</i> <i>Project-based Learning: Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a text on what one does as a hobby.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupe</i> ○ <i>Demander aux apprenants d'écrire des textes, en groupes, sur ce que</i>		

	<i>l'on fait à un moment donné : une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant ce que l'on fait à un moment donné, etc.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur ses loisirs et ses passe-temps</i> <i>iii. Key assessment Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur ses loisirs et ses passe-temps dans un document audio/un document vidéo Level 2 (Understanding): Écouter et répondre aux questions de compréhension sur ses loisirs et ses passe-temps dans un document audio/un document vidéo.</i> <i>Key Assessment (DoK Levels) Évaluation Formative Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Mettre les apprenants dans des situations communicatives pour parler de leurs</i>	<i>iii. Key assessment Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur ses loisirs et ses passe-temps dans un document audio/un document vidéo, etc.</i>	

	<i>loisirs et ses passe-temps</i> ○ <i>Interviewer des gens pour obtenir ce qu'ils font pendant leurs loisirs et leurs passe-temps.</i> ● <i>Learners will be able to read simple text on "ce que l'on fait à un moment donné"</i> ● <i>Learners will be able to identify and say simple expressions on "ce que l'on fait à un moment donné", etc.</i> <i>Level 2 (Understanding):</i> ○ <i>En groupes de deux, donner aux apprenants des textes sur leurs loisirs et ses passe-temps et faire répondre à des questions.</i> ○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux.</i> ○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire une</i>		

	<i>lettre, un texte, un message</i> <i>WhatsApp pour participer à une discussion sur ses loisirs et ses passe-temps.</i> c) <i>Ghanaian languages</i> <i>Week 18</i> <i>i. Task:</i> ● <i>Learners should explain what initiation into adulthood is all about</i> ● <i>Learners to discuss the value of initiation into adulthood.</i> ● <i>What is the significance of the puberty rites? etc.</i> ii. <i>Pedagogical Exemplar:</i> ● <i>With all learners involved, discuss puberty rites and make a presentation.</i> ● <i>Learners watch a video on puberty.</i> ● <i>In pairs, learners analyse the content of the video on puberty, etc.</i> iii. <i>Key assessment:</i> ● <i>Learners should explain some of the activities involved in the puberty rites.</i> ● <i>Learners should be able to analyse the significance of puberty rites.</i> ● <i>With the knowledge of</i>	c) <i>Ghanaian languages</i> <i>Week 18</i> <i>i. Tasks:</i> <i>Learners should explain what initiation into adulthood is all about, etc.</i> ii. <i>Pedagogical Exemplar:</i> <i>With all learners involved, discuss puberty rites and make a presentation.</i> iii. <i>Key assessment:</i> <i>Learners should explain some of the activities involved in the puberty rites, etc.</i>	

	<i>the values and significance of puberty rites, learners should explain why one has to be initiated into adulthood, etc.</i> <i>d) Spanish</i> <i>Week 18:</i> <i>i. Tasks:</i> <i>¿Cómo se dice las palabras siguientes en español?:</i> 1. <i>stadium</i> 2. <i>gym</i> 3. <i>laboratory</i> 4. <i>classroom</i> 5. <i>library, etc.</i> <i>ii. Pedagogical Exemplars:</i> ● <i>Rompehielos (ice breaker):</i> <i>Para introducir el tema, el profesor puede proporcionar un texto auténtico /didáctico como el que está abajo.</i> <i>“Los aprendices están en un aula. El profesor está en su oficina. Estos son lugares importantes en la escuela. Los aprendices leen o estudian a veces en la biblioteca. La biblioteca es muy grande. Hay una librería cerca de la biblioteca donde los estudiantes compran libros. Durante el recreo, los aprendices almuerzan en el comedor o en la cafetería”, etc.</i>	<i>d) Spanish</i> <i>Week 18</i> <i>i. Task:</i> <i>¿Cómo se dice las palabras siguientes en español?:</i> 1. <i>stadium</i> 2. <i>gym, etc.</i> <i>ii. Pedagogical Exemplar:</i> <i>Rompehielos (ice breaker):</i> <i>Para introducir el tema, el profesor puede proporcionar un texto auténtico /didáctico como el que está abajo.</i> <i>“Los aprendices están en un aula. El profesor está en su oficina. Estos son lugares importantes en la escuela. Los aprendices leen o estudian a veces en la biblioteca. La biblioteca es muy grande. Hay una librería cerca de la biblioteca donde los estudiantes compran libros. Durante el recreo, los aprendices almuerzan en el comedor o en la cafetería”, etc.</i>	

	● <i>Initiating Talk for Learning</i> <i>El profesor/ la profesora menciona algunos lugares de la escuela y explica en español su función. Los aprendices escuchan y observan.</i> <i>Luego, el profesor/ la profesora muestra un vídeo/imagen de lugares en la escuela.</i> ● <i>Trabajo en Grupo/ Collaborative learning. (In mixed group ability)</i> <i>A base del vídeo, los/las aprendices mencionan los lugares importantes que hay o no hay en su entorno, etc.</i> <i>iii. Key Assessment (DoK levels):</i> <i>Level 1: Crea un collage de fotos de tus lugares favoritos en la escuela.</i>	<i>iii. Key Assessment (DoK levels):</i> <i>Level 1: Crea un collage de fotos de tus lugares favoritos en la escuela.</i>	
	2.5 Ask teachers in their various language groups (where applicable) to complete the learning planner for Weeks 17 and 18 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	2.5 In your language group, complete the learning planner for Weeks 17 and 18 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	

3. Peer-review of learning plans. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Ask teachers to exchange their learning plans for Weeks 17 and 18 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	3.1 Exchange your learning plans for Weeks 17 and 18 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 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 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 11, <i>developing learning plans for Weeks 17 and 18</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 11, <i>developing learning plans for Weeks 19 and 20 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 11, <i>developing learning plans for Weeks 17 and 18</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 11, <i>developing learning plans for Weeks 19 and 20 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance notes on leading the session. <i>What the PLC Coordinator will have to say during each stage of the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on the DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources	60 mins

skills and national values (2 learning planners to be completed per session)	understanding of Weeks 19 and 20 sub-strands of; a) <i>Arabic: Everyday oral communication (Dialogue) - Composition (Analysis and Practice of Translation)</i> b) <i>French :Discuter des événements historiques de son pays et Identifier les genres de la littérature.</i> c) <i>Ghanaian languages: Traditional governance system (the clan)</i> d) <i>Spanish: Lugares en la escuela y las fracciones del tiempo</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 19 and 20 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d,	and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 19 and 20 sub-strands of; a) <i>Arabic: Everyday oral communication (Dialogue) - Composition (Analysis and Practice of Translation)</i> b) <i>French :Discuter des événements historiques de son pays et Identifier les genres de la littérature</i> c) <i>Ghanaian languages: Traditional governance system (the clan)</i> d) <i>Spanish: Lugares en la escuela y las fracciones del tiempo.</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 19 and 20 using the teacher manual, taking into account GESI, SEL, ICT, 21st	

	3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 19 and 20 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 19 and 20 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 19 and 20 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 19 and 20 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, keynotes on differentiation,	century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 19 and 20 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 19 and 20 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 19 and 20 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 19 and 20 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into	

	assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 19 and 20 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 19 and 20 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f and 3c - 3j). E.g. a) Arabic Week 19 i. How can I scaffold dialogue activities to cater to the diverse proficiency levels in my class, ensuring all learners Proficiency can actively participate and benefit? ii. How can communication in	consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks 19 and 20 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. In your language groups, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 19 and 20 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f and 3c - 3j). E.g. a) Arabic Week 19 How can I scaffold dialogue activities to cater to the diverse proficiency levels in my class, ensuring all learners Proficiency can actively participate and benefit? etc.	

	<i>Arabic be challenged and motivated?</i> iii. <i>How can Arabic conversational skills be encouraged? etc.</i> b) French Week 19 i. <i>How can I support learners to listen and identify "des événements historiques de son pays" from an audio-visual text?</i> ii. <i>What strategies can be used as a guide in forming simple sentences with "des événements historiques de son pays" heard from the text?</i> iii. <i>What expressions can be used to discuss "des événements historiques de son pays" in an oral production?</i> c) Ghanaian languages Week 19 i. <i>Mention the names of some of the clans in your society</i> ii. <i>Discuss the traditional governance structure of the clan system</i> iii. <i>Explain the importance of the clan system, etc.</i> d) Spanish Week 19 i. <i>How can I guide learners to form simple sentences to</i>	b) French Week 19 <i>How can I support learners to listen and identify "des événements historiques de son pays" from an audio-visual text? etc.</i> c) Ghanaian languages Week 19 <i>Mention the names of some of the clans in your society, etc.</i> d) Spanish Week 19 <i>How can I guide learners to form simple sentences to write an</i>	

	<i>write an essay about their school?</i> ii. <i>What kind of details should be followed when writing a descriptive essay about a place?</i> iii. <i>What key vocabulary and expressions can be used to describe a place? etc.</i> a) <i>Arabic</i> Week 20 i. <i>How will I guide learners to identify sentence structure in both languages?</i> ii. <i>How can ICT tools help in translating sentence structures in Arabic?</i> iii. <i>How can the relevance of knowing sentence structure in both Arabic and English conversations be enforced? etc.</i> b) <i>French</i> Week 20 i. <i>What will I consider guiding learners to identify “les genres de la littérature”?</i> ii. <i>What can be done to aid the understanding of “les genres de la littérature”?</i> iii. <i>What strategies can be adopted in giving examples of texts under “les genres de la littérature”? etc.</i> c) <i>Ghanaian languages</i> Week 20	<i>essay about their school? etc.</i> a) <i>Arabic</i> Week 20 <i>How will I guide learners to identify sentence structure in both languages? etc.</i> b) <i>French</i> Week 20 <i>What will I consider guiding learners to identify “les genres de la littérature”?</i> c) <i>Ghanaian languages</i> Week 20	

	i. <i>How can I guide learners to explain is in their learners?</i> ii. <i>Who qualifies to be a Kingmaker?</i> iii. <i>Who qualifies as a functionary of the traditional governance system, etc.</i> d) <i>Spanish</i> Week 20 i. <i>How can I integrate technology into the lesson to enhance student learning?</i> ii. <i>How can knowledge of “las fracciones del tiempo” in English be applied to that of Spanish?</i> iii. <i>In what real life situations can knowledge of “Las fracciones del tiempo in real-life situations” be used? etc</i> 2.4Ask teachers to discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind teachers to refer to the teacher manual for more examples on differentiation. E.g. a) <i>Arabic</i> Week 19 i. <i>Task</i>	<i>How can I guide learners to explain is in their learners? etc.</i> d) <i>Spanish</i> Week 20 <i>How can I integrate technology into the lesson to enhance student learning? etc.</i> 2.4Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. E.g. a) <i>Arabic</i> Week 19	

	● Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences ● Ask and answer basic questions in Arabic on familiar topics, such as personal information, daily routines, and preferences ● Use common Arabic greetings and expressions in simple dialogues, showing an understanding of politeness and social conventions, etc ii. Pedagogical exemplars Project-based learning ● Learners role-play dialogues, follow visual prompts or scripts to engage in structured Arabic conversations. ● In pairs, ask and answer basic questions in Arabic on familiar topics, such as personal information, daily routines, and preferences. ● In groups, use basic conversational etiquette in Arabic dialogues, using common Arabic greetings and expressions, showing an understanding of politeness and social conventions, etc. iii. Key assessment ● Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences. ● Ask and answer basic	i. Task Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences, etc. ii. Pedagogical exemplars Project-based learning Learners role-play dialogues, follow visual prompts or scripts to engage in structured Arabic conversations, etc. iii. Key assessment Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences, etc.	

	questions in Arabic on familiar topics, such as personal information, daily routines, and preferences. ● Use common Arabic greetings and expressions in simple dialogues, showing an understanding of politeness and social conventions, etc. b) French Week 19 i.Tasks etc. Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning historical events of one's country for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning. Task 2 (Production et interaction orale) Guide learners to talk about historical events of one's country. Provide images or photos on historical events of one's country and guide learners to describe them orally. In the course of the delivery, ensure that learners develop the following competencies: communication, collaboration, self-	b) French Week 19 i.Tasks Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning historical events of one's country for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.	

	<i>awareness, respect for others, learning life-skills, and adopting the correct “glocal” behaviours.</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on historical events of one’s country. Provide simple written texts whose subject is historical events of one’s country. In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Task 4 (Production et interaction orale)</i> <i>Engage learners in writing activities where they are guided to compose different types of texts on historical events of one’s country. Set communicative tasks where learners write texts that describe some activities on historical events of one’s country. For example: send a WhatsApp message, an email or a postcard to a new friend about historical events of one’s country. Guide learners to compose a simple text on some historical events of one’s country.</i> <i>In the course of the delivery,</i>		

	<i>consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on historical events of one’s country. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur des événements historiques de son pays.</i> ○ <i>Faire repérer des motsentendus et des expressionsentendues sur des événementshistoriques de son pays.</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d’acteurs et les activités</i> ○ <i>Vérifier la compréhension par des</i>	<i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on historical events of one’s country. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i>	

	<i>questionnements simples ou complexes et des activités :questions à choixmultiple, vraioufaux, exerciced'appariement, questionsouvertes</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant- apprenant, apprenant- apprenant)</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur des événements historiques de son pays</i> <i>Talk for Learning (building on what other people say):Learn by speaking, by acting out (role play) situations and by simulating historical events of one's country. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demanderauxapprenants de discuter en groupes sur des événementshistoriques de son pays.</i>		

	○ <i>Faire répondre à des questions simples ou complexes sur des événements historiques de son pays.</i> ○ <i>Faire dramatiser un dialogue sur des événements historiques de son pays.</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute sur des événements historiques de son pays.</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques sur des événements historiques de son pays.</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and to answer comprehension questions on historical events of one's country. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la lecture sur des événements historiques de son pays.</i> ○ <i>Faire découvrir le texte sur</i>		

	<i>des événements historiques de son pays (type, source, etc.) pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnement tels que : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes.</i> NB: <i>Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur des événements historiques de son pays.</i> <i>Project-based Learning: Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a text on historical events of one's country.</i> Exemplars ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes.</i> ○ <i>Demander aux apprenants d'écrire des textes, en groupes, sur les événements</i>		

	<i>historiques de son pays : une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant des événements historiques de son pays, etc.</i> NB: <i>Exploiter implicitement quelques éléments linguistiques sur des événements historiques de son pays.</i> <i>iii. Key assessment Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur des événements historiques de son pays dans un document audio/un document vidéo Level 2 (Understanding): Écouter et répondre aux questions de compréhension sur des événements historiques de son pays dans un document audio/un document vidéo.</i> <i>Key Assessment (DoK Levels) Évaluation Formative Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Mettre les apprenants dans des situations communicatives pour parler des événements historiques de son pays.</i> ○ <i>Interviewer des gens pour obtenir</i>	<i>iii. Key assessment Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur des événements historiques de son pays dans un document audio/un document vidéo, etc.</i>	

	<i>des informations sur des événements historiques de son pays.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> ○ <i>En groupes de deux, donnerauxapprenants des textes sur des événementshistoriques de son pays et faire répondre à des questions.</i> ○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux.</i> ○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire une lettre, un texte, un message WhatsApp pour participer à une discussion sur des événements historiques de son pays, etc.</i> <i>c) Ghanaian languages</i> <i>Week 19</i> <i>i. Task</i> <i>Briefly describe the hierarchy of the traditional governance structure in your home.</i> ● <i>Discuss the</i>	<i>c) Ghanaian languages</i> <i>Week 19</i> <i>i. Task</i> <i>Briefly describe the hierarchy of the traditional governance structure in your home.</i>	

	concept of the clan system among cultures ● Explain the roles of the functionaries of the clan system among cultures, etc. ii. Pedagogical exemplar • Talk for learning - oWhole class: 1. Teacher guides learners to discuss the traditional governance structure of cultures; including the roles of children, father, mother family head, clan head 2. Create the organogram of the traditional governance structure of your community. 3. Discuss the functionaries of the traditional governance structure and their significance. - oClass debate In your opinion, do you think the traditional governance structure is still relevant? - oGroup work Learners role-play the traditional governance structure focusing on father, family head, clan head, etc. iii. Key assessment • Level 1: Recall/reproduction	ii. Pedagogical exemplar Talk for learning oWhole class: Teacher guides learners to discuss the traditional governance structure of cultures; including the roles of children, father, mother, family head, clan head, etc. iii. Key assessment Level 1: Recall/reproduction	

	<i>oDiscuss the functionaries of the traditional governance structure and arrange them in ascending order.</i> <i>Level 3 Extended critical thinking and reasoning:</i> <i>oDiscuss the importance of the traditional governance structure in contemporary times, etc.</i> <i>d) Spanish Week 19</i> <i>i. Task:</i> <i>Elige uno de los siguientes lugares y descríbelo:</i> <i>1. aula</i> <i>2. laboratorio</i> <i>3. comedor/cafetería</i> <i>4. biblioteca, etc.</i> <i>ii. Pedagogical Exemplars Trabajoengrupo/ collaborative learning:(In mixed gender groups, learners answer questions).</i> <i>El profesor/la profesora indica a los aprendices que escriban sobre su escuela. Ellos tienen que incluir estos detalles:</i> <i>1. ¿Dónde está la escuela?</i> <i>2. ¿Cómo es?</i> <i>3. Menciona algunos lugares y lo que hacen allí.</i> <i>4. ¿Por qué te gusta o no tu escuela? etc.</i>	<i>oDiscuss the functionaries of the traditional governance structure and arrange them in ascending order, etc.</i> <i>d) Spanish Week 19</i> <i>i. Task:</i> <i>Elige uno de los siguientes lugares y descríbelo:</i> <i>1. aula</i> <i>2. laboratorio, etc.</i> <i>ii. Pedagogical Exemplars Trabajoengrupo/ collaborative learning:(In mixed gender groups, learners answer questions).</i> <i>El profesor/la profesora indica a los aprendices que escriban sobre su escuela. Ellos tienen que incluir estos detalles:</i> <i>1. ¿Dónde está la escuela?</i> <i>2. ¿Cómo es? etc.</i>	

	<i>iii. Key Assessment (DoK levels):</i> <i>Level 1: Escribe 3 frases para describir tu aula.</i> <i>Level 2: Escribe un blog en el internet sobre tu escuela.</i> <i>Incluye estos detalles:</i> <i>a) Nombre de la escuela</i> <i>b) Lugar</i> <i>c) Partes de la escuela</i> <i>d) Número de profesores y estudiantes</i> <i>e) Es pequeña o grande</i> <i>f) Actividades que te gusta hacer en tu escuela, etc.</i> <i>Level 3: Collaborative Project</i> <i>En grupos de 2 o 3, hagan un vídeo donde visitan algunos lugares en la escuela y describan estos lugares. Después los aprendices proyectan su video en la clase.</i> <i>a. Arabic</i> <i>Week 20:</i> <i>i. Tasks</i> ● <i>Match and compare sentences in both languages</i> ● <i>Translate simple sentences and short paragraphs from English to Arabic</i> ● <i>Reproduce sentences in both languages, etc.</i> <i>ii. Pedagogical exemplar</i> ● <i>In small groups, learners match and compare sentences in both languages</i> ● <i>In pairs, learners who</i>	<i>iii. Key assessment (DoK Levels):</i> <i>Level 1: Escribe 3 frases para describir tu aula, etc.</i> <i>a) Arabic</i> <i>Week 20:</i> <i>i. Tasks</i> <i>Match and compare sentences in both languages, etc.</i> <i>ii. Pedagogical exemplar</i> <i>In small groups, learners match and compare sentences in</i>	

	<i>may struggle with the concept rearrange the pieces of shuffled English sentences to form coherent sentences in Arabic while others who show in depth knowledge explain the sentences</i> ● <i>Learners fill in the blank spaces with the appropriate translations (words and phrases) to complete the sentences, etc.</i> iii. <i>Key assessment</i> ● <i>Match and compare sentences in both languages.</i> ● <i>Rearrange the pieces of shuffled English sentences to form coherent sentences in Arabic.</i> ● <i>Fill in the blank spaces with the appropriate translations (words and phrases) to complete the sentences, etc.</i> b. <i>French</i> <i>Week 20</i> i. <i>Tasks</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning genres of literature for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration,</i>	<i>both languages, etc.</i> iii. <i>Key assessment</i> <i>Match and compare sentences in both languages, etc.</i> b) <i>French</i> <i>Week 20</i> i. <i>Tasks</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning genres of literature for listening and speaking activities:</i> <i>Ensure that learners develop the following</i>	

	<i>understanding of oneself, tolerance, and life-long learning.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to talk about genres of literature. Provide images or photos on genres of literature and guide learners to describe them orally.</i> <i>In the course of the delivery, ensure that learners develop the following competencies: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting the correct “glocal” behaviours.</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on genres of literature. Provide simple written texts whose subject is genres of literature.</i> <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Task 4 (Production et interaction orale)</i> <i>Engage learners in writing activities where they are guided to compose different types of texts on genres of</i>	<i>competencies during the delivery of the lesson:</i> <i>communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i>	

	<i>literature. Set communicative tasks where learners write texts that describe some genres of literature. For example: send a WhatsApp message, an email or a postcard to a new friend about genres of literature. Guide learners to compose a simple text on some genres of literature.</i> <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on genres of literature. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur les genres de la littérature.</i> ○ <i>Faire repérer des</i>	<i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on genres of literature. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i>	

	<i>mots entendus et des expressions entendues sur les genres de la littérature.</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant)</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant-apprenant), etc.</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques sur les genres de la littérature</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating genres of literature. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i>		

	<i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes sur les genres de la littérature.</i> ○ <i>Faire répondre à des questions simples ou complexes sur les genres de la littérature.</i> ○ <i>Faire dramatiser un dialogue sur les genres de la littérature.</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute sur les genres de la littérature.</i> NB: <i>Exploiter implicitement quelques éléments linguistiques sur les genres de la littérature.</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and to answer comprehension questions on genres of literature. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en</i>		

	<i>groupes pour faire la lecture sur les genres de la littérature.</i> ○ <i>Faire découvrir le texte sur les genres de la littérature (type, source, etc.) pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnement tels que : questions à choix multiple, vrai ou faux, exercices d'appariement, questions ouvertes.</i> NB: <i>Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur les genres de la littérature.</i> <i>Project-based Learning: Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a text on genres of literature.</i> <i>Exemplars</i> ○ <i>Donner des consignes</i>		

	<i>aux apprenants</i> ○ <i>Mettre les apprenants en groupes</i> ○ <i>Demander aux apprenants d'écrire des textes, en groupes, sur les genres de la littérature : une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant les genres de la littérature.</i> NB: <i>Exploiter implicitement quelques éléments linguistiques sur les genres de la littérature.</i> <i>iii. Key assessment</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur les genres de la littérature dans un document audio/un document vidéo</i> <i>Level 2 (Understanding):</i> <i>Écouter et répondre aux questions de compréhension sur les genres de la littérature dans un document audio/un document vidéo.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Mettre les apprenants dans des situations communicatives pour parler des</i>		

	<i>genres de la littérature.</i> ○ <i>Interviewer des gens pour obtenir des informations sur les genres de la littérature.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> ○ <i>En groupes de deux, donner aux apprenants des textes sur les genres de la littérature et faire répondre à des questions.</i> ○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux.</i> ○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire une lettre, un texte, un message WhatsApp pour participer à une discussion sur les genres de la littérature, etc.</i> <i>c. Ghanaian languages</i> <i>Week 20</i> <i>i. Task</i> ● <i>Match and compare</i>		
		<i>c) Ghanaian languages</i> <i>Week 20</i> <i>i. Task</i> <i>Match and compare</i>	

	<i>sentences in both languages</i> • <i>Translate simple sentences and short paragraphs from English to Arabic</i> • <i>Reproduce sentences in both languages, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Collaborative learning</i> • <i>In small groups, learners match and compare sentences in both languages.</i> • <i>Learners in pairs rearrange the pieces of shuffled English sentences to form coherent sentences in Arabic.</i> • <i>Learners fill in the blank spaces with the appropriate translations (words and phrases) to complete the sentences, etc.</i> <i>iii. Key Assessment</i> • <i>Match and compare sentences in both languages</i> • <i>Rearrange the pieces of shuffled English sentences to form coherent sentences in Arabic</i> ● <i>Fill in the blank spaces with the appropriate translations (words and phrases) to complete the sentences, etc.</i> <i>d) Spanish</i> <i>Week 20:</i> <i>i. Task</i>	<i>sentences in both languages, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>In small groups, learners match and compare sentences in both languages, etc.</i> <i>iii. Key Assessment</i> <i>Match and compare sentences in both languages, etc.</i> <i>d) Spanish</i> <i>Week 20:</i> <i>i. Task</i>	

	<i>Escribe el día y el mes de tu cumpleaños, etc.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Rompehielos(icebreaker)</i> : <i>El profesor puede mostrar un calendario en español con los días y los meses del año.</i> ● <i>Initiating talk for learning</i> <i>¿Qué día es hoy?</i> <i>¿En qué mes estamos?</i> <i>A partir de estas dos preguntas el profesor o la profesora introduce el tema de hoy y menciona los días de la semana y los aprendices los repiten (special attention should be given to learners with speech defects), etc.</i> <i>iii. Key Assessment (DoK Levels):</i> <i>Level 1: Pregúntense el uno a otro el cumpleaños y escriban la fecha en su libreta, etc.</i> 2.5 Ask teachers in their various language groups (where applicable) to complete the learning plans for Weeks 19 and 20 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>Escribe el día y el mes de tu cumpleaños, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Rompehielos (icebreaker):</i> <i>El profesor o la profesora puede mostrar un calendario en español con los días y los meses del año, etc.</i> <i>iii. Key Assessment (DoK Levels):</i> <i>Level 1: Pregúntense el uno a otro el cumpleaños y escriban la fecha en su libreta, etc.</i> 2.5 In your language group, complete the learning plans for Weeks 19 and 20 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	

3. Peer-review of learning plans: Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 19 and 20 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	3.1 Exchange your learning plans for Weeks 19 and 20 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 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 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance notes on leading the session. <i>What the PLC Coordinator will have to say during each stage of the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC 11, <i>developing learning plans for Weeks 19 and 20</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on the DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies	60 mins

(2 learning planners to be completed per session)	Weeks 21 and 22 sub-strands of; a) <i>Arabic: Everyday Oral Communication (Speech Delivery) I and II - Grammar (Verb Declension) I and II</i> b) <i>French: Parler des éléments de la littérature dans un texte: Identifier et parler de moyens de déplacement et de son itinéraire</i> c) <i>Ghanaian languages: Oral Literature (Libation Text)</i> d) <i>Spanish :Decir la hora and mi rutina diaria 1</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 21 and 22 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	appropriate for helping learners to demonstrate understanding of Weeks 21 and 22 sub-strands of; a) <i>Arabic: Everyday Oral Communication (Speech Delivery) I and II - Grammar (Verb Declension) I and II</i> b) <i>French: Parler des éléments de la littérature dans un texte: Identifier et parler de moyens de déplacement et de son itinéraire</i> c) <i>Ghanaian languages: Oral; Literature (Libation Text)</i> d) <i>Spanish :decir la hora and mi rutina diaria 1</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 21 and 22 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	

	LI 1.1 Identify and discuss the important aspects of the Weeks 21 and 22 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 21 and 22 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 21 and 22 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 21 and 22 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual, while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 21 and 22 in line with the	LI 1.1 Identify and discuss the important aspects of the Weeks 21 and 22 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 21 and 22 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 21 and 22 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 21 and 22 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual, while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks	

	LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 21 and 22 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 21:</i> <i>i) How can I support Arabic learners with varying abilities in improving their speech delivery and oral communication skills?</i> <i>ii) What strategies and resources can be used to enhance speech delivery proficiency?</i> <i>iii) How can peer collaboration develop speech delivery skills? etc.</i> <i>b) French</i> <i>Week 21:</i>	21 and 22 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. In your language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 21 and 22 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 21:</i> <i>How can I support Arabic learners with varying abilities in improving their speech delivery and oral communication skills? etc.</i> <i>b) French</i> <i>Week 21:</i>	

	i. <i>How can I support learners to read about “des éléments de la littérature dans un texte”?</i> ii. <i>How can “des éléments de la littérature” be identified in a text?</i> iii. <i>What strategies can be used to aid the discussion on “des éléments de la littérature dans un texte”? etc.</i> c) <i>Ghanaian languages</i> Week 21: i. <i>What makes libation performance very important?</i> ii. <i>Compare a libation text to a prayer in church.</i> iii. <i>Who is to perform the libation in your society? etc.</i> d) <i>Spanish</i> Week 21: i. <i>What is the best approach to teach time in Spanish for all learners to benefit from the lesson?</i> ii. <i>What are the time differences between Ghana and some hispanic countries?</i> iii. <i>What are the</i>	<i>How can I support learners to read about “des éléments de la littérature dans un texte”? etc.</i> c) <i>Ghanaian languages</i> Week 21: <i>What makes libation performance very important?</i> d) <i>Spanish</i> Week 21: <i>What is the best approach to teach time in Spanish for all learners to benefit from the lesson? etc.</i>	

	<i>working hours in Ghana? etc.</i> a) Arabic Week 22: i. <i>How can I tailor instruction to meet the diverse needs of learners when it comes to verb declension, ensuring that both struggling and advanced learners make measurable progress?</i> ii. <i>What differentiated learning strategies and resources can be implemented to support you in mastering verb declension to effectively apply it in sentence construction?</i> iii. <i>How can peer-assisted learning and collaborative activities help develop verb declension skills? etc.</i> b) French Week 22: i. <i>How can I guide learners to identify and mention “de moyens de déplacement et de son itinéraire” from an audio-visual text?</i> ii. <i>What can be done to aid the identification of “de moyens de</i>	a) Arabic Week 22 <i>How can I tailor instruction to meet the diverse needs of learners when it comes to verb declension, ensuring that both struggling and advanced learners make measurable progress? etc.</i> b) French Week 22: <i>How can I guide learners to identify and mention “de moyens de déplacement et de son itinéraire” from an audio-visual text?etc.</i>	

	déplacement et de son itinéraire” in a text? iii. How can “de moyens de déplacement et de son itinéraire” be expressed orally? etc. c) Ghanaian languages Week 22: i. How can I help learners to explain what a dirge is in their society? ii. How are dirges performed? iii. Of what importance are dirges in the Ghanaian society? etc. d) Spanish Week 22: i. Which interactive activities can motivate learners to understand how to conjugate Spanish regular and irregular verbs? ii. What activities can be used to apply the conjugation of Spanish verbs? iii. What strategies can be employed to learn Spanish verbs that are more challenging to conjugate? etc.	c) Ghanaian languages Week 22: How can I help learners to explain what a dirge is in their society? etc. d) Spanish Week 22: Which interactive activities can motivate learners to understand how to conjugate Spanish regular and irregular verbs? etc.	

	2.4 Ask teachers to discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind the teachers to refer to the teacher manual for more examples on differentiation. <i>E.g.</i> a) <i>Arabic</i> <i>Week 21</i> <i>i. Tasks</i> ● <i>Express basic information and simple ideas in spoken Arabic, using commonly used words and phrases.</i> ● <i>Narrate simple personal experiences and share straightforward opinions on familiar topics, demonstrating the ability to communicate basic information orally.</i> ● <i>Express a wide range of information and ideas in spoken Arabic, utilising an expanded vocabulary and varied sentence structures, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Task-based learning</i> ● <i>Through the pronunciation Relay Race, learners engage in basic conversations, participating in routine social interactions and providing straightforward</i>	2.4 Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. a) <i>Arabic</i> <i>Week 21</i> <i>i. Tasks</i> <i>Express basic information and simple ideas in spoken Arabic, using commonly used words and phrases, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Task-based learning</i> <i>Through the Pronunciation Relay Race, learners engage in basic conversations, participating in routine social interactions and providing</i>	

	<i>with an accuracy rate of 70% or higher.</i> ● <i>Express a wide range of information and ideas in spoken Arabic, utilising an expanded vocabulary and varied sentence structures, with an accuracy rate of 90% or higher, etc.</i> <i>b) French</i> <i>Week 21</i> <i>i. Tasks</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning elements of literature in a text for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson:</i> <i>communication,</i> <i>collaboration,</i> <i>understanding of oneself,</i> <i>tolerance, and life-long learning.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to talk about elements of literature in a text. Provide images or photos on what one does in a given moment and guide learners to describe them orally.</i> <i>In the course of the delivery, ensure that</i>	<i>b) French</i> <i>Week 21</i> <i>i. Tasks</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning elements of literature in a text for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson:</i> <i>communication,</i> <i>collaboration,</i> <i>understanding of oneself, tolerance, and life-long learning. etc.</i>	

	<i>learners develop the following competencies: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting the correct “glocal” behaviours.</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on elements of literature. Provide simple written texts whose subject is elements of literature in a text. In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Task 4 (Production et interaction orale)</i> <i>Engage learners in writing activities where they are guided to compose different types of texts on elements of literature in a text. Set communicative tasks where learners write texts that describe some elements of literature. For example: send a WhatsApp message, an email or a postcard to a new friend about elements of literature in a text. Guide learners to compose</i>		

	<i>a simple text on some elements of literature in a text.</i> <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours. etc.</i> <i>ii. Pedagogical exemplar</i> <i>Learn by using the language items: Learn by listening to and watching simulations on elements of literature in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur les éléments de la littérature dans un texte.</i> ○ <i>Faire repérer des mots entendus et des expressions entendues</i>	<i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on elements of literature in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i>	

	<i>sur les éléments de la littérature dans un texte.</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités.</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes.</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant).</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant-apprenant), etc.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur les éléments de la littérature.</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating elements of literature in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them</i>		

	<i>individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes sur les éléments de la littérature.</i> ○ <i>Faire répondre à des questions simples ou complexes sur les éléments de la littérature.</i> ○ <i>Faire dramatiser un dialogue sur les éléments de la littérature.</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute sur les éléments de la littérature.</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques sur les éléments de la littérature.</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and to answer comprehension questions on elements of literature in</i>		

	<i>a text. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la lecture sur les éléments de la littérature.</i> ○ <i>Faire découvrir le texte sur les éléments de la littérature (type, source, etc.) pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnement tels que: questions à choix multiple, vrai ou faux, exercices d'appariement, questions ouvertes.</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur les éléments de la littérature.</i>		

	<i>Project-based Learning:</i> <i>Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a text on elements of literature in a text.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes</i> ○ <i>Demander aux apprenants d'écrire des textes, en groupes, sur les éléments de la littérature : une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant les genres de la littérature.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur les éléments de la littérature.</i> <i>iii. Key assessment</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 1 (Recall):</i> <i>Écouter et repérer des mots sur les éléments de la littérature dans un document audio/un document vidéo</i> <i>Level 2 (Understanding):</i>		

	<i>Écouter et répondre aux questions de compréhension sur les éléments de la littérature dans un document audio/un document vidéo, etc.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Mettre les apprenants dans des situations communicatives pour parler des éléments de la littérature.</i> ○ <i>Interviewer des gens pour obtenir des informations sur les éléments de la littérature.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> ○ <i>En groupes de deux, donner aux apprenants des textes sur les éléments de la littérature et faire répondre à des questions.</i> ○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux.</i> ○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension.</i>		

	<i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Faire écrire une lettre, un texte, un message WhatsApp pour participer à une discussion sur les éléments de la littérature.</i> <i>c) Ghanaian languages</i> <i>Week 21</i> <i>i. Tasks</i> ● <i>Discuss libation and its significance among cultures.</i> ● <i>Explain the differences in libation performance, Christian and Islamic prayers.</i> ● <i>Discuss the structure of libation text, etc.</i> <i>ii. Pedagogical exemplar</i> ● <i>Collaborative learning</i> ○ <i>Talk for learning</i> 1. <i>Watch a video on libation performance or read a libation text and talk about your observation including the structure of libation text.</i> 2. <i>Explain the significance of libation.</i> 3. <i>Put learners in groups to role-play</i>	<i>c) Ghanaian languages</i> <i>Week 21</i> <i>i. Tasks</i> <i>Discuss libation and its significance among cultures, etc.</i> <i>ii. Pedagogical exemplar</i> <i>Collaborative learning</i> ○ <i>Talk for learning</i> <i>Watch a video on libation performance or read a libation text and talk about your observation including the structure of libation text, etc.</i>	

	<i>traditional, Christian and Islamic prayers.</i> 4. Learners discuss the similarities and the differences in the prayer, etc. iii. Key assessment ● Level 1: Recall/Reproduction o Briefly describe libation. o Describe the structure of a libation. ● Level 3 Strategic reasoning o Evaluate the place of libation in contemporary times, etc. d) Spanish Week 21 i. Tasks: ¿Qué hora es en? a) Tokyo b) Kumasi c) Londres d) Nueva York e) Dakar, etc. ii. Pedagogical Exemplars ● Building on previous knowledge “¿Cuál es la fecha de hoy?” El profesor/ la profesora da ejemplos de horas de apertura y cierre de algunos lugares en la	iii. Key assessment Level 1: Recall/Reproduction o Briefly describe libation, etc. d) Spanish Week 21 i. Task: ¿Qué hora es en? a) Tokyo b) Kumasi c) Londres ,etc. ii. Pedagogical exemplar Building on previous knowledge “¿Cuál es la fecha de hoy?” El profesor/ la profesora da ejemplos de horas de apertura y cierre de	

	<i>escuela como la biblioteca, comedor, clases etc...</i> ● <i>Initiating talk for learning</i> <i>A partir de eso, puede explicar cómo se dice la hora en español.</i> <i>¿Qué hora es en.....?</i> <i>El profesor/ la profesora muestra relojes correspondiendo a ciertos países del mundo y luego pide a los/las aprendices que indiquen la hora. (Find alternative ways to cater for learners who are visually disadvantaged). etc.</i> <i>iii. Key assessment (DoK Levels):</i> <i>Level 1</i> <i>El profesor o la profesora dice la hora actual y los aprendices la repiten.</i> <i>Level 2</i> <i>El profesor o la profesora muestra fotos de diferentes relojes y los/las aprendices escriben la hora en sus cuadernos, etc.</i> <i>a) Arabic</i> <i>Week 22:</i> <i>i. Tasks</i> ● <i>Identify and conjugate basic Arabic verbs in their present tense forms.</i> ● <i>Recognize the three-letter root system in Arabic verbs and its role in verb formation.</i> ● <i>Conjugate a wider range of Arabic verbs in various tenses,</i>	<i>algunos lugares en la escuela como la biblioteca, comedor, clases, etc.</i> <i>iii. Key assessment (DoK Levels):</i> <i>Level 1</i> <i>El profesor o la profesora dice la hora actual y los aprendices la repiten, etc.</i> <i>a) Arabic</i> <i>Week 22</i> <i>i. Tasks</i> <i>Identify and conjugate basic Arabic verbs in their present tense forms, etc.</i>	

	<i>including present, past, and imperative forms, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Problem-based learning</i> ● <i>Learners go through verb types of gallery walk, practice verb declension, including regular verb drills, to form present tense verbs accurately</i> ● <i>Learners who show high understanding of the concept peer tutor colleagues who may struggle to practise verb declension, including the use of verb tables and more extensive conjugation drills, to conjugate verbs in various tenses accurately.</i> ● <i>Through interactive conjugation games, construct complex sentences using verbs in different tenses, effectively applying verb declension rules and irregularities in context, etc.</i> <i>iii. Key assessment</i> ● <i>Identify and conjugate basic Arabic verbs in their present tense forms, with an accuracy rate of 60% or higher.</i> ● <i>Recognize and understand the three-letter root system in Arabic verbs and its role in verb formation with an accuracy rate of 70% or higher.</i>	<i>ii. Pedagogical Exemplars</i> <i>Problem-based learning</i> <i>Learners go through verb types of gallery walk, practice verb declension, including regular verb drills, to form present tense verbs accurately, etc.</i> <i>iii. Key assessment</i> <i>Identify and conjugate basic Arabic verbs in their present tense forms, with an accuracy rate of 60% or higher, etc.</i>	

	● <i>Conjugate a wider range of Arabic verbs in various tenses, including present, past, and imperative forms, with an accuracy rate of 80% or higher, etc.</i> <i>b) French</i> <i>Week 22</i> <i>i. Tasks</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning means of transport in a text for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to talk about means of transport</i> <i>Provide images or photos on means of transport and guide learners to describe them orally.</i> <i>In the course of the delivery, ensure that learners develop the following competencies: communication, collaboration, self-awareness, respect for</i>	<i>b) French</i> <i>Week 22</i> <i>i. Tasks</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning means of transport in a text for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i>	

	<i>others, learning life-skills, and adopting the correct “glocal” behaviours.</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on means of transport. Provide simple written texts whose subject is means of transport in a text. In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Task 4 (Production et interaction orale)</i> <i>Engage learners in writing activities where they are guided to compose different types of texts on means of transport in a text. Set communicative tasks where learners write texts that describe some activities on means of transport. For example: send a WhatsApp message, an email or a postcard to a new friend about means of transport in a text. Guide learners to compose a simple text on some means of transport in a text, etc.</i> <i>In the course of the</i>		

	<i>delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>ii. Pedagogical exemplar</i> <i>Learn by using the language items: Learn by listening to and watching simulations on means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur les moyens de déplacement et son itinéraire dans un texte.</i> ○ <i>Faire repérer des mots entendus et des expressions entendues sur les moyens de déplacement et son itinéraire dans un texte.</i>	<i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i>	

	○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités.</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes.</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant).</i> ○ <i>Faire participer les apprenants à un échange langagier (enseignant-apprenant, apprenant-apprenant).</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur les moyens de déplacement et son itinéraire.</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them</i>		

	<i>individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes sur les moyens de déplacement et son itinéraire.</i> ○ <i>Faire répondre à des questions simples ou complexes sur les moyens de déplacement et son itinéraire.</i> ○ <i>Faire dramatiser un dialogue sur les moyens de déplacement et son itinéraire.</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute sur les moyens de déplacement et son itinéraire.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur les moyens de déplacement et son itinéraire.</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be</i>		

	<i>required to read texts in groups and to answer comprehension questions on means of transport in a text. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la lecture sur les moyens de déplacement et son itinéraire.</i> ○ <i>Faire découvrir le texte sur les moyens de déplacement et son itinéraire (type, source, etc.) pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnement tels que : questions à choix multiple, vrai ou faux, exercices d'appariement, questions ouvertes.</i>		

	Note: Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) les moyens de déplacement et son itinéraire. <i>Project-based Learning: Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a text on means of transport in a text.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes</i> ○ <i>Demander aux apprenants d'écrire des textes, en groupes, sur les moyens de déplacement et son itinéraire : une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant les moyens de déplacement et son itinéraire, etc.</i> Note: Exploiter implicitement quelques éléments linguistiques sur les moyens de déplacement et son itinéraire. <i>iii. Key assessment Key Assessment (DoK)</i>		
		<i>iii. Key assessment Key Assessment</i>	

	<i>Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur les moyens de déplacement et son itinéraire dans un document audio/un document vidéo</i> <i>Level 2 (Understanding):</i> <i>Écouter et répondre aux questions de compréhension sur les moyens de déplacement et son itinéraire dans un document audio/un document vidéo.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> - <i>Mettre les apprenants dans des situations communicatives pour parler des moyens de déplacement et son itinéraire.</i> - <i>Interviewer des gens pour obtenir des informations sur les moyens de déplacement et son itinéraire.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> ○ <i>En groupes de deux, donner aux apprenants des textes sur les</i>	<i>(DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur les moyens de déplacement et son itinéraire dans un document audio/un document vidéo, etc.</i>	

	<i>moyens de déplacement et son itinéraire et faire répondre à des questions.</i> ○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux.</i> ○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire une lettre, un texte, un message WhatsApp pour participer à une discussion sur les moyens de déplacement et son itinéraire, etc.</i> <i>c) Ghanaian Languages Week 22</i> <i>i. Tasks</i> ● <i>Discuss dirge and its importance.</i> ● <i>When and where can a dirge be performed?</i> ● <i>What are the types of dirges, etc.</i> <i>ii. Pedagogical exemplar</i> <i>·Initiating talk for learning</i> <i>oWhole class:</i> <i>1. Discuss</i>	<i>c) Ghanaian languages Week 22</i> <i>i. Tasks</i> <i>Discuss dirge and its importance, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Initiating talk for learning</i> <i>oWhole class:</i>	

	<i>dirges.</i> 2. Through relevant questions and answers, explain when, where and how dirges are performed. oPair work 1. In pair group learners should explain who can perform a dirge in a culture. 2. Learners should role play a dirge performance, etc. iii. Key assessment ·Level 2: Strategic reasoning: oDescribe a dirge. ·Level 3: Extended critical thinking and reasoning: oEvaluate the significance of a dirges. oDescribe how dirges are performed in your culture, etc. d) Spanish Week 22 i. Tasks Rellena los espacios en blanco con la forma correcta del verbo (fill in the blank with the correct form of the verb): 1. Nosotros _____ (aprender) español. We learn Spanish. 2. Yo _____ (comprar) un libro. I buy a book.	<i>Discuss dirges, etc.</i> iii. Key assessment Level 2: Strategic reasoning: Describe a dirge, etc. d) Spanish Week 22 i. Tasks Rellena los espacios en blanco con la forma correcta del verbo en el presente del indicativo (fill in the blank with the correct form of the verb in the present tense): 1. Nosotros _____ (aprender) español. We learn Spanish. 2. Yo _____ (comprar) un libro. I buy a book.	

	3. Aku y su padre _____ (viajar) a Accra. Aku and her father travel to Accra. 4. Kwame no _____ (hablar) ingles. Kwame does not speak English. 5. Tú _____ (beber) agua. You drink water. 6. Adoley _____ (escribir) una carta. Adoleywrites a letter, etc. ii. Pedagogical Exemplars ● Initiating talk for learning: o Los/las aprendices ven un vídeo o leen un texto sobre alguien que habla de su rutina diaria y el profesor o la profesora usa el vídeo para explicar más la conjugación de los verbos en el presente del indicativo. o Luego, el profesor o la profesora provee la conjugación de los verbos regulares. Puede proveer verbos relacionados con la rutina diaria. o Por último, el profesor o la profesora proporciona material de comprensión lectora basado en la actividad diaria, pidiendo a los alumnos que rellenen el texto con los verbos en sus formas adecuadas, etc. iii. Key Assessment (DoK levels) Level 1 Cada aprendiz forma una	3. Aku y su padre _____ (viajar) a Accra. Aku and her father travel to Accra. 4. Kwame no _____ (hablar) ingles. Kwame does not speak English. 5. Tú _____ (beber) agua. You drink water. 6. Adoley _____ (escribir) una carta. Adoleywrites a letter, etc. ii. Pedagogical Exemplars Initiating talk for learning: Los/las aprendices ven un vídeo o leen un texto sobre alguien que habla de su rutina diaria y el profesor o la profesora usa el vídeo o el texto para explicar más la conjugación de los verbos en el presente del indicativo, etc. iii. Key Assessment (DoK Levels): Level 1 Cada aprendiz forma una	

	<i>frase sobre su rutina diaria.</i> <i>Level 2</i> <i>Los/las aprendices en grupos de 3 o 4 hablan sobre las actividades que hacen por la mañana, por la tarde y por la noche y hacen comparaciones entre ellas, etc.</i> 2.5 Ask teachers in their various language groups (where applicable) to complete the learning plans for Weeks 21 and 22 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>frase sobre su rutina diaria, etc.</i> 2.5 In your language group, complete the learning plans for Weeks 21 and 22 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners: Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 21 and 22 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i>	3.1 Exchange your learning plans for Weeks 21 and 22 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i>	10 mins

	d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them and read DPLC Session 13, <i>developing learning plans for Weeks 23 and 24 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remind teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 13, <i>developing learning plans for Weeks 23 and 24 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance notes on leading the session. <i>What the PLC Coordinator will have to say during each stage of the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to summarise briefly why they think what a colleague did by way of application of lessons learnt in DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on the DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts,	60 mins

skills and national values (2 learning planners to be completed per session)	for helping learners to demonstrate understanding of Weeks 23 and 24 sub-strands of; a) <i>Arabic: Oracy and Aesthetics - Creative Writing II</i> b) <i>French: Parler de moyens de déplacement, de son itinéraire et de types de médias</i> c) <i>Ghanaian languages: Written Literature (Elements of Prose and its appreciation)</i> d) <i>Spanish: Mi rutina diaria 2 & Mi rutina diaria 3</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 23 and 24 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 23 and 24 sub-strands of; a) <i>Arabic: Oracy and Aesthetics - Creative Writing II</i> b) <i>French: Parler de moyens de déplacement, de son itinéraire et de types de médias</i> c) <i>Ghanaian languages: Written Literature (Elements of Prose and its appreciation)</i> d) <i>Spanish: Mi rutina diaria 2 & Mi rutina diaria 3</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 23 and 24 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	

	LI 1.1 Identify and discuss the important aspects of the Weeks 23 and 24 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 23 and 24 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 23 and 24 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 23 and 24 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer to the learning plans for Weeks 23 and 24 in line with the	LI 1.1 Identify and discuss the important aspects of the Weeks 23 and 24 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 23 and 24 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 23 and 24 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 23 and 24 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations by a peer reviewer to the learning plans for Weeks	

	LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. Ask teachers in their various language groups to study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 23 and 24 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Ask teachers to discuss at least two (2) essential questions in preparation towards the lessons in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 23:</i> <i>i. How can I scaffold dialogue activities to cater for the diverse proficiency levels in my class, ensuring all learners Proficiency can actively participate and benefit?</i> <i>ii. How can the use of Arabic dialogues foster inclusivity?</i> <i>iii. How can using an environment that encourages collaborative learning improve Arabic conversational skills? etc.</i> <i>b) French</i> <i>Week 23:</i> <i>i. How would I guide learners to identify</i>	23 and 24 in line with the LOs, LIs, and key concepts in the teacher manual as appropriate. 2.2. In your language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 23 and 24 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 23 :</i> <i>How can I scaffold dialogue activities to cater for the diverse proficiency levels in my class, ensuring all learners Proficiency can actively participate and benefit? etc.</i> <i>b) French</i> <i>Week 23:</i> <i>How would I guide learners to identify</i>	

	<i>expressions ‘moyens de déplacement et d’itinéraire’ in a written text?</i> ii. <i>What strategies can be employed in answering simple questions on ‘moyens de déplacement et d’itinéraire’ from a written text?</i> iii. <i>What strategies can be employed in answering complex questions on ‘moyens de déplacement et d’itinéraire’ from a written text? etc.</i> c) <i>Ghanaian languages</i> <i>Week 23:</i> i. <i>Learners should discuss prose in literature</i> ii. <i>Learners should explain the elements of prose</i> iii. <i>Learners should write a short prose, etc.</i> d) <i>Spanish</i> <i>Week 23:</i> i. <i>How can I help learners to pronounce words needed to express “mi rutinadiaria”?</i> ii. <i>How are reflexive verbs conjugated in Spanish?</i> iii. <i>What expressions or key words in Spanish can be used to talk about “mi rutinadiaria”? etc.</i>	<i>expressions ‘moyens de déplacement et d’itinéraire’ in a written text?</i> c) <i>Ghanaian languages</i> <i>Week 23:</i> <i>Learners should discuss prose in literature</i> d) <i>Spanish</i> <i>Week 23:</i> <i>How can I help learners to pronounce words needed to express “mi rutinadiaria”? etc.</i>	

	a) Arabic Week 24: i. <i>How can learners be encouraged to initiate and develop their creative ideas in Arabic writing, considering their diverse proficiency levels?</i> ii. <i>What strategies can be used in expressing creativity through writing?</i> iii. <i>How can creative writing be revised and improved, with attention to grammar, vocabulary and structure using ICT tools? etc.</i> b) French Week 24: i. <i>How would I guide learners to identify expressions on ‘types de médias’ in a given audio text?</i> ii. <i>What strategies can be used in answering simple questions on ‘types de médias’ from an audio-visual text?</i> iii. <i>What strategies can be used in constructing simple questions and answers on ‘types de médias’ from a given audio visual text?</i> c) Ghanaian languages Week 24: i. <i>Learners should mention the structure of prose elements</i> ii. <i>Learners discuss appreciation of literature</i> iii. <i>Learners should appreciate a given</i>	a) Arabic Week 24: iv. <i>How can learners be encouraged to initiate and develop their creative ideas in Arabic writing, considering their diverse proficiency levels? etc.</i> b) French Week 24: <i>How would I guide learners to identify expressions on ‘types de médias’ in a given audio text? etc.</i> c) Ghanaian languages Week 23: <i>Learners should discuss prose in literature etc.</i>	

	<i>prose text</i> <i>d) Spanish</i> <i>Week 24:</i> <i>How can I help learners to pronounce words needed to express “mi rutinadiaria”?</i> <i>How are reflexive verbs conjugated in Spanish?</i> <i>What expressions or key words in Spanish can be used to talk about “mi rutinadiaria”? etc.</i> 2.4Ask teachers to discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Remind teachers to refer to teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 23</i> <i>i. Task</i> ● <i>Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences</i> ● <i>Ask and answer basic questions in Arabic on familiar topics, such as personal</i>	<i>d) Spanish</i> <i>Week 24:</i> <i>How can I help learners to pronounce words needed to express “mi rutinadiaria”? etc.</i> 2.4Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 23</i> <i>i. Task</i> <i>Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences, etc.</i>	

	<i>information, daily routines, and preferences</i> ● <i>Use common Arabic greetings and expressions in simple dialogues, showing an understanding of politeness and social conventions, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Talk-for-learning</i> ● <i>Through role-play dialogues, learners follow visual prompts or scripts to engage in structured Arabic conversation</i> ● <i>In pairs, learners who show clear grasp of the concept ask basic questions in Arabic on familiar topics, such as personal information, daily routines, and preferences and colleagues who may struggle use these questions as guide</i> ● <i>In groups, learners use basic conversational etiquette in Arabic dialogues, using common Arabic greetings and expressions, showing an understanding of politeness and social conventions, etc</i> <i>iii. Key Assessment</i> ● <i>Engage in basic spoken</i>	<i>ii. Pedagogical exemplars</i> <i>Through role-play dialogues, learners follow visual prompts or scripts to engage in structured Arabic conversation, etc.</i> <i>iii. Key Assessment</i> <i>Engage in basic</i>	

	<i>exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences</i> ● <i>Ask and answer basic questions in Arabic on familiar topics, such as personal information, daily routines, and preferences</i> ● <i>Use common Arabic greetings and expressions in simple dialogues, showing an understanding of politeness and social conventions, etc.</i> <i>b) French</i> <i>Week 23</i> <i>i. Task</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning means of transport in a text for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide learners to talk about elements of literature in a text. Provide images or photos on means of</i>	<i>spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences, etc.</i> <i>d) French</i> <i>Week 23</i> <i>i. Task</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning means of transport in a text for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i>	

	<i>transport and guide learners to describe them orally.</i> <i>In the course of the delivery, ensure that learners develop the following competencies: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting the correct “glocal” behaviours.</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on means of transport. Provide simple written texts whose subject is means of transport in a text.</i> <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Task 4 (Production et interaction orale)</i> <i>Engage learners in writing activities where they are guided to compose different types of texts on means of transport in a text. Set communicative tasks where learners write</i>		

	<i>texts that describe some activities on means of transport. For example: send a WhatsApp message, an email or a postcard to a new friend about means of transport in a text. Guide learners to compose a simple text on some means of transport in a text.</i> <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>ii. Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur les moyens de</i>	<i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i>	

	<i>déplacement et son itinéraire dans un texte.</i> ○ <i>Faire repérer des mots entendus et des expressions entendues sur les moyens de déplacement et son itinéraire dans un texte.</i> ○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités.</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes.</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant).</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant-apprenant).</i> <i>NB: Exploiter implicitement quelques éléments linguistiques sur les moyens de déplacement et son itinéraire.</i> <i>Pedagogical Exemplars Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating</i>		

	<i>means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes sur les moyens de déplacement et son itinéraire.</i> ○ <i>Faire répondre à des questions simples ou complexes sur les moyens de déplacement et son itinéraire.</i> ○ <i>Faire dramatiser un dialogue sur les moyens de déplacement et son itinéraire.</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute sur les moyens de déplacement et son itinéraire.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur les moyens de déplacement et son itinéraire.</i> <i>Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or</i>		

	<i>learning tasks. Learners should be required to read texts in groups and to answer comprehension questions on means of transport in a text. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> ○ <i>Mettre les apprenants en groupes pour faire la lecture sur les moyens de déplacement et son itinéraire.</i> ○ <i>Faire découvrir le texte sur les moyens de déplacement et son itinéraire (type, source, etc.) pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes.</i> ○ <i>Laisser les apprenants lire le texte individuellement à haute voix</i> ○ <i>Vérifier la compréhension par des activités de questionnements tels que : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes.</i> <i>Note: Exploiter implicitement</i>		

	<i>quelques éléments linguistiques (exercices de grammaire et de vocabulaire) les moyens de déplacement et son itinéraire.</i> <i>Pedagogical Exemplars</i> <i>Project-based Learning:</i> <i>Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a text on means of transport in a text.</i> <i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes</i> ○ <i>Demander aux apprenants d'écrire des textes, en groupes, sur les moyens de déplacement et son itinéraire : une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant les moyens de déplacement et son itinéraire.</i> <i>Note: Exploiter implicitement quelques éléments linguistiques sur les moyens de déplacement et son itinéraire.</i> <i>iii. Key assessment</i> <i>Key Assessment (DoK Levels)</i>		
		<i>iii. Key Assessment</i> <i>Key Assessment (DoK Levels)</i>	

	<i>Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur les moyens de déplacement et son itinéraire dans un document audio/un document vidéo Level 2 (Understanding): Écouter et répondre aux questions de compréhension sur les moyens de déplacement et son itinéraire dans un document audio/un document</i> <i>Key Assessment (DoK Levels) Évaluation Formative Level 4 (Critical Thinking and Reasoning):</i> ○ <i>Mettre les apprenants dans des situations communicatives pour parler des moyens de déplacement et son itinéraire.</i> ○ <i>Interviewer des gens pour obtenir des informations sur les moyens de déplacement et son itinéraire.</i> <i>Key Assessment (DoK Levels) Évaluation Formative</i> <i>Level 2 (Understanding):</i> ○ <i>En groupes de deux, donner aux apprenants des textes sur les moyens de déplacement et son itinéraire et faire répondre à des questions.</i>	<i>Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur les moyens de déplacement et son itinéraire dans un document audio/un document vidéo, etc.</i>	

	○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux.</i> ○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire une lettre, un texte, un message</i> <i>WhatsApp pour participer à une discussion sur les moyens de déplacement et son itinéraire.</i> <i>c) Ghanaian languages</i> <i>Week 23:</i> <i>i. Task</i> ● <i>Explain prose in your own words.</i> ● <i>Discuss the elements of prose.</i> ● <i>Apply the elements of prose to appreciate a text, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Initiating talk for learning</i> - o <i>Whole class:</i> 1. <i>Through relevant questions and answers, learners explain prose as it differs from poetry and</i>	<i>c) Ghanaian languages</i> <i>Week 23:</i> <i>i. Task</i> <i>Explain prose in your own words, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Initiating talk for learning</i> o <i>Whole class:</i> 1. <i>Through relevant questions and answers, learners explain prose as it differs from poetry and</i>	

	drama. 2. Learners read a prose to identify the elements (e.g., characters, theme, subject matter, plot, setting, point of view, etc.). 3. Learners discuss each of the elements to arrive at their meaning, etc. iii. Key Assessment ● Level 1 Recall: ● Explain prose. ● Write all the elements of prose. ● Explain at least four of the elements of prose, etc. d) Spanish Week 23 i. Task: Conjuga los verbos en las formas adecuadas en el presente del indicativo. ○ Yo siempre (ducharse) por la mañana. (I always shower in the morning). ○ ¿Cuántas veces (cepillarse) los dientes? (How many times do you brush your teeth?) ○ Ella (acostarse) temprano. (She goes to bed early). ○ Ellos (quedarse) en casa hoy. (They stay home today). ○ Mi hermano (ducharse) con agua fría. (My brother prefers to	drama, etc. iii. Key Assessment Level 1 Recall: Explain prose, etc. d) Spanish Week 23 i. Task: Conjuga los verbos en las formas adecuadas en el presente del indicativo. a) Yo siempre (ducharse) por la mañana. (I always shower in the morning), etc.	

	<i>shower with cold water).</i> ○ <i>A las ocho, mi hermano y yo (irse) juntos al colegio. (At eight o'clock, my brother and I leave for school together), etc.</i> <i>ii. Pedagogical Exemplars</i> • <i>Initiating talk for Learning</i> <i>El profesor o la profesora, a partir de un texto, introduce la clase a las conjugaciones de los verbos reflexivos. Luego, el profe escribe los verbos en la pizarra y piden a los/las aprendices que repitan las pronunciaciones.</i> • <i>Collaborativework</i> <i>El profesor o la profesora pide a los/las aprendices que practiquen diálogos o conversaciones breves utilizando el vocabulario y las conjugaciones verbales de la rutina diaria. Por ejemplo:</i> <i>- ¿A qué hora te levantas por la mañana?</i> <i>- Me levanto a las siete, etc.</i> <i>iii. Key assessment (DoK levels):</i> <i>Level 1</i> <i>Los/las aprendices en grupos de 4 o 5 se preguntan qué actividades suelen hacer usando los verbos.</i> <i>Level 2</i> <i>Usando los verbos reflexivos, los/las aprendices en grupos de 3 o 4 se preguntan y se hablan sobre sus rutinas diarias y hacen comparaciones entre ellas usando</i>	<i>ii. Pedagogical Exemplars</i> <i>Initiating talk for Learning</i> <i>El profesor o la profesora, a partir de un texto, introduce la clase a las conjugaciones de los verbos reflexivos. Luego, el profe escribe los verbos en la pizarra y piden a los/las aprendices que repitan las pronunciaciones, etc.</i> <i>iii. Key assessment (DoK levels):</i> <i>Level 1</i> <i>Los/las aprendices en grupos de 4 o 5 se preguntan qué actividades suelen hacer usando los verbos en el presente del indicativo, etc.</i>	

	<i>los verbos en el presente del indicativo, etc.</i> a) Arabic Week 24: i. Task: ● <i>Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary</i> ● <i>Identify and use basic Arabic sentence structures, such as subject-verb-object, in their creative writing</i> ● <i>Create simple and coherent narratives with a clear beginning, middle, and end in their written compositions, etc.</i> ii. Pedagogical exemplars Problem-based learning ● <i>In pairs, learners write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics</i> ● <i>In small groups, learners who may struggle with the concept should identify while colleagues who show more understanding use basic Arabic sentence structures, such as subject-verb-object, in their creative writing</i> ● <i>In mixed-ability groups, create simple and coherent narratives with a clear beginning, middle, and end in your written compositions, etc.</i>	a) Arabic Week 24: i. Task: <i>Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary, etc.</i> ii. Pedagogical exemplars Problem-based learning <i>In pairs, learners write short and simple Arabic sentences or phrases to express, etc</i>	

	iii. Key assessment • Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary • Identify and use basic Arabic sentence structures, such as subject-verb-object, in their creative writing. • Create simple and coherent narratives with a clear beginning, middle, and end in their written compositions, etc. b) French Week 24: i. Tasks Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning means of transport in a text for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning. Task 2 (Production et interaction orale) Guide learners to talk about elements of literature in a text. Provide images or	iii. Key assessment Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary, etc. b) French Week 24: i. Tasks Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning means of transport in a text for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.	

	<i>photos on means of transport and guide learners to describe them orally.</i> <i>In the course of the delivery, ensure that learners develop the following competencies: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting the correct “glocal” behaviours.</i> <i>Task 3 (Compréhension des écrits)</i> <i>Guide learners to read and respond to comprehension questions on means of transport. Provide simple written texts whose subject is means of transport in a text.</i> <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours.</i> <i>Task 4 (Production et interaction orale)</i> <i>Engage learners in writing activities where they are guided to compose different types of texts on the types of media in a text. Set communicative tasks where learners write texts that describe some activities on the types of media. For example: send a WhatsApp message, an email or a</i>		

	<i>postcard to a new friend about the types of media in a text. Guide learners to compose a simple text on some types of media in a text.</i> <i>In the course of the delivery, consciously develop the following competencies in learners: communication, collaboration, self-awareness, respect for others, learning life-skills, and adopting “glocally” responsible behaviours, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> ○ <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur les types de médias dans un texte.</i> ○ <i>Faire repérer des motsentendus et des expressionsentendues sur les types de médiasdans un texte.</i>	<i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i>	

	○ <i>Faire identifier le type de texte, les acteurs, le nombre d'acteurs et les activités.</i> ○ <i>Vérifier la compréhension par des questionnements simples ou complexes et des activités : questions à choix multiple, vrai ou faux, exercices d'appariement, questions ouvertes.</i> ○ <i>Faire une démonstration avec les répliques du dialogue/du texte (enseignant-apprenant, apprenant-apprenant).</i> ○ <i>Faire les apprenants participer à un échange langagier (enseignant-apprenant, apprenant-apprenant).</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques sur les types de médias.</i> <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating the types of media in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i>		

	<i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> ○ <i>Demander aux apprenants de discuter en groupes sur les types de médias.</i> ○ <i>Faire répondre à des questions simples ou complexes sur les types de médias.</i> ○ <i>Faire dramatiser un dialogue sur les types de médias.</i> ○ <i>Faire un micro-trottoir (jeux de rôles)</i> ○ <i>Faire jouer une scène où l'on discute sur les types de médias.</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques sur les types de médias.</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and to answer comprehension questions on the types of media in a text. This encourages them to show mutual respect. Give each member of the group a particular task to complete.</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation</i>		

	(chansons, images, questions, etc.) ○ Mettre les apprenants en groupes pour faire la lecture sur les types de médias. ○ Faire découvrir le texte sur les types de médias (type, source, etc.) pendant quelques minutes. ○ Laisser les apprenants lire le texte en groupes de deux pendant quelques minutes. ○ Laisser les apprenants lire le texte individuellement à haute voix ○ Vérifier la compréhension par des activités de questionnements tels que : questions à choix multiple, vrai ou faux, exercice d'appariement, questions ouvertes. <i>Note:</i> Exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur les types de médias <i>Project-based Learning:</i> Project-based learning is a teaching method that enables learners to acquire knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. Learners are expected to produce a text on the types of media in a text.		

	<i>Exemplars</i> ○ <i>Donner des consignes aux apprenants</i> ○ <i>Mettre les apprenants en groupes</i> ○ <i>Demander aux apprenants d'écrire des textes, en groupes, sur les types de médias : une lettre / un article de presse / une contribution à une discussion sur Facebook ou WhatsApp concernant les types de médias. etc.</i> <i>Note:</i> <i>Exploiter implicitement quelques éléments linguistiques sur les types de médias.</i> <i>iii. Key Assessment</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur les types de médias dans un document audio/un document vidéo</i> <i>Level 2 (Understanding):</i> <i>Écouter et répondre aux questions de compréhension sur les types de médias dans un document audio/un document vidéo.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i>	<i>iii. Key Assessment</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur les types de médias dans un document audio/un document vidéo, etc.</i>	

	<i>Level 2 (Understanding):</i> ○ <i>En groupes de deux, donner aux apprenants des textes sur les moyens de déplacement et son itinéraire et faire répondre à des questions.</i> ○ <i>Faire répondre à des questions à choix multiples sur les éléments grammaticaux.</i> ○ <i>Faire lire le texte plusieurs fois pour répondre aux questions de compréhension.</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 4 (Critical Thinking and Reasoning):</i> <i>Faire écrire une lettre, un texte, un message</i> <i>WhatsApp pour participer à une discussion sur les types de médias, etc.</i> <i>c) Ghanaian language</i> <i>Week 24:</i> <i>i. Task</i> ● <i>Use your own words to explain prose to your shoulder partner</i> ● <i>Read a piece of prose and appreciate it using the elements of prose</i> ● <i>Create a short story applying all the elements of prose to create the right effect, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Initiating talk for learning</i>		
		<i>c) Ghanaian language</i> <i>Week 24:</i> <i>i. Task</i> <i>Use your own words to explain prose to your shoulder partner, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Initiating talk for learning</i>	

	<i>oWhole class:</i> ● <i>Discuss the elements of prose by way of revision.</i> ● <i>Through class discussion guides, learners can understand the concept of and steps to prose appreciation.</i> ● <i>Read a prose and apply the techniques of prose appreciation to appreciate it.</i> · <i>Collaborative learning</i> <i>oPair work:</i> ● <i>Read a prose text given by the teacher.</i> ● <i>Appreciate the text you have read.</i> ● <i>Discuss your answer with the rest of the class, etc.</i> <i>iii. Key Assessment</i> • <i>Level 2 Skills of conceptual understanding:</i> <i>Explain the steps you would take to appreciate a given prose</i> • <i>Level 4: Extended critical thinking and reasoning</i> <i>oCreate your own story using the elements of prose and share it with the class, etc.</i> <i>d) Spanish</i> <i>Week 24:</i> <i>i.Tasks</i> <i>Choose the correct translation.</i> <i>a) I wash the car.</i>	<i>oWhole class:</i> <i>Discuss the elements of prose by way of revision, etc.</i> <i>iii. Key Assessment</i> <i>Level 2 Skills of conceptual understanding:</i> <i>oExplain the steps you would take to appreciate a given prose, etc.</i> <i>d) Spanish</i> <i>Week 24</i> <i>i.Tasks</i> <i>Choose the correct translation.</i> <i>a) I wash the car.</i>	

	o Lavo el auto. o Me lavo el auto. b) I take a bath. o Me baño. o Yo baño. c) Akwasi goes to bed at nine in the evening. o Akwasi se acuesta a las nueve de la noche. o Akwasi acuesta a las nueve de la noche. d) Serwaa puts the baby to bed. o Serwaa se acuesta al bebé. o Serwaa acuesta al bebé. e) I wake up at five in the morning, etc. ii. Pedagogical Exemplar <i>Experiential learning</i> El profesor o la profesora proporciona materiales auténticos, como vídeos o lecturas que muestren rutinas y actividades cotidianas, incorporando verbos reflexivos y no reflexivos. Después, discute con los alumnos cómo afecta la elección del verbo al significado de la frase. Groupwork Realicen actividades por parejas o en grupos en las que los alumnos hablen sobre sus rutinas diarias utilizando verbos reflexivos y no reflexivos, etc. iii. Key Assessment Assessment level 1 Los/las aprendices en grupos de 4 o 5 se preguntan qué	o Lavo el auto. o Me lavo el auto. b) I take a bath. o Me baño. o Yo baño, etc ii. Pedagogical Exemplars <i>Experiential learning</i> El profesor o la profesora proporciona materiales auténticos, como vídeos o lecturas que muestren rutinas y actividades cotidianas, incorporando verbos reflexivos y no reflexivos. Después, discute con los aprendices cómo afecta la elección del verbo al significado de la frase, etc. iii. Key Assessment (DoK levels): Level 1 Los/las aprendices en	

	<i>actividades suelen hacer sus compañeros usando los verbos reflexivos y no-reflexivos.</i> <i>Assessment level 2</i> <i>Escribe cinco frases sobre lo que haces en un día típico, etc.</i> 2.5 Ask teachers in their various language groups (where applicable) to complete the learning plans for Weeks 23 and 24 lessons with the teaching, learning and assessment activities in their teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>grupos de 4 o 5 se preguntan qué actividades suelen hacer sus compañeros usando los verbos reflexivos y no-reflexivos, etc.</i> 2.5 In your language group, complete the learning plans for Weeks 23 and 24 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 23 and 24 lessons with their colleagues within the department for review, taking into consideration the content of the learning plan in line with CS, LOs, LIs in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i>	3.1 Exchange your learning plans for Weeks 23 and 24 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of</i>	10 mins

	e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer to their learning plans as appropriate (NTS 1a, 1b).	<i>pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt with the larger group with regard to DPLC Sessions 13, <i>developing learning plans for Weeks 23 and 24</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Encourage teachers who did not complete their learning plans during the session to complete them (NTS 3I). 4.3 Reflect with teachers on the impact of DPLC sessions on their teaching activities and profession (NTS 1a, 1b).	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Sessions 13, <i>developing learning plans for Weeks 23 and 24</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Please, complete your learning plans if you could not do that during the session (NTS 3I). 4.3 Reflect with teachers on the impact of DPLC sessions on their teaching activities and profession (NTS 1a, 1b).	10 mins

Appendix

Arabic

Learning Planner							
Subject	Arabic	Week	1	Duration	120mins	Form	1
Strand	Listening Reading	Sub-Strand	Phonology of the Arabic language (i) Phonological Awareness / Reading Fluency				
Content Standard	Demonstrate knowledge and ability to identify the sound patterns of Arabic poetry and prose. Demonstrate understanding and application of reading techniques of a moderately complex authentic text at a reasonable speed.						
Learning Outcome(s)	Explain the sound pattern of Arabic rhymed prose, with focus on the phonemic arrangement and sequence, the stressed and unstressed elements with their related mood or emotion.						
Learning Indicator(s)	Identify the sound pattern of Arabic prose, highlighting the syllable and consonant cluster, the stressed and unstressed sounds. Describe the sound pattern of Arabic prose, and the levels of tones that relate to moods or emotions.						
Essential Question(s)	What is the existing knowledge level of learners regarding Arabic phonology, specifically the concept of stressed and unstressed syllables? How can stressed and unstressed syllables be differentiated in Arabic phonology? How can ICT tools be used to enhance the learning of stressed and unstressed syllables?						
Pedagogical Strategies	Collaborative learning, Learning Stations which are based on visual, auditory, and kinaesthetic learning, experiential learning, etc.						
Teaching & Learning Resources	Audio, audio-video, reading texts, audio gadget (using battery or solar energy).						
Key Notes on Differentiation							
Task ،امددري وة يبرغل اص و ص ن ل اى ل اعم تس ين اى ل ع س ر ا د ل ا ب ي ر د ت ب ص ا خ س ر د ل ا ا ذ ه ، ،ة ب ا ت ك ل ا و ة ا ر ق ل ا ت ا ر ا م ب ا س ت ك ا ي ف ه د ع ا س ي و ه و ، ،ة ي ب د ا ل ا ص و ص ن ل ا ة ا ر ق ل ا ع س ر ا د ل ا ا ي ف ب ر د ت ي ي ت ل ا ، ة ي ر ع ش ل ا ص و ص ن ل ا و ة ي ر ث ن ل ا ص و ص ن ل ا ن ي ب ز ي ي م ت ل ا و .							

Pedagogical Exemplars

Collaborative learning: In a mixed-ability group, learners who are confident with pronunciation are asked to articulate the correct pronunciations of words and sentences, and then model these with learners who require pronunciation support through collaboration. The teacher ensures that individual learning groupings are based on assumptions of mixed levels of support required for learners. Here the teacher understands individual learning challenges and can circulate the room to assist groups, highlight learners' good pronunciation and ensure engagement in the activity by all.

Key Assessment

Assessment Level 1: Repeat the stressed and unstressed elements in the Prose.

Assessment Level 2: Identify the sound pattern of Arabic Prose, focusing on the rhythm, the stressed and unstressed elements.

Keywords	هـ ر خ أ ي ل ... - ث - ت - ب - أ : (ة ي ئ ا ح ل ف و ر ح ل ا) ة ي ب ر ع ل ا ت ا و ص أ ل ا

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)

Introduce the lesson by asking learners to mention their names and sound they like best in the names.

Introductory Activity (15minutes)

- I. Help learners to organise themselves in mixed-ability groups, then present them with an authentic Arabic reading text. □ Encourage learners to show respect for individual diverse views as they interact and collaborate in their groups.



إِنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرَّجَالِ مُلُوكُهَا،
وَأَفْضَلَ الْمُلُوكِ أَعْمَهُمَا نَفْعًا، وَخَيْرَ الْأَزْمَنَةِ أَخْصَبُهَا،
وَأَفْضَلَ الْخُطَبَاءِ أَصْدَقُهَا، الصِّدْقُ مَنْجَاةٌ، وَالْكَذِبُ
مَهْوَاةٌ

- II. □ Lead the class to follow a very slow and carefully articulated text, with long pauses for them to assimilate the rhythm.

Activity 1 (30 minutes)

- I. □ □ Using listing circle, provide them

Introductory Activity (15minutes)

- I. □ In your groups, listen attentively, focusing on the Arabic sound patterns in the text. Please as you carry out the activities, show respect to others' views as you interact and collaborate with group members.



إِنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرَّجَالِ مُلُوكُهَا، وَأَفْضَلَ
الْمُلُوكِ أَعْمَهُمَا نَفْعًا، وَخَيْرَ الْأَزْمَنَةِ أَخْصَبُهَا، وَأَفْضَلَ
الْخُطَبَاءِ أَصْدَقُهَا، الصِّدْقُ مَنْجَاةٌ، وَالْكَذِبُ مَهْوَاةٌ



- II. In your groups, follow a very slow and carefully articulated text, with long pauses for them to assimilate the rhythm.

Activity 1 (30 minutes)

- I. In listing circles, listen to an audio clip of the

Activity 2 (40 minutes)

[illegible]

Activity 2 (40 minutes)

الْمُثَلَّى لَمْ أَجِدْ لِي عِلْوًا وَ، أَعْلَىٰ أَعْيَاشِ الْإِنْفِصَالِ
لِجُصْحٍ أَقْدَمَ لِي أَيْ خَوْ، لَعَنَ أَدَمَ عَ كُلِّ لَمْ الْإِنْفِصَالِ
هَؤُلَاءِ هُمُ الْبَلَاءُ وَ، هَاجَرْتُ بَصْرًا، أَفْضَلَ أَيْ بَطَلَ لَمْ الْإِنْفِصَالِ

□ □ □ □ □ □ □ □ □ □ □ □

404 DEPARTMENTAL PROFESSIONAL
LEARNING COMMUNITY HANDBOOK

Have a general class voting to aid reflection. (عيطتسأ – لواحأ – ةدعاسملاىلإجاتحأ)

Reflection & Remarks

In all, while the lesson could achieve its core objectives of introducing sound patterns in Arabic prose, it could also highlight areas where I can enhance engagement, pacing, and individual reflection.

French

Learning Plan

Learning Plan							
Subject	French	Week	1	Duration	120mins	Form	1
Strand	Faire Connaissance	Sub-Strand	Se présenter et présenter quelqu'un.				
Content Standard	Être capable de comprendre et de s'engager dans un acte de se présenter et présenter quelqu'un.						
Learning Outcome(s)	S'engager dans un acte de se présenter et présenter quelqu'un.						
Learning Indicator(s)	a) Écouter ou regarder et réagir à une présentation ou une conversation dans laquelle des gens se présentent (Compréhension de l'oral). b) Se présenter ou présenter quelqu'un en continu ou dans une conversation (Production et interaction orale).						
Essential Question(s)	i. How will I guide learners to identify who is speaking from the audio-visual documents? ii. How can self-introductory vocabulary and expressions be identified in audio-visuals documents? iii. What strategies can be used to answer simple questions on self-introduction from the audio-visual text? etc.						
Pedagogical Strategies	Apprentissage expérientiel, talk for learning, travail de groupe, réfléchir, jumeler et partager, jeu de rôle, dramatisation, simulation, etc.						
Teaching & Learning Resources	Laptop, téléphone, projecteur, document audio sur la présentation, document vidéo sur la présentation, enceinte bluetooth, images, dessins						

Key Notes on Differentiation

Task 1 (Compréhension de l'oral)

Teachers should select relevant audio and video materials that contain the words and expressions for listening and speaking activities.

During the lesson delivery, ensure that the learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning.

Pedagogical Exemplars

Learn by using the language items: Learn by listening to and watching, by simulating and by acting out relevant situations. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice.

Key Assessment (DoK Levels)**Évaluation Formative****Level 1 (Recall):**

- Écouter/visionner et repérer des mots et des expressions sur les manières de saluer et de se présenter.
- Utilisez des mots entendus/expressions entendues dans des situations de communications pour se présenter.

Level 2 (Understanding):

- Écouter et répondre aux questions simples ou complexes à l'écrit et à l'oral.
- Discuter du sujet dans l'audio/vidéo.

Keywords	Salut, bonjour, bonsoir, coucou, au revoir, à bientôt, à demain, à plus, à lundi, nom, prénom, âge, nationalité, profession, numéro, adresse (mail), numéro de téléphone, comment, où, quel, épeler son nom, etc. Verbes : être, avoir, habiter, travailler, s'appeler, Pronoms personnels : je/vous (politesse) /tu/il/elle.

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)****Activité de toute la classe**

Faire une activité d'anticipation

- Faire chanter une chanson liée au cours ;
- Poser des questions générales liées au cours ;
- Initier un dialogue avec des apprenants, etc.

<u>Compréhension de l'oral</u> <u>Introductory Activity (15minutes)</u> I. <i>Faire écouter / visionner un document audio ou vidéo à plusieurs reprises.</i> II. <i>En groupe, faire repérer des nouveaux mots entendus dans le document audio ou dans le document vidéo.</i> III. <i>Vérifier la compréhension en posant des questions simples : Qui parle ? À qui il parle ? Qu'est-ce qu'il dit ? etc.</i> <u>Activity 1 (40 minutes)</u> I. <i>À l'aide des ressources d'enseignant, faire une démonstration avec les répliques du dialogue/ du texte pour se présenter et présenter quelqu'un.</i> II. <i>Faire participer à un échange langagier (enseignant-apprenant).</i> <u>Activity 2 (40 minutes)</u> I. <i>En se servant des exemples concrets, exploiter implicitement quelques éléments linguistiques (exercices de grammaire et de vocabulaire) sur se présenter et présenter quelqu'un.</i>	<u>Compréhension de l'oral</u> <u>Introductory Activity (15minutes)</u> I. <i>Écouter / visionner un document audio ou vidéo à plusieurs reprises.</i> II. <i>En groupe, repérer des nouveaux mots entendus dans le document audio ou dans le document vidéo.</i> III. <i>Répondre à des questions de compréhension du document audio/vidéo.</i> <u>Activity 1 (40 minutes)</u> I. <i>À l'aide d'un enseignant, engager dans un dialogue de se présenter et présenter quelqu'un.</i> II. <i>Les apprenants participent à un échange langagier (enseignant-apprenant, apprenant-apprenant).</i> <u>Activity 2 (40 minutes)</u> I. <i>En se servant des exemples concrets, réviser les éléments linguistiques sur se présenter et présenter quelqu'un. : pronom personnel, pronom possessif, lexique de salutation.</i>

Assessment DoK aligned to the Curriculum and Subject Teacher Manual

Level 1

1. Question-Réponse :

*Répondre aux questions de compréhension sur le document audio/vidéo oralement.
Les apprenants se saluent et se présentent dans une situation de communication.*

2. Exercice de répétitions

Les apprenants répètent les expressions qu'ils entendent dans le document audio/vidéo.

3. Compréhension orale

Les apprenants répondent aux questions de compréhension sur le document audio/vidéo : QCM

Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
Activity (15 minutes) Demander aux apprenants de se présenter et présenter quelqu'un en utilisant les expressions et les mots nouveaux appris. • Ex : Salut, bonjour, bonsoir, coucou !, etc. • Au revoir, à bientôt, à demain, à plus, à lundi, etc. • Nom, prénom, âge, nationalité, profession, numéro, adresse (mail), numéro de téléphone, etc. • Comment, où, quel, etc. • Épeler son nom.	
Reflection & Remarks Remplir après l'enseignement. • Questions de réflexion: - Qu'est-ce qui a bien marché ? - Est-ce que l'audio/vidéo a bien marché ? - Est-ce que les apprenants ont bien saisi les contenus d'audio/vidéo ? etc - Est-ce que les apprenants ont pu participer dans les dialogues/interactions/ • Remarque après l'enseignement - La leçon a été bien enseignée. - Les apprenants ont participé vivement dans les activités d'enseignement/apprentissage.	
Lesson 2	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
Starter Activity (10 minutes) Activité de toute la classe Faire une activité d'anticipation - Faire chanter une chanson liée au cours ; - Poser des questions générales liées au cours ; - Initier un dialogue avec des apprenants, etc.	
<u>Production et interaction orale</u> <u>Introductory activity (25 minutes)</u> I. Faire les apprenants se présenter dans une situation de communication. II. Faire les apprenants se présenter dans une situation de communication.	<u>Production et interaction orale</u> <u>Introductory activity (25 minutes)</u> II. Les apprenants se présentent dans une situation de communication en mentionnant leur nom, prénom, et âge. III. Les apprenants se présentent dans une situation de communication en mentionnant leur nom, prénom, âge,

<u>Activity 1 (25 minutes)</u> I. Faire dramatiser un dialogue où l'on se salue et prend congé. <u>Activity 2 (25 minutes)</u> I. Faire un micro-trottoir (Jeux de rôles) sur la salutation et présentation de quelqu'un. <u>Activity 3 (25 minutes)</u> I. Faire jouer une scène où les apprenants se saluent, se présentent ou présentent quelqu'un et prennent congé (Jeux de rôles). II. Exploiter implicitement quelques éléments linguistiques (e.g. pronom personnel) sur se présenter et présenter quelqu'un.	nationalité, etc. <u>Activity 1(25 minutes)</u> I. Les apprenants dramatisent la salutation et prennent congé. <u>Activity 2 (25 minutes)</u> I. Les apprenants font un micro-trottoir (jeux de rôles) sur la salutation et présentation de quelqu'un. <u>Activity 3 (25 minutes)</u> I. Les apprenants jouent une scène où les apprenants se saluent, se présentent ou présentent quelqu'un et prennent congé (jeux de rôles). II. Les apprenants exploitent implicitement quelques éléments linguistiques (e.g. pronom personnel) sur se présenter et présenter quelqu'un.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 3 1. Monologue : Les apprenants se présentent dans des situations de communication en suivant les exemples entendus du document audio/vidéo. 2. Dialogue : En paire (débutant-peu avancé), les apprenants s'engagent dans des échanges de se présenter et présenter quelqu'un. Les apprenants suivent les exemples entendus dans le document audio/vidéo.	
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> Demander aux apprenants de se présenter et présenter quelqu'un en utilisant les expressions et les mots nouveaux appris. • Ex : Salut, bonjour, bonsoir, coucou !, etc. • Au revoir, à bientôt, à demain, à plus, à lundi, etc. • Nom, prénom, âge, nationalité, profession, numéro, adresse (mail), numéro de téléphone, etc. • Comment, où, quel, etc. • Épeler son nom.	

Reflection & Remarks

Remplir après l'enseignement.

- *Questions de réflexion:*
 - *Qu'est-ce qui a bien marché ?*
 - *Est-ce que l'audio/vidéo a bien marché ?*
 - *Est-ce que les apprenants ont bien saisi les contenus d'audio/vidéo ? etc*
 - *Est-ce que les apprenants ont pu participer dans les dialogues/interactions/*

- *Remarque après l'enseignement*
 - *La leçon a été bien enseignée.*
 - *Les apprenants ont participé vivement dans les activités d'enseignement/apprentissage.*

Learning Planner							
Subject	Ghanaian Language	Week	1	Duration	60 mins.	Form	1
Strand	Oral Conversation	Sub-Strand	Conversation/Communication in context				
Content Standard	Demonstrate the ability to understand discourse and identify key ideas						
Learning Outcome(s)	Collaborate and communicate effectively with others						
Learning Indicator(s)	Identify key ideas from appropriate discourse. E.g., cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, GESI etc.						
Essential Question(s)	i. How would I help learners to differentiate between vowel sounds and consonant sounds in the language? ii. What are the parameters for describing a vowel and a consonant? iii. How can each of the parameters for describing						
Pedagogical Strategies	Group work/Collaborative learning; Diamond nine						
Teaching & Learning Resources	Printed texts, Cardboards, Markers, Projectors, Mobile phones, Videos and Computer.						
Key Notes on Differentiation							
i. Task1							
● What is vowel?							
● What is a consonant?							
● What parametres are used to describe vowels?							
● What parametres are used to describe consonants?							
● Produce the vowel sounds in the language.							
● Produce the consonant sounds (at least ten).							
● Describe the consonants and vowels that you have produced.							
ii. Pedagogical Exemplars							
● Collaborative learning							
o Modelling (Vowels):							
1. Teacher models production of vowel.							
2. Learners repeat the vowels produced by the teacher.							
3. Teacher discusses the parameters used in describing the vowels (e.g., tongue height, lip posture and part of the tongue).							

o Modelling (Consonants): 1. Teacher models the production of consonant sounds. 2. Learners repeat the production of consonant sounds. 3. Teacher discusses the parameters used in describing consonants (voicing, place of articulation and manner of articulation). o Whole Class: 1. Teacher provides vowels (e.g., /e/, /ε /, /i/, /a/, /□/, /o/, /u/ etc.). 2. Learners produce at least three of the vowels. 3. Learners form at least three words using the vowels and make presentation for class discussion. iii. Key Assessment ● Level 2 Assessment: Skills building Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final: /a/, /e/, /ε /, /□/, /i/, /u/, etc. ● Level 2 Assessment: Identify the vowels in the words below and state their positions. D□kon, nsu, osua, puow, siw, hwε , etc <i>Note: Teachers should give words in the language of study</i>	
Keywords	Tolerance, industrialisation, environment, education, lip posture, tongue height and part of the tongue
Lesson 1	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
<u>Starter Activity (5 minutes)</u> Tell the story of 'Ananse' and the Gum man.	
<u>Introductory Activity (15 minutes)</u> Establish, through a variety of differentiated strategies the meaning of key ideas. (e.g. Pairs, brainstorming and whole class) <u>Activity 1 (15 minutes)</u> Give learners a picture, title of a story, and key words in a story. <u>Activity 2 (10 minutes)</u> Do a model reading of a story.	<u>Introductory Activity (15 minutes)</u> In groups, look out for the meaning of key ideas from different sources and make a presentation for discussion. <u>Activity 1 (15 minutes)</u> In pairs, discuss the picture, title of the story, key words in the story and predict the storyline. The groups make presentations for discussion. <u>Activity 2 (10 minutes)</u> Listen to the story being read. Read the story and identify the key ideas in the story.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	

●Level 2 Assessment: Skills building Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final: /a/, /e/, /ε/, /□/, /i/, /u/, etc. ●Level 2 Assessment: Identify the vowels in the words below and state their positions. D □kon, nsu, osua, puow, siw, hwε, etc. NB: Teachers should give words in the language of study
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>
Activity (15 minutes) <i>Listen to the story being read. Read the story and identify the key ideas in the story.</i>
Reflection & Remarks <i>These are the thoughts and comments of the teacher after completing a lesson or class. They include teachers' personal observations, the things learnt, and any questions or concerns about the material covered. Reflecting on your learning experience is helpful in reinforcing your understanding of the material and identifying areas where you may need further clarification or practice. Providing feedback and remarks to your learners helps improve the quality of the lesson and the learning experience in the next lesson.</i>

Spanish

Learning Planner							
Subject	Spanish	Week	1	Duration	60 mins.	Form	1
Strand	Saludos y presentaciones	Sub-Strand	Saludar/despedirse				
Content Standard	1.X.1.I.C.S.1 Saludar y responder a los saludos						
Learning Outcome(s)	Después de estasesión, el aprendizserácapaz de saludar y despedirse de compañeros/desconocidos.						
Learning Indicator(s)	1. Escucha y observa amigos que se saludan. 2. Saluda y despídete de los amigos/ las amigas/los compañeros/las compañeras. (Expresión oral -informal/tú)						
Essential Question(s)	1. What prior knowledge do learners have that will help them understand Spanish greetings? 2. How important are greetings in cultures? 3. What are the gestures that accompany greetings in cultures? etc.						
Pedagogical Strategies	Collaborative learning (small group and large group discussions, think-pair-share) talk for learning(oral presentation), and experiential learning						

	<i>(role-playing)</i>
Teaching & Learning Resources	<i>Level 1 Recall</i> <i>Level 2 Skills of conceptual understanding</i>
Key Notes on Differentiation	
<i>i. Task/Tarea:</i> <i>Escribe una lista de al menos 4 saludos básicos en español y dos respuestas de saludos.</i> <i>ii. Pedagogical Exemplars</i> ● <i>Experiential learning</i> - o <i>Procura un audio de personas que se saludan por la mañana, la tarde y la noche. Luego, reproduce el audio en la clase. Los aprendices lo escuchan y repiten los saludos.</i> - o <i>El profesor o la profesora explica a todos los aprendices las diferentes maneras de saludar en español destacando factores importantes como la persona y el tiempo del día.</i> ● <i>Collaborative learning:</i> <i>En grupos (mixed-ability groups) de 2 o 3, los aprendices se saludan usando el vocabulario que han aprendido.</i> <i>iii. Assessments:</i> ● <i>Key Assessment (DoK levels):</i> <i>Comprensión auditiva</i> - o <i>Level 1: Reproduce un audio sobre los saludos en clase y los aprendices deben escuchar y repetirlo.</i> - o <i>Level 2: Reproduce un audio sobre los saludos en clase y los aprendices deben escuchar y contestar a las preguntas de comprensión, etc.</i>	
Keywords	<i>Hola, saludos, adiós and amigo.</i>
Lesson 1	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
<u>Starter Activity (10 minutes)</u> 1. <i>Hi! Hello class!</i> 2. <i>How are you?</i> 3. <i>What Spanish word do you know?</i> 4. <i>Mention some Spanish-speaking countries that you know.</i>	

<u>Introductory Activity (20 minutes)</u> I. El profesor/la profesora procura un audio de personas que se saludan por la mañana, la tarde y la noche. II. El profesor/la profesora reproduce un audio para la comprensión auditiva. Luego, guía a los aprendices durante el role-playing <u>Activity 1 (20 minutes)</u> I. Learning through observation El profesor/la profesora proyecta un video donde algunas personas se saludan y se despiden por la mañana, la tarde y la noche. II. El profesor/la profesora pone los aprendices en grupos (mixed groups) de 2 o 3 para que hagan una actividad de role-playing	<u>Introductory Activity (20 minutes)</u> I. Los aprendices escuchan el audio y repiten los saludos. II. Los aprendices contestan a las preguntas de comprensión.. <u>Activity 1 (20 minutes)</u> I. Los/las aprendices ven un video donde algunas personas se saludan y se despiden por la mañana, la tarde y la noche. II. Los aprendices se saludan usando el vocabulario que han aprendido.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Assessment level 1: Role-playing (Expresión oral): Saluda y despídete de los amigos/las amigas. Assessment level 2: Comprensión auditiva Escucha y contesta las preguntas de comprensión.	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (10 minutes)</u> Como actividad de despedida, los aprendices pueden despedirse usando palabras o expresiones que han adquirido sobre los saludos en español.	
Reflection & Remarks	
1. Were the learners able to greet one another using the key vocabulary? 2. Were the learning needs of learners with varied learning styles addressed? 3. Were the resources used appropriately for the learners?	

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

☐ Year 1

☐ Year 2

☐ Year 3

Sex of the teacher

☐ Male

☐ Female

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

Does the teacher take into consideration the uniqueness of learners?

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

6. Is there evidence that students are learning?

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

If yes, did it include assessment of, for or as learning and go beyond recall?

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

21. Key strengths in the lesson

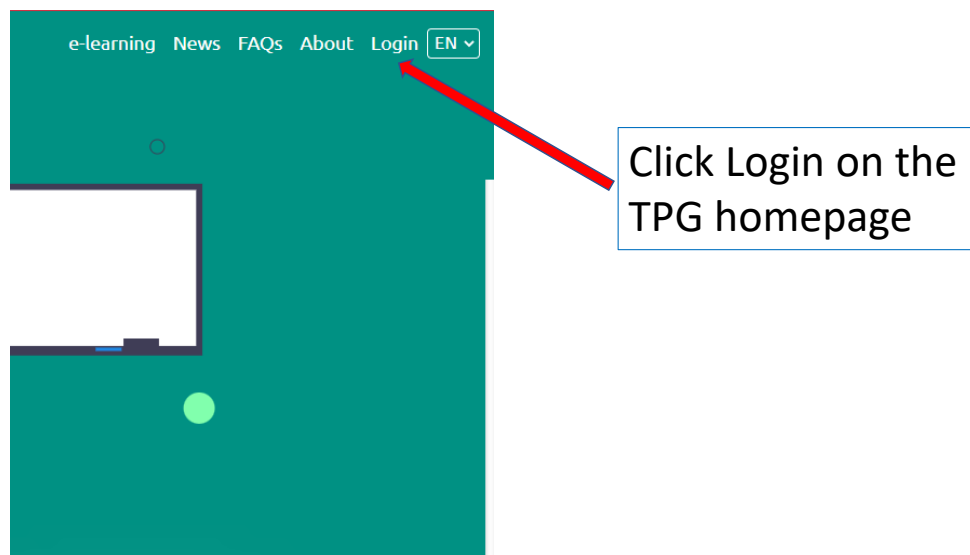
22. Areas for development

23. Next steps for teacher

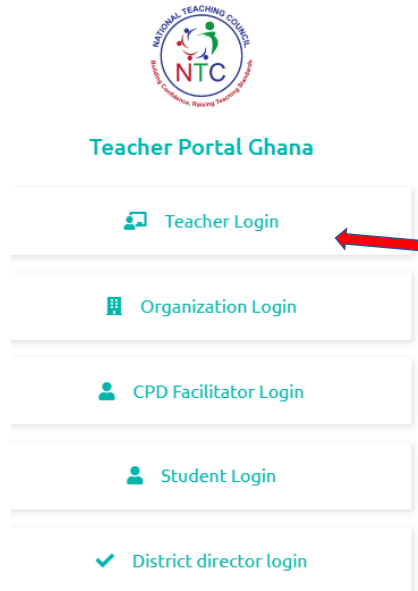
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

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



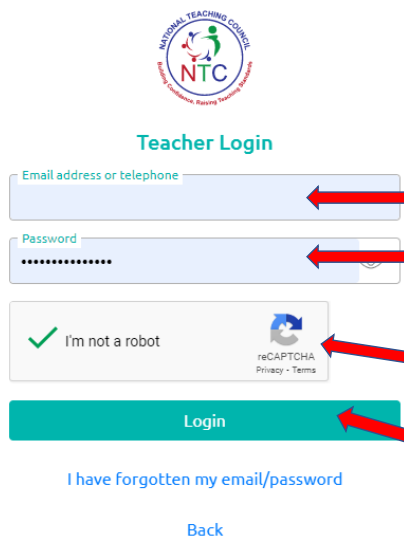
2. On the Login page, click Teacher Login



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

Click Teacher Login

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



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

Enter your email address

Enter your password

Check I'm not a robot

Click Login

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

NTC Teacher Portal Ghana

The dashboard shows a teal sidebar menu on the left with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, Managed station, and Professional standing. The main content area has a header 'Hello Sam,'. Below it is a 'Current license' card for Sam with ID PT/0001, valid from 21st October 2022 to 21st October 2025. To the right is a dashed box with a warning icon and text: 'No upcoming training programs' with a link to 'Training programs'. At the bottom is a 'Rank progression' section.

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

NTC Teacher Portal Ghana

The 'Teachers' page features a search bar with a 'Key' icon and the text 'Search by name or email'. Below is a table with columns 'Name' and 'INSETs'. The first row shows a teacher's name and 'Processed 0 of 4 INSETs'. A footer note says 'Showing 1 - 1 of 1 items'. A red arrow points from the 'Managed station' option in the sidebar to a callout box that says 'Click on Managed station'. Another red bracket on the right side of the table points to a callout box that says 'List of teachers in the school'.

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)

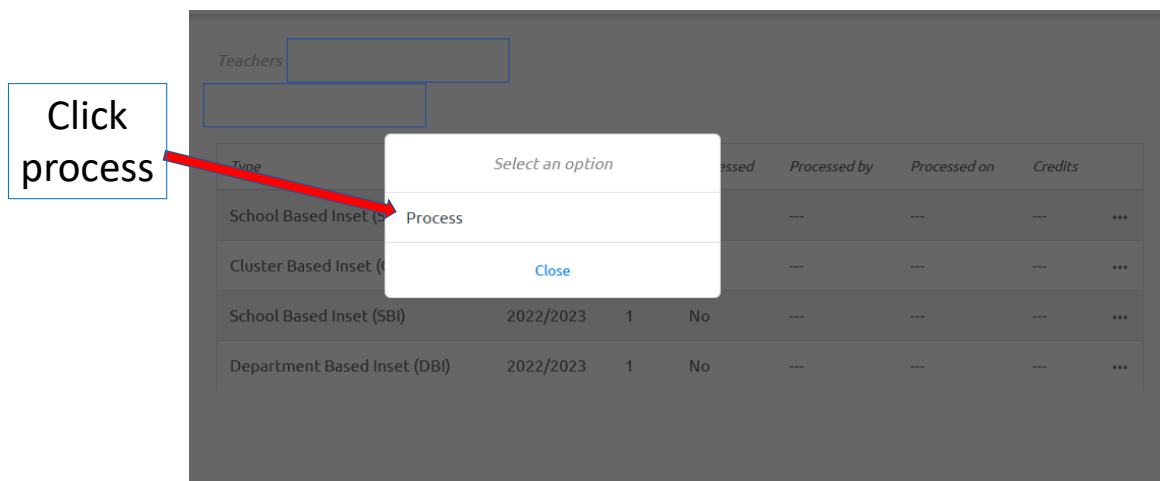
Teachers /

Click here to process

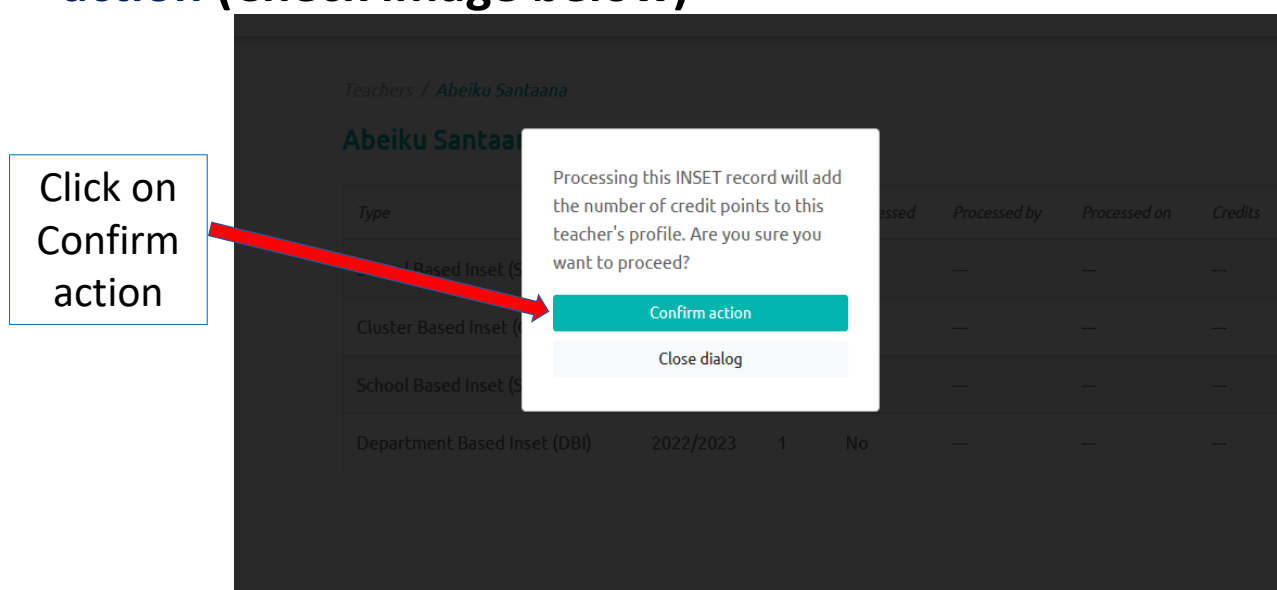
Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

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 /

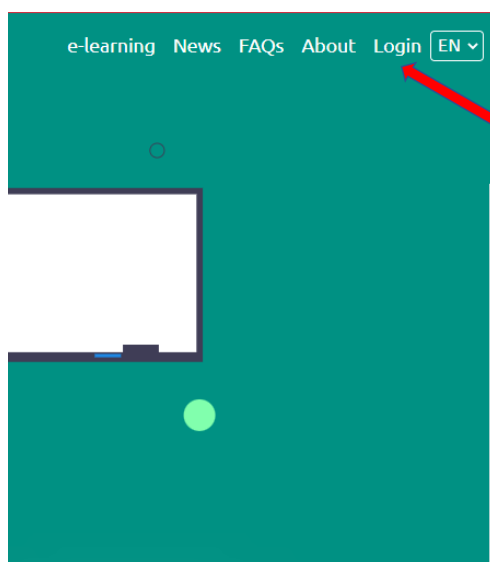
Points processed

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

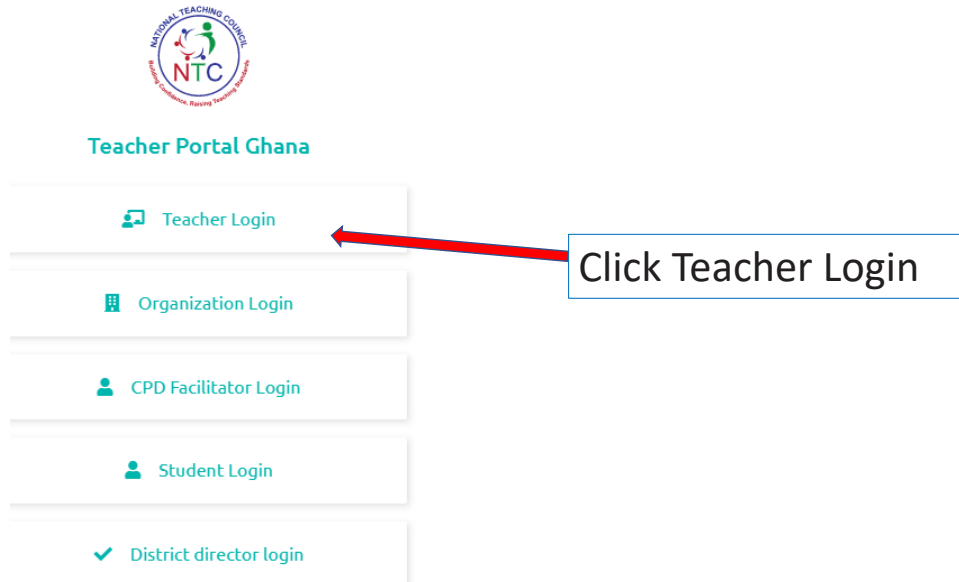
HOW TO CHECK CPD POINTS AND TRAINING RECORDS ON TEACHER PORTAL GHANA

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



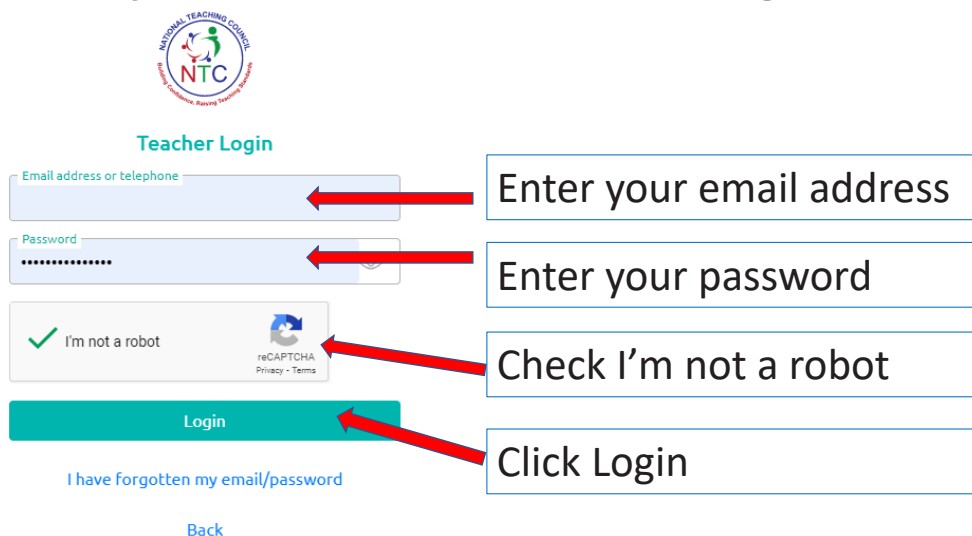
Click Login on the
TPG homepage

2. On the Login page, click Teacher Login



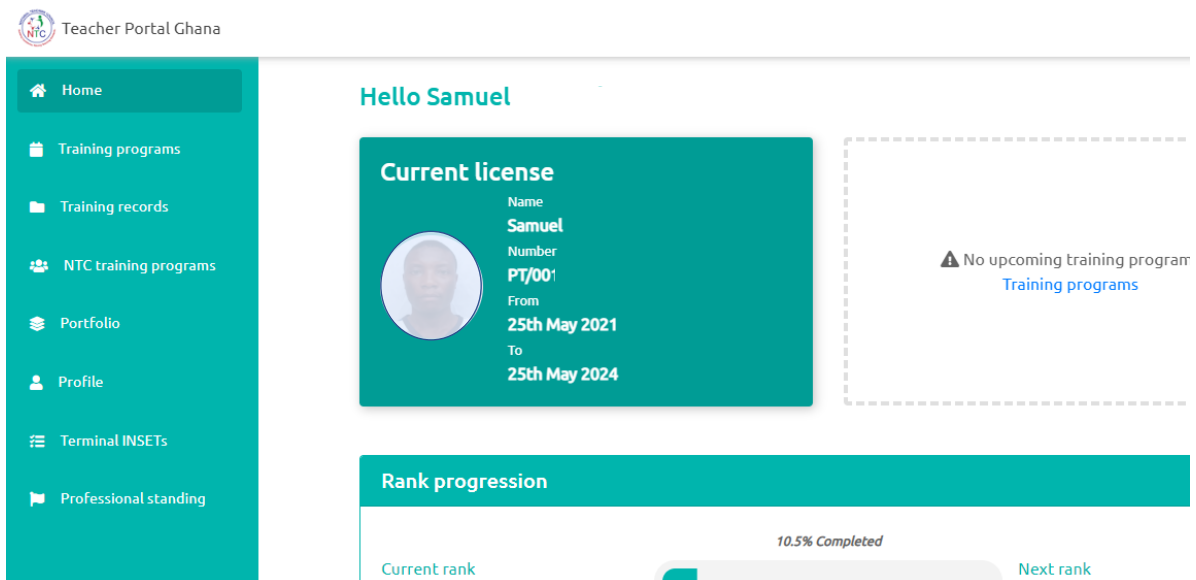
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization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

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



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

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



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



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

The screenshot shows the Teacher Portal Ghana interface. On the left is a teal side menu with the following items: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. The 'Training records' item is highlighted, and a red arrow points to it from a text box below. The main content area is titled 'Training records' with the subtitle 'Records for training programs registered and/or attended'. It shows a total of 1.8988 points. Below this is a list of training programs:

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

A red bracket on the right side of the list of programs points to a text box labeled 'List of training programs'. Below the side menu, a text box says 'Click to view training records' with an arrow pointing to the 'Training records' menu item.

THANK YOU