

JHS 1

SECTION 1

ORAL SKILLS - CUSTOMS AND INSTITUTIONS

General Objectives: The student will:

1. identify the elements that constitute his/her culture
2. appreciate the morals and values inherent in their customs and institutions
3. appreciate modern and contemporary culture

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CULTURE	The student will be able to: 1.1.1 explain the meaning of culture. 1.1.2 differentiate between customs and institutions. 1.1.3 name some elements of culture.	Way of life of a people e.g., food, language, clothes, music, dance etc <u>Customs:</u> include rites performed to mark some events e.g. puberty rites; rites performed to mark the beginning of a festival. Customs also include traditional ways of worship; ways of showing respect; child naming ceremony, food used for occasions, etc. <u>Institutions:</u> These are bodies that can be identified and which have certain responsibilities in the culture of the society. Examples: chieftaincy, the family, the church, the mosque, the shrine etc. Language, food, occupation, dress code, religion, literature, implements used for work etc.	Discuss the elements of culture of the locality e.g., language, religion, food etc. Guide students to discuss customs such as Libation pouring, naming, drumming, singing etc. Students to discuss traditional institutions in their community e.g. chieftaincy with sub chiefs, linguist etc.; the family: father, mother and other relatives etc. Compare some elements of their culture to those of other neighbouring communities e.g. staple food of the Ga vrs that of the Asante; dress codes of the Fante vrs the Dagaaba, etc. Food can be compared on the basis of the type of crop used.	Students to explain the meaning of culture. Students to tell the stages of the libation process. Students to state the role of cultural institutions in their community. Students to list some elements of their culture. Students to appear in their traditional costumes and indicate the ethnic group that wears the costume.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D) CULTURE</p> <p>UNIT 2 GREETINGS AND RESPONSES</p>	<p>The student will be able to:</p> <p>1.1.4 identify some cultural practices of the locality.</p> <p>1.2.1 greet according to the season and specific occasions and give appropriate responses.</p> <p>1.2.2 use appropriate expressions to greet in specific circumstances and situations.</p> <p>1.2.3 explain the importance of greetings.</p>	<p>Cultural practices: naming ceremony, marriage, chieftaincy, puberty rites, etc. e.g. puberty rites: Ga : Otofo Dangme : Dipo Asante : Bragoro Nzema : Azeziele Dagbani : Paɣa pirigibu</p> <p>Seasonal greetings e.g. at indigenous festivals, New Year, at work, etc.</p> <p>Specific situations, e.g. at table, at work, during funerals, etc.</p> <p>Taboos against greeting</p> <p><u>Importance of greetings</u> i. Conversation starter ii. Shows respect iii. Brings unity and friendship</p>	<p>Guide students to identify some cultural practices in the locality.</p> <p>Assist students to find the appropriate greetings for some seasons and occasions e.g. X'mas, New Year, birth, death, Homowo, Akwasidae, Kundum etc.</p> <p>Demonstration: i.e. Teacher – students greet in specific situations e.g. at table, work, social gatherings and taboos associated with some greetings.</p> <p>Greetings at table: (Stimulus – Response) e.g. <u>Stimulus</u> <u>Response</u> <u>Twi</u> Kuta mu ool! Ma ɔnkɔ/yoo Etire nka mmɔ Yɛ:redi adeɔ. <u>EWE</u> Va mia kpoe da. Nye asi le me loo Mezɔafɔ nyue. Me dunu. <u>GA</u> Yoo, Ha nii aba. Onina mi/wɔ <u>DAGBANI</u>: Ti dima! Naawuni ni che kadi doni. A nuu na be Dmanene. Paheme a nuu. <u>DAGAARE</u>: Fo naɲdire. Wa soɲ ma. <u>GONJA</u>: Kɔnɔ maɲ chena Anye ji <u>FANTE</u>: Kita muoo! Medze mu. <u>NZEMA</u>: Mevele wɔ o Me sa wɔ nuhua</p> <p>Assist students to explain the importance of greetings. Kasem: - A jege zoɲa.</p>	<p>Students in groups mention some of their cultural practices.</p> <p>Students to role-play greetings on special occasions, e.g. at birth, death, marriage ceremonies and festivals.</p> <p>Identify situations and pair students up to greet using the new expressions learnt.</p> <p>Students identify and mention taboos relating to situations such as greeting: - at table - at funeral - attending to nature's call (toilet) etc.</p> <p>Students explain the importance of greetings.</p>

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UNIT 3 GRATITUDE AND APPRECIATION	<p>The student will be able to:</p> <p>1.3.1 use the right register to express gratitude and appreciation.</p> <p>1.3.2 use of right gestures to show appreciation.</p> <p>1.3.3 give reasons why we should show appreciation and gratitude for what is done for us.</p>	<p>Expressing gratitude and appreciation. e.g. Thank you. May God bless you etc.</p> <p>Akan: Meda wo ase. Nyame nhyira wo</p> <p>Gonja: Asan kushurj Eborɛe nafa fo.</p> <p>Dagbani: M payiya</p> <p>Dagaare: Bareka Dmene na soŋ fo.</p> <p><u>Gestures:</u> a bow, a nod, a smile. Send a small gift or card as token of appreciation.</p> <p>Appreciation and gratitude give the following: <u>Encouragement</u> to the receiver to do more; <u>Acknowledgement</u> to the receiver that their contribution has been noticed. <u>Shows politeness and good manners</u> on the part of the one for whom the services or contribution were rendered.</p>	<p>Guide students to discuss ways of showing gratitude and appreciation.</p> <p>Discuss the expressions for showing gratitude and appreciation on specific occasions. e.g. for a gift, food, advice, etc.</p> <p>Assist students to discuss ways for showing appreciation through body language and other gestures.</p> <p>Students to brainstorm on how one feels when their contribution or services rendered are acknowledged or not acknowledged.</p> <p>Students give reasons why we must show appreciation for services rendered to us.</p>	<p>Students mention four occasions during which we show appreciation and gratitude.</p> <p>Students to state the right expressions used when: (1) advice is given. (2) work is done well. (3) gift is received.</p> <p>Students role-play right gestures to show appreciation.</p> <p>Students role-play situations when: 1. 'A' does something and he/she is appreciated 2. 'B' does it and he/she is not appreciated</p>
UNIT 4 KINSHIP TERMS	<p>1.4.1 identify the various kinship relationships in the family.</p> <p>1.4.2 explain terms associated with various kin.</p>	<p>Kinship relationships in the family: e.g. father, mother, sister, brother, uncle, etc.</p> <p>Father line kin Mother line kin Marriage relation kin etc.</p>	<p>Assist students to discuss the kinship terms of members of the nuclear family and members of the extended family. Name the immediate relations of mother and father.</p> <p>Assist students to discuss and compare kinship terms of maternal and paternal relations.</p> <p>NOTE: Discussion should focus on differences between traditional terms and the English cultural terms.</p>	<p>Students to draw the family tree.</p> <p>Students to explain kinship terms in groups.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 THE CLAN SYSTEM	<p>The student will be able to:</p> <p>1.5.1 explain what the clan is and mention the names of some clans in the locality.</p> <p>1.5.2 mention some basic features that identify a clan.</p> <p>1.5.3 state the importance of the clan system.</p> <p>1.5.4 state factors that have reduced the importance of the clan system.</p>	<p>A group of families who are thought to have originated from the same family and have the same naming system and the same totem</p> <p>Clans in the locality: Akan: Asona, Oyoko, Biretuo, etc. Ewe: Adzovia, Like, Blu, etc. Ga: Aserɛ, Gbese, Sempe, etc. Dangme: Bunase, Nyɛwɛ, Nam, etc. Dagaare: Malɔrɛɛ, Kowɛrɛɛ, Dakpaalɛɛ, etc. Nzema: Ezohile, Ndwefoo, etc. Kasem: Navɛ bia, Tala Bia, Bawea Bia</p> <p>Features of a clan: Totems, taboos, oaths, clan names, origin and ancestry, etc.</p> <p>Importance of the clan system: - helps clan members to know one another as belonging to one ancestry. - forges unity among members. - source of pride. - mutual support in times of sickness or death, etc.</p> <p>Education, religion, politics, technology, urbanisation etc. These factors have tended to disintegrate the clan system.</p>	<p>Guide students to discuss what a clan is and mention the names of some clans they know.</p> <p>Pupils to identify some clans in the locality.</p> <p>Discuss the basic features of a clan: oaths, taboos, etc.</p> <p>Students to mention the clan they belong to and the features of their clan.</p> <p>Let students identify other clans and their totems, taboos, clan names, etc.</p> <p>Guide students to discuss the importance of the clan system.</p> <p>Guide students to discuss factors that have reduced the importance of the clan system.</p> <p>NOTE: Discussion should show how formal education has negatively affected the clan system; how politics, technology and urbanization have negatively affected the clan system and reduced its importance (See the content of 1.5.3 for more information).</p>	<p>Students to write the names of clans in the locality.</p> <p>Students to identify three clans and state their totems.</p> <p>Students to list some advantages of the clan system.</p> <p>Students in groups to identify some of the problems that have affected the clan system.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 ANNUAL FESTIVALS	<p>The student will be able to:</p> <p>1.6.1 identify names and types of festivals of his/her locality.</p> <p>1.6.2 explain the importance of festivals.</p> <p>1.6.3 identify problems associated with festivals.</p>	<p>Names and types of festivals</p> <p>Religious festivals Aadae Asante Odwira Akuapem Nadu Krobo Dorji Gonja</p> <p>Dagbani: Buɔum chɔɔ Festivals of other ethnic groups</p> <p>Agricultural festivals Hɔmɔwɔ Ga Tedudu Peki Kɔbenɛ Dagaaba Ohum Akyem Kundum Nzema Faa Kasem Jintigi Gonja Damba Dagbani</p> <p>Historical festivals Hogbetsotso - Anlo Sasadu - Sovie, Alavanyo, etc. Bugum - Dagbani Asafotu - Ada Damba - Gonja Damba - Dagbani Bagr benɛ -Dagaaba</p> <p>Origin and time of celebration.</p> <p>Revenue from tourism; Renewal of allegiance to paramount chiefs, National integration, Raising of funds for development; periods when men and women form relationships that could lead to marriage, etc.</p> <p>Finance, Chieftaincy disputes, Education, Religion, etc.</p>	<p>Students to identify festivals of their locality and the times of celebration.</p> <p>Guides students to discuss the types of festivals and their origins.</p> <p>Invite students to discuss periods of local festivals. Guide students to discuss the importance of festivals.</p> <p>Assist students to discuss the problems associated with the celebration of festivals.</p>	<p>Students to write about some of the scenes of a local festival.</p> <p>Students to state at least three values of festivals.</p> <p>Students write some reasons why festivals are celebrated.</p> <p>Students to write short essays on problems associated with festivals and suggest some solutions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 NON-VERBAL COMMUNICATION (BODY LANGUAGE)	<p>The student will be able to:</p> <p>1.7.1 identify some non-verbal forms of communication.</p> <p>1.7.2 explain the value and importance of non-verbal communication as a form of socialization.</p> <p>1.7.3 identify some disadvantages of non-verbal communication.</p>	<p>Identification of non-verbal forms of communication e.g. nodding</p> <ul style="list-style-type: none"> - maintaining eye-contact - winking - frowning - waving - using other gestures etc. <p>Importance of non-verbal forms of communication</p> <ul style="list-style-type: none"> - shortens long verbal communication, - it accords privacy. - it saves time. - eases communication with people with hearing problems - sometimes more important and more appreciated than verbal communication <p>Its major disadvantage is that it may not be seen or it may be misinterpreted.</p>	<p>Students identify and demonstrate some non-verbal forms of communication as listed in content.</p> <p>Assist students to discuss the importance of non-verbal forms of communication.</p> <p>Students to discuss some major disadvantages of non-verbal communication.</p>	<p>Students role-play various forms of non-verbal communication.</p> <p>Students to compare the importance of verbal and non-verbal communication.</p> <p>List some disadvantages of non-verbal forms of communication.</p>

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UNIT 8 TELLING THE TIME AND MONTHS	<p>The student will be able to:</p> <p>1.8.1 tell the time of day accurately.</p> <p>1.8.2 mention days of the week in their language.</p> <p>1.8.3 state the months of the year in their various languages.</p>	<p>Day, hour, minutes, seconds, after, before.</p> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p> <p>January February March April May June July August September October November December</p> <p>Refer to Appendix 84</p>	<p>Discuss the various ways of telling time on analogue and digital clocks/watches e.g. 12.35 p.m., 12.35 am; twenty to three etc.</p> <p>Students mention the names of the days of the week in their language and answer questions on them.e.g. Which day comes after Thursday? Which day is the market day in your locality?</p> <p>Guide students to arrange and say the months of the year in their respective languages and discuss the number of days in each month.</p> <p>Students write their date of birth in their language and also write their date of birth using the following format: 14/2/1995.</p>	<p>Students to tell some given dates in their language.</p> <p>Students write the days of the week in a sequential order.</p> <p>Students write the months of the year and state the number of days for each month.</p> <p>Students sing a song using the names of the months.</p>

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SECTION 2

GRAMMAR

General Objectives: The student will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 SPEECH SOUNDS Vowels	<p>The student will be able to:</p> <p>2.1.1 identify vowels in the various languages.</p> <p>2.1.2 identify vowels with more than one sound.</p>	<p>The speech sounds of the Ghanaian languages are represented by letters which are used in writing e.g., a b d e ε F g h i k l m n o ɔ p r s t u v w y z j etc.</p> <p>These speech sounds are grouped into two:</p> <p>Vowels: /a/e/ε/ i/o/ u/ɔ/</p> <p>Some vowels have more than one sound which cannot be seen in writing but rather heard in speech. Examples:</p> <p>a: a – abaa, aεm ae –ani, daabi</p> <p>0: o – onipa, osuani - koto, foro</p> <p>e: e – efie, etire i - sere, sekan u - buyum i - buyum</p>	<p>Guide students to mention the sounds that the letters represent in the Ghanaian language.</p> <p>Assist students to group the sounds into vowels and consonants.</p> <p>In groups, students listen and repeat the sounds of vowels one after the other.</p>	<p>Students to list the vowel sounds of the letters of the alphabet</p> <p>Students to identify vowel sounds in given words</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1(CONT'D) SPEECH SOUNDS Consonants	<p>The student will be able to:</p> <p>2.1.3 identify consonant sounds and pronounce them correctly.</p> <p>2.1.4 write words which are made up of diagraphs.</p>	<p>Consonants can be found in speech, writing and in reading. We have one letter consonants which give one sound e.g.,</p> <p>/b/d/f/g/h/k/etc.</p> <p>Vowel sounds and consonant sounds are combined to form words e.g.,</p> <p>k + a = ka b + a = ba</p> <p>Diagraphs are two or more letter consonants which make one sound.</p> <p>e.g. tz, ngm, kp, dw, ky, gb, dz, ts, dj etc. ngm - ngma:- njm -njma gb - gbi gy - gyc kp - kpoa Note: Use where applicable</p>	<p>Introduce the sounds through discussion.</p> <p>Assist students to identify consonant sounds in sentences.</p> <p>Assist students to differentiate between words which have diagraphs and those which do not have diagraphs.</p>	<p>Students to use consonants to fill blank spaces in given words.</p> <p>Students to use diagraphs in forming words.</p>
UNIT 2 WORD CLASSES: Abstract nouns	<p>2.2.1 identify abstract nouns in the language.</p>	<p><u>Abstract Nouns</u> Nouns that we cannot taste, see, feel, touch, smell. e.g. air, happiness, sorrow, love etc.</p>	<p>Discuss with students the basic definition of abstract nouns.</p> <p>Guide students to identify abstract nouns in sentences.</p> <p>Lead students to use the abstract nouns they have identified in forming sentences.</p> <p>e.g. I have <u>love</u> for Ama (Twi) Mewo odo ma Ama N ko kasha n sa jimche (Gonja) Lolo le asinye na Adzo (Ewe) Ayi yurihin be n suhuri (Dagbani) N taa la nommo ko Ayuo. (Dagaare) M mali Amina yurilim. (Kasem)</p>	<p>Students to identify abstract nouns in sentences.</p> <p>Use abstract nouns to form sentences.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D)	The student will be able to:			
WORD CLASSES:	2.2.2 use concrete nouns in sentences.	<u>Concrete nouns.</u> Nouns that we can feel, taste, see, touch, smell. e.g. table, dog, pen, water, etc.	Students to give examples of concrete nouns and use them in simple sentences. e.g. The table is broken Pon no ebu. (Fante) Tebul na by (Gonja) Kplɔ la ɲe/Kplɔa ɲe - Eve Okpɔɔɔ ku (Dangme) A tabol kɔɔ ɛ la (Dagaare) Ekponle ne ɛbu – Nzema Teibuli konto bɔwori (Kasem)	Students use some concrete nouns to form sentences. Students identify concrete nouns in sentences and passages.
Concrete nouns		<u>cow</u> Twi - Nantwi Fante - Nantwi Gonja - Kenaluu Dangme - Na Dagbani - Nahu Ga - Tsina Kasem - Nɔɔno Dagaare – Ganja Nzema - ɛlanke	Let students identify concrete nouns in sentences and passages.	
Collective nouns	2.2.3 identify and use collective nouns in sentences.	<u>Collective nouns:</u> Nouns used to define groups of items. e.g. A herd of cattle Nantwikuw (Fante) <u>A group of people:</u> Twi - Nipakuo Fante - Nyimpakuw Gonja - Kemɔl Dangme - Nimli kpekpem Dagbani - Laxingu Dagaare - Gyamaa Ga - Asafo Kasem - Najere Nzema - menli ekpunli	Guide students to identify collective nouns associated with different items e.g., A herd of cattle A pride of lions A shoal of fish A bery of girls A flotilla of ships Guide students to form sentences using collective nouns.e.g. We saw a herd of cattle grazing on a plain.	Students write some collective nouns and use them in simple sentences. Students identify collective nouns in passages or in their books.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>WORD CLASSES:</p> <p>Proper nouns</p> <p>Common Nouns</p> <p>Gender Nouns</p>	<p>The student will be able to:</p> <p>2.2.4 identify and use proper nouns in speech and in writing.</p> <p>2.2.5 use common nouns in speech and in writing.</p> <p>2.2.6 identify gender of nouns.</p>	<p><u>Proper nouns</u> Proper nouns are special words for people, countries, months, days of the week etc.</p> <p><u>Common nouns</u> A common noun is a name of an object e.g. tree, book, pen, window, curtain, school or a place etc.</p> <p><u>Gender nouns</u> Masculine, feminine, neuter.</p> <p><u>Masculine</u> It is a noun which relates to male e.g. man, cock, boy.</p> <p><u>Feminine</u> It is a noun which relates to female e.g. woman, hen, girl etc.</p> <p><u>Neuter</u> It is a noun which stands for either masculine or feminine. e.g. child, teacher, doctor, etc.</p>	<p>Assist students to identify the different nouns in sentences.</p> <p>Guide students to form sentences with some proper nouns.</p> <p>Through discussions let students mention the names they know, names of countries, towns, months and days.</p> <p>Students to mention names of objects around them.</p> <p>Students underline nouns in passages and in sentences.</p> <p>Students to identify some masculine nouns in sentences.</p> <p>Students to identify some feminine nouns in sentences.</p> <p>Students to identify some neuter nouns in sentences.</p>	<p>Students to form sentences with some proper nouns.</p> <p>Identify proper nouns in sentences and passages.</p> <p>Students use selected common nouns in sentences.</p> <p>Students identify proper and common nouns in passages.</p> <p>Students to identify masculine nouns in sentences and passages.</p> <p>Students to identify feminine nouns in passages and use them in forming their own sentences.</p> <p>Students to group some nouns under the following:</p> <ul style="list-style-type: none"> - masculine - feminine - neuter

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<p>UNIT 2 (CONT'D)</p> <p>WORD CLASSES:</p> <p>NOUNS- Countable and Uncountable nouns</p> <p>UNIT 3</p> <p>PRONOUNS</p> <p>Personal pronouns</p>	<p>The student will be able to:</p> <p>2.2.7 identify countable and uncountable nouns and use them in speech and in writing appropriately.</p> <p>2.3.1 identify and use singular and plural pronouns in sentences.</p>	<p><u>Countable nouns</u> They are nouns that could be seen and counted. E.g. tree, chair, cup, dog, human beings.</p> <p><u>Uncountable nouns</u> These are nouns which cannot be counted e.g. sand, water, salt ash, hair, air.</p> <p><u>Personal Pronouns</u> Words used in place of nouns. e.g. I, we, me, you,</p> <p>1st person singular (I)</p> <p>Ak. Twi - me Gonja - m/n, ma Ewe - me/nye Ga - mi Dagaare - N Fante - me,mi Nzema - me/medame Kasem - a, dé, debam Dagbani - N</p>	<p>Revise types of nouns with students.</p> <p>Introduce countable and uncountable nouns through discussions.</p> <p>Students to give examples of countable and uncountable nouns and use them in sentences.</p> <p>Guide students to replace some nouns in sentences with pronouns. e.g. English: <u>The boys</u> killed the <u>snake</u> <u>They</u> killed <u>it</u></p> <p>Fante: Mbanyimba no kum ɔwɔ no. <u>Wokum no.</u></p> <p>Gonja: Mbianyɛnsɔbi na mɔ Kuwo na.</p> <p><u>Bu mɔkumo</u></p> <p>Dangme: Jokuɛ ɔmɛ gbe sino ɔ. A gbe sino ɔ Kasem: <u>Bakein sem go basankwea kam</u> Ba go ka</p> <p>Students use pronouns in sentences.</p>	<p>Students use given uncountable nouns in sentences correctly to indicate plurals.</p> <p>Students identify countable and uncountable nouns in passages.</p> <p>Students replace nouns with correct pronouns.</p>

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UNIT 3 (CONT'D) PRONOUNS Personal pronouns		<p><u>2nd person singular</u> (You)</p> <p>Nzema - elwo Ak. Twi - wo Gonja - fo Ewe - É Ga - Nyε Dagaare - fo Fante - e/i Dangme - nyε Kasem - n Dagbani - a</p> <p><u>3rd person singular</u> (he/she, it)</p> <p>Nzema - ɔ/ye Ak. Twi - ɔno - εno Gonja - mo - kumo Ewe - E - E Dagaare - o - o Fante - ɔ/o - Ga - E/ε E/ε Dangme - E/ε E/ε Dagbani - o Kasem - o, ba, se</p> <p><u>1st person plural</u></p> <p>English - (We) Ak. Twi - Yεn Gonja - Anye Ewe - Míe Ga - Wɔ Dagaare - Tenee Fante - ye/ye Nzema - yε Dangme - wɔ/wa Dagbani - ti Kasem - de/debam</p>		

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<p>UNIT 3 (CONT'D) PRONOUNS</p> <p>Possessive Pronouns</p>	<p>The student will be able to: 2.3.3 use possessive pronouns appropriately.</p>	<p><u>Possessive pronouns</u> Possessive pronouns show ownership e.g. mine, ours, yours, his, its,</p> <p><u>Possessive 1st person:</u></p> <p>English - mine - ours Dangme - ye no - wa no Ak. Twi - de/ε - medeε Gonja - mεya - anyeya Ewe - tonyee - miatœ Ga - minɔ - wɔnɔ Fante - m' - hɛn Nzema - me εdeε - ye εdeε Dagbani - N dini – ti dini Kasem - amo dé, amo-debam Dagaare - N soobo</p> <p><u>2nd person:</u></p> <p>English - yours Ak. Twi - wode/ε Gonja - fεya Ewe - towðe Ga - ono Dagbani - a dini Fante - wódze Dagaare - Fo soobo Kasem - nmo, abam</p> <p><u>3rd person:</u></p> <p>English - his/hers Ak. Twi - ne de/ε Gonja - moya Ewe - etœ Dagbani - o dini Ga - enɔ Fante - nɛdze Nzema - ye εdec Dagaare - o soobo Kasem - ba, banto, ya, yanto</p>	<p>Guide students to look for possessive pronouns in a passage.</p> <p>Students point out forms of possessives drawing special attention to singular and plurals forms.</p>	<p>Students identify possessive pronouns in a given text.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4 (CONT'D)</p> <p>TRANSITIVE VERBS</p> <p>Intransitive verbs</p>	<p>The student will be able to:</p> <p>2.4.2 identify intransitive verbs and use them correctly in sentences.</p>	<p>Intransitive verbs are verbs that do not take direct objects. e.g. Adwoa <u>sleeps</u>.</p> <p>Asanti Twi - Adwoa <u>da</u></p> <p>Nzema - Adwoba <u>da</u></p> <p>Dangme - Ajo <u>huɔɔ se</u></p> <p>Gonja: Ewe: Ga Dagbani: Adam dirimi. Dagaare: Napoge maŋ gbiri la. Kasem: Adoa doa.</p> <p>NOTE: With intransitive verbs, only the action of the doer is indicated.</p>	<p>Revise transitive verbs with students.</p> <p>Guide students to identify intransitive verbs in sentences and passages.</p> <p>Guide students to use transitive verbs in sentences.</p>	<p>Students to use transitive verbs in sentences.</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>NEGATION</p>	<p>The student will be able to:</p> <p>2.5.1 identify verbs in sentences and negate them.</p> <p>2.5.2 change verbs into negative and use them in sentences.</p>	<p>Negation is the act of making verbs negative and vice versa. e.g. Owusu likes fish. Owusu <u>does not</u> like fish. Twi, (Asante/Akwapem) In Twi, two sounds are used in negation. /m/ and /n/</p> <p>words whose stem begin with (m, b, f, p) take 'm'</p> <p>The rest take 'n'</p> <p>e.g. <u>ko</u> nsu. <u>nko</u> nsu <u>fa</u> aduru no <u>mfa</u> aduru no.</p> <p>These are examples of negation from Twi. Owusu <u>pe</u> nam. Owusu <u>mpe</u> nam. Present (Daa) Yaw <u>to</u> ankaa/akutu Yaw <u>nto</u> ankaa/akutu</p> <p>Progressive/Present continuous (Ēnsii) Yaw <u>reto</u> ankaa Yaw <u>rento</u> ankaa</p> <p>Future I (Daakye I) Yaw <u>beto</u> ankaa Yaw <u>rento</u> ankaa.</p> <p>Future II (Daakye II) Yaw <u>rebetto</u> ankaa Yaw <u>rento</u> ankaa</p>	<p>Guide students to identify verbs in sentences and negate them.</p> <p>Guide students to negate verbs and use them in sentences.</p>	<p>Students to identify verbs in some sentences and make them negative.</p> <p>Students negate verbs and use them in sentences.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) NEGATION	The student will be able to:	Other Ghanaian Languages have various ways of forming negation. <u>Gonja:</u> Asana <u>bee</u> yo asɔre Asana <u>maa</u> yo asɔre. <u>Ewe:</u> Eyeram <u>yina</u> soleme. Eyaram <u>meyina</u> soleme o <u>Dagbani:</u> Fatima <u>chanila</u> jinɲli ni Fatima <u>bi chain</u> jinɲli ni Nzema Mozu kulo fɛɛ Mozu ɛngulo fɛɛ Dangme Tɛtɛ ye ni. Tɛtɛ yi ni. <u>Dagaare:</u> Faate ba nɔŋ zoma. <u>Kasem:</u> Asana <u>wo</u> tu, Asana <u>yé</u> ba, Asana <u>ba</u> tui	Guide students to discover other forms of negation in their language.	Students to negate verbs provided by teacher.
UNIT 6 ADJECTIVES	2.6.1 identify and use adjectives in sentences correctly.	Adjectives are words used to describe objects, people, animals things and places e.g. English : The black <u>cat</u> . Ga : Alɔnte <u>din</u> ɛ. Dangme : Ati <u>yumu</u> ɔ. Ewe : Dadi <u>yibo</u> . Twi : Agyinamoa <u>tuntum</u> . Nzema : Kusu <u>bile</u> ne Dagaare : Kɔkɔl sɔglaa Kasem: tiabu- <u>zwono</u> kom Dagbani : Jankun sabinli la	Guide students to describe persons, animals, places and things by colour, height etc Guide students to illustrate the positions of different attributive and predicative adjectives.	Identify and underline adjectives in sentences and passages. Students to use adjectives in forming sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 (CONT'D) ADJECTIVES	<p>The student will be able to:</p> <p>2.6.2 identify attributive adjectives in sentences.</p> <p>2.6.3 identify and use predicative adjectives in sentences correctly.</p>	<p><u>Attributive adjectives</u> There are situations where adjectives come before the nouns. e.g. In Twi: <u>mmɔborɔ hunnufoɔ Nyame</u> <u>Obaatanpa Nyame</u></p> <p>The underlined becomes the adjectives qualifying the noun – Nyame. <u>Dagbani</u>: Ninvuxi <u>koɔu</u> <u>Nzema</u>: Anwunvonezele Nyamenle <u>Ewe</u>: Nublanuikpola Mawu <u>Dangme</u>: Ope Mawu <u>Gonja</u>: Luwu <u>bɔni</u></p> <p><u>Dagaare</u>: Nimimaaronj Naa <u>Kasem</u>: Nɔɔna <u>bana</u></p> <p><u>Predicative Adjectives</u>: are adjectives that occur immediately after the nouns. It comes after the verb. e.g The cat is <u>black</u> Twi (<u>Asante/Akwapem</u>) Agyinamoa no ye <u>tuntum</u> <u>Nzema</u>: Kusu ne le <u>bile</u> <u>Dagaare</u>: A kɔkɔlaa ɛ la sɔglaa. <u>Kasem</u>: Digabu wom ye <u>nazwono</u> <u>Dagbani</u>: Jankuno maa nyɛla zaɣ’sabinli. <u>Ewe</u>:Dadia le <u>yiboo</u> <u>Dangme</u>Ati ɔ <u>yuo</u> <u>Gonja</u>: Jɔnɔ na fuli</p>	<p>Guide students to identify attributive adjectives in sentences given to them</p> <p>Assist students to discuss the features of attributive adjectives</p> <p>Guide students to find examples of attributive and predicative adjectives in their own languages.</p>	<p>Students to identify attributive adjectives in sentences</p> <p>Students to identify attributive and predicative adjectives in passages and sentences.</p> <p>Students to form correct sentences with attributive and predicative adjectives.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																																																																		
UNIT 6 (CONT'D) ADJECTIVES	The student will be able to: 2.6.4 use adjectives in sentences.	Adjectives in sentences. e.g. The cat is black. Ga: Alonte le <u>ɔ</u> Dangme: Ati <u>yuo</u> Ewe: Dadia le <u>yibo</u> Twi: Agyinamoa no <u>yeɛntum</u> Dagbani: Jankuno ma anyela zɔa'sabinli Nzema: Kusu ne le bile Dagaare: A kɔkolaa ɛ la sɔglaa Kasem: tiabu wom ye <u>nazwono</u> mo.	Guide students to identify words which describe nouns in given sentences. Students form sentences with given adjectives.	Students use given adjectives in sentences.																																																																		
UNIT 7 CONJUNCTIONS	2.7.1 identify and use conjunctions correctly in speech and in writing.	Conjunctions are words which join words ,phrases,clauses and sentences e.g. and, but, or, because, before, when, until, if, etc.	Students identify conjunctions in given sentences. Guide students to join sentences using conjunctions.	Underline conjunctions in given sentences. Use conjunctions to join sentences.																																																																		
UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																																																																		
UNIT 8 POST POSITIONS	The student will be able to: 2.8.1 identify and use postpositions appropriately in sentences.	<table border="1"> <thead> <tr> <th>e.g.</th> <th>Under</th> <th>Above</th> <th>Behind</th> <th>Over</th> <th>Near</th> </tr> </thead> <tbody> <tr> <td>Fante</td> <td>ase</td> <td>do/sor</td> <td>ekyir</td> <td>fa do/tra</td> <td>Nkyɛn</td> </tr> <tr> <td>Ewe</td> <td>te/gɔme</td> <td>dzifo/dzime</td> <td>magbe</td> <td>ta</td> <td>xa</td> </tr> <tr> <td>Ga</td> <td>Shishi</td> <td>Yiteŋ</td> <td>Sɛɛ</td> <td>Kɛteke</td> <td>Bɛnkɛ</td> </tr> <tr> <td>Dagbani</td> <td>Lɔŋni</td> <td>zuxusaa</td> <td>Nyaanɔ</td> <td>zuxu</td> <td>gbuni</td> </tr> <tr> <td>Kasem</td> <td>Kuruni Kuri ne</td> <td>Baŋa ne</td> <td>Kwaga ne</td> <td>Baŋa ne</td> <td>twea</td> </tr> <tr> <td>AsanteTwi</td> <td>aseɛ</td> <td>So</td> <td>Akyire</td> <td>Fa so</td> <td>nkyɛn</td> </tr> <tr> <td>Dangme</td> <td>Sisi</td> <td>nɔ</td> <td>Se</td> <td>nɔ</td> <td>he</td> </tr> <tr> <td>Nzema</td> <td>ɔ bo</td> <td>zɔɛ</td> <td>ɔ nzi</td> <td>zɔɛ</td> <td>bikye</td> </tr> <tr> <td>Dagaare</td> <td>Pareŋ/puliŋ</td> <td>zusoga/ zusogaŋ</td> <td>Puoriŋ</td> <td>Do gaŋ</td> <td>Pɛɛle</td> </tr> <tr> <td>Gonja</td> <td>Kaseto</td> <td>Esoso</td> <td>Kaman</td> <td>Esoso</td> <td>Kuto</td> </tr> </tbody> </table>	e.g.	Under	Above	Behind	Over	Near	Fante	ase	do/sor	ekyir	fa do/tra	Nkyɛn	Ewe	te/gɔme	dzifo/dzime	magbe	ta	xa	Ga	Shishi	Yiteŋ	Sɛɛ	Kɛteke	Bɛnkɛ	Dagbani	Lɔŋni	zuxusaa	Nyaanɔ	zuxu	gbuni	Kasem	Kuruni Kuri ne	Baŋa ne	Kwaga ne	Baŋa ne	twea	AsanteTwi	aseɛ	So	Akyire	Fa so	nkyɛn	Dangme	Sisi	nɔ	Se	nɔ	he	Nzema	ɔ bo	zɔɛ	ɔ nzi	zɔɛ	bikye	Dagaare	Pareŋ/puliŋ	zusoga/ zusogaŋ	Puoriŋ	Do gaŋ	Pɛɛle	Gonja	Kaseto	Esoso	Kaman	Esoso	Kuto	Teacher creates situations for students to use each postposition. Guide students to contract sentences using each of the postpositions.	Identify postpositions in given sentences and passages.
e.g.	Under	Above	Behind	Over	Near																																																																	
Fante	ase	do/sor	ekyir	fa do/tra	Nkyɛn																																																																	
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 8 (CONT'D)</p> <p>POST POSITIONS</p>	<p>The student will be able to:</p>	<p>e.g. The thief ran <u>under</u> the bridge. <u>Fante</u>: Owifo no faa oɔzɛw no <u>ase</u>. <u>Gonja</u>: Eyu na bulo diiso na be <u>kaseto</u>. <u>Nzema</u>: Awule ne vale twɛne ne abo. <u>Ewe</u>: Fiafito la to dzisasāte. <u>Kasem</u>: Ɔweeno wom dɛ bereje dɛm <u>kuri</u>. <u>Dangme</u>: Julɔ ɔ be nɛɛ lɔku ɔ <u>sisi</u>. <u>Akwapim Twi</u>: Owifo no faa nsamee no <u>ase</u>. <u>Dagaare</u>: A nannyige zo kpɛ la a baarak yi pupil. <u>Dagbani</u>: tayiɣa maa be biriji maa lɔɣni.</p>	<p>Guide students to identify postpositions in given sentences.</p>	<p>Students write simple sentences using appropriate postpositions and underline them.</p>
<p>UNIT 9</p> <p>EMPHATIC PARTICLES</p>	<p>2.9.1 explain the meaning of an emphatic particle and its importance in sentences.</p>	<p>A particle is a word which has a grammatical purpose but often has little or no meaning. In the sentence, "I tidied up the room" the adverb "up" is a particle.</p> <p>The various divisions of emphatic particles.</p> <p>1. Put emphasis on single words. e.g. Akanfoo <u>deɛ</u> wodi Agyadɛɛ (Twi) Dangme li <u>lɛɛ</u> a yeɔ tɛɛ ni. 2. <u>Emphase</u> clauses e.g. Ɔwo sika <u>deɛ</u> nanso ɔmmu adeɛ. Nzema: Ɔlɛ ezukoa <u>ɛdeɛ</u> noko ɔkye ɔ nwo ɛhɔne. Dagaare: Dagaaba <u>ɛɲ</u> dire la saa pare 3. used to ask questions e.g. Wobɛko bio <u>anaa</u>? Ama wobɛtie <u>deɛ</u> yɛreka no? Dagaare: Fo na la gaa la <u>ɛɲ</u>? Other languages should find their own examples Gonja: Dagbani: Bia ma <u>yuna</u> o bi viɛla. 1. Eyu na <u>nna</u> 2. Bawa nu echu <u>nna</u> 3. Kanyɛn na <u>gbagba</u> ba</p>	<p>Discuss some situations using emphatic particles to help children identify them and explain the function they play.</p> <p>Give more examples of sentences for children to identify the particles.</p>	<p>Students write sentences to explain the meaning of particles.</p> <p>Students identify and underline particles in sentences</p>

JHS 1

SECTION 3

READING AND LITERATURE

General Objectives: The students will:

1. develop the skills for reading with understanding
2. acquire the habit of reading for pleasure
3. appreciate the significance of oral/written literature
4. read, understand and derive information from different texts
5. develop the skills for summarising texts

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 READING ALOUD	The student will be able to: 3.1.1 read aloud fluently with correct pronunciation, stress and intonation.	Reading dialogue and passages aloud with correct pronunciation.	Drill students on the correct pronunciation of new words using correct stress and intonations. Lead students to practise the correct pronunciation of new words. Teacher reads aloud for students to use as model for reading.	Students read unseen passages aloud for teacher to assess correct pronunciation, stress and intonation. Students individually read selected passages aloud fluently.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>SILENT READING AND COMPREHENSION</p>	<p>The student will be able to:</p> <p>3.2.1 read silently and carefully through passages/books to get the main ideas using correct techniques.</p> <p>3.2.2. read silently and answer comprehension questions on text or passage read.</p> <p>3.2.3 identify the main ideas in the passages read.</p>	<p>Getting rid of bad reading practices</p> <ul style="list-style-type: none"> - lip movement - sub-vocalisation, - reading pointing to words <p><u>Good reading practices</u></p> <ul style="list-style-type: none"> - reading without pointing to words - skimming - scanning - proper handling of books - summarising - notes taking <p><u>Preparation for reading</u></p> <ul style="list-style-type: none"> - Topic sentences - Meaning of vocabulary in content of passage - Factual and inferential statements - Predictions of what could happen next in the passage - Appreciative/speculative questions - Author's purpose - Author's line of argument - Explanation in context - Distinguishing between logical and illogical statements - Conclusions of the text or passage <p>Use of various text types. Passages from books and other factual or fictional materials from the natural and social sciences, historical narratives and or technical subjects.</p>	<p><u>Reading for information:</u> Discussion: explanation of new vocabulary items.</p> <ul style="list-style-type: none"> - Teacher to correct bad reading habits. - Silent Reading - Students read silently and answer questions on the main ideas in the passage read. <p>Guide students to:</p> <ul style="list-style-type: none"> - Predict the content of the text to be read based on the title and accompanying pictures. - Skim through the text for general meaning. - Discuss the content of the text as well as vocabulary and expressions: - Read text silently and answer comprehension questions as listed in content column. (Note that there are ten issues to cover as indicated in the content) <p>Students to read given passages silently and discuss passages based on leading questions from the teacher.</p> <p>Students to identify the main ideas in the passage read and give reasons to support their view i.e., Why do you think this is a main idea etc?</p>	<p>Students answer questions on comprehension passage read.</p> <p>Students write answers to questions based on text.</p> <p>Students use vocabulary discussed to form sentences.</p> <p>Students answer questions on the passage read.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPREHENSION AND SUMMARY	<p>The student will be able to:</p> <p>3.3.1 write a summary of a passage.</p> <p>3.3.2 write a short summary of one paragraph of a short passage.</p>	<p>Summary of passages read: Dialogue, selected plays and passages.</p> <p><u>Making summaries</u> Identify the key issues. e.g. topical sentences avoid connectives, avoid quotations, avoid repetitions, list issues in logical order, use fewer words or sentences than those contained in the original passage.</p>	<p>Introduce students to different types of text for students to summarise.</p> <p>Guide students on the basic rules for writing a summary.</p> <p>Guide students to give oral summaries of stories/passages read.</p>	<p>Students write a summary of passages or paragraphs read.</p> <p>Students write summaries of passages.</p>
UNIT 4 INTRODUCTION TO LITERATURE	<p>3.4.1 explain the term "literature".</p> <p>3.4.2 state the two types of Literature and their differences.</p> <p>3.4.3 state the characteristics of oral and written literature.</p>	<p>Literature has to do with novels, prose, tales, stories, plays and drama, poetry etc.</p> <p>The two types of literature are oral and written.</p> <p>The differences between oral and written literature. Eg. Written literature has an author but oral literature has none.</p> <p>Characteristics of oral literature</p> <ul style="list-style-type: none"> - has no author - has performer and audience - not written - not printed <p>Characteristics of written literature.</p> <ul style="list-style-type: none"> - Has author - Is printed - Could be read - Has date of publication 	<p>Assist students to discuss the meaning of literature.</p> <p>Guide students to identify the two types of literature.</p> <p>Guide students to draw the distinction between oral and written literature.</p> <p>Guide students to identify the characteristics of oral and written literature.</p>	<p>Students explain literature in their own words.</p> <p>Students write down the two types of literature.</p> <p>Students explain differences between oral and written literature and give examples of each.</p> <p>Students to write down some characteristics of oral and written literature.</p> <p>Students in groups write down examples of oral and written literature.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 LITERATURE	<p>The student will be able to:</p> <p>3.5.1 appreciate orally or in writing a selected text e.g. lyric, poem, ballad, etc.</p> <p>3.5.2 write a simple poem on a contemporary issue.</p>	<p>Literary appreciation – elements such as effective use of diction, expressions, literary devices, imagery, etc.</p> <p>Writing a simple poem on any of the following topics: Personal hygiene, food hygiene, going to the doctor, Elections, Infant Mortality, HIV/AIDS, Child Labour, etc.</p>	<p>Students <u>appreciate</u> given texts and identify some of the devices in them.</p> <p>In pairs or groups, students practise writing simple poems on contemporary issues.</p>	<p>Students to appreciate a simple poem and identify the various literary devices.</p> <p>In groups, students write a poem on a given topic (student may write two or more stanzas of the poem Read and recite their own poems in class).</p> <p>Students individually to write a poem and recite in class</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 6</p> <p>ORAL LITERATURE</p>	<p>The student will be able to:</p> <p>3.6.1 identify types of oral Literature.</p> <p>3.6.2 distinguish between types and features of oral narratives.</p> <p>3.6.3 state the types of oral poetry.</p> <p>3.6.4 identify some proverbs; idioms, riddles, puzzles.</p>	<p>Oral literature is the passing on of the people's culture and verbal compositions from one generation to another e.g. folktales, proverbs, songs, drum language etc.</p> <p>Types and features of oral narratives: <u>Folktales</u> i.e. stories about human and non-human entities which give a moral lesson e.g. Ananse stories.</p> <p><u>Myths</u> - i.e. stories which involve super-natural beings and which help to explain unnatural events.</p> <p><u>Legends</u> - i.e. Stories which involve the achievement of heroic figures, e.g. Okomfo Anokye, Yaa Asantewaa, King Tackie Tawiah I, Togbe Wenya, Naa Gbewaa, literature, Awulae Kaku Aka</p> <p>NB Teacher can also include local heroic figures in the lesson.</p> <p><u>Oral poetry</u> Songs, lullaby, dirges, libation, drum language.</p> <p>These contain wise sayings that teach moral values e.g. proverbs. idioms riddles puzzles</p>	<p>Teacher reads, tells or plays recorded materials on popular folktales, myths and legends as students listen.</p> <p>Guide students to identify types and features of folktales, myths and legends, the characters and the roles each of them plays in a society etc.</p> <p>Invite resource person from the community to tell the legend about the community.</p> <p>Assist students to mention types of oral poetry and their characteristics.</p> <p>Guide students to find figurative expressions in oral poetry</p> <p>Guide students to give proverbs, idioms, riddles, puzzles they have heard and discuss their moral values.</p>	<p>Students listen to and retell a folktale, myth or legend.</p> <p>Students discuss and write down some values in oral narratives.</p> <p>Students to identify figurative expressions given them.</p> <p>Students use proverbs to compete in groups.</p> <p>In groups, explain idioms in expressions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 7</p> <p>WRITTEN LITERATURE</p>	<p>The student will be able to:</p> <p>3.7.1 discuss the types of written literature.</p> <p>3.7.2 distinguish the features of the various types of written literature.</p> <p>3.7.3 identify the elements of a novel.</p>	<p><u>Types of written literature</u></p> <p><u>Drama</u> Situations/events that can be acted</p> <p><u>Prose</u> Simple narratives or informational texts.</p> <p><u>Poetry</u> Piece of writing in which words are arranged in short separate lines</p> <p><u>Features of Drama</u> Scene, acts, dialogue, plot, theme etc.</p> <p><u>Features of Prose (novel)</u></p> <ul style="list-style-type: none"> - arranged in chapters - arranged in paragraphs. <p>Fiction, true to life, imaginary, character(s).</p> <p><u>Features of Poetry</u></p> <ul style="list-style-type: none"> - written in lines - written in stanzas etc. <p>Narrative poems, lyrics, ballads, etc.</p> <p><u>Elements in a novel</u></p> <ul style="list-style-type: none"> - theme - plot - subject matter - conflict - climax - crisis - denouement/resolution - characterisation - suspense - narrators point of view <p>NOTE: All the above elements are contained in other forms of literature</p>	<p>Assist students to discuss the different types of written literature, drama, novel, poetry, narrative poetry, lyrics, ballads etc and their characteristics</p> <p>Guide students to discuss the features of the various types of written literature.</p> <ul style="list-style-type: none"> - Drama - Novel - Poetry <p>Guide students to discuss the elements of a novel.</p>	<p>Students state the types of written literature and give examples of literature books</p> <p>Students to write a simple poem.</p> <p>Students to list the features of one written literature</p> <p>Students to write a summary of a novel read.</p> <p>Guide students to look out for elements in a novel read.</p>

JHS 1

SECTION 4 WRITING AND COMPOSITION

General Objectives: Students will:

1. generate and organise ideas logically.
2. communicate ideas fluently and effectively through writing
3. understand the use of grammatical forms correctly in speech and in writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 GUIDED/ CONTROLLED COMPOSITION WRITING Simple story writing: Sentences about given topics	The student will be able to: 4.1.1 write a guided composition on a given topic. 4.1.2 write sentences on a given topic.	Writing simple sentences on a given topic. Writing short sentences on a given topic.	Guide students to provide sentences on a given topic and arrange them in a logical order. In groups, students to write sentences on a topic given.	Students write guided or controlled composition on a given topic. Students compose paragraphs on given topics.
UNIT 2 PARAGRAPH WRITING	4.2.1 arrange facts on a given topic in paragraphs. 4.2.2 arrange mixed up ideas and events in a logical order. 4.2.3 write short paragraphs on given topics using connectives.	A paragraph is a section of a piece of writing that begins on a new line and contains one or more sentences on an idea or point. The sentence containing the idea or point is the topic sentence. Re-arranging sentences in a logical order. Write paragraphs from outlines and supply links within the paragraph	Guide students to arrange sentences on a given topic in paragraphs. Guide students to re-arrange sentences in a logical order and into paragraphs. Students individually, to use connectives e.g. and, but, so, however, therefore, also, etc. to join the re-arranged sentences to make meaningful paragraph.	Students to arrange sentences in paragraphs. Students to arrange jumbled sentences into a logical order. Students to arrange a group of mixed up sentences to make a good paragraph.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 NARRATIVE WRITING	The student will be able to: 4.3.1 narrate incidents/events in speech and in writing.	Retelling/Narrating everyday incidents/events in the school/home. Focus on grammar. - Use of the verb-Tense - Use of adjectives and adverbs. - Correct punctuation, e.g. comma, full-stop. - Correct use of capital letters. - Use of conjunctions	Students narrate and discuss incidents or events in the school or home e.g. football match, oware, events on the way to school. In pairs, students pick out important points or ideas in the narrative and write them down. In pairs, students arrange points/ideas in logical order in paragraphs paying attention to the points raised in the content (See Content)	Students write a short narrative on an incident or event.
UNIT 4 DESCRIPTIVE WRITING	4.4.1 write a short imaginative story.	Writing imaginative short stories.	Guide students to generate ideas on a given topic and arrange ideas generated in a logical order. Students individually, to write a descriptive composition using the ideas generated in class.	Students write a story.
UNIT 5 WRITING SIMPLE ARGUMENTATIVE ESSAY	4.5.1 select a side of a proposition. 4.5.2 advance reasons for and against a topic or issue.	A Proposition is a topic for debate. Advancing reasons for or against a topic or an issue. Advancing reasons for or against a topic or issue.	Teacher discusses with students topics or issues on a selected topic. Select students to discuss the merits and demerits of arguments raised. Classes give their views on arguments after the groups have finished their presentation.	Students write arguments either for or against on a selected topic or motion.
UNIT 6 LETTER WRITING (INFORMAL)	4.6.1 write a letter to a friend.	<u>Parts of a friendly letter.</u> e.g. - address - date - salutation - body - conclusion	Revise parts or layout and other characteristics of a friendly letter. Discuss issues or topics for friendly letters. i.e. visits, occasions, programmes etc. Discuss and give examples of arrangement of the content of a letter. Students write friendly letters.	Students individually write friendly letters on issues or topics that interest them.

JHS 2

SECTION 1

ORAL SKILLS - CUSTOMS AND INSTITUTION

General Objectives: The student will:

1. understand and appreciate the importance of rites of passage in human life.
2. appreciate the significance and implications of rites.
3. express gratitude.
4. appreciate the importance of some socio-moral values.
5. talk freely and intelligently about people, places and events.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The student will be able to:			
rites of passage	1.1.1 identify rites of passage in their community.	<u>Rites of passage</u> . Rites include naming ceremony, puberty rites, death rites and marriage.	Students to identify rights of passage in their community.	Students mention some rights of passage they are familiar with.
Birth and Naming ceremony	1.1.2 describe a naming ceremony.	Time, people, materials and stages of outdoor and naming ceremony. e.g. Use of water, gun, basket cutlass, circumcision, shaving of hair, schnapps etc.	Lead students to discuss a naming ceremony and outline the procedures involved e.g. assembling of relatives, declaring the purpose of the gathering through libation, prayer etc.	Describe some processes in a naming ceremony.
	1.1.3 state the importance of naming ceremony.	1. formal admission of a new born baby into the family. 2. identification of the child. 3. bringing two families together (unity) 4. presentation of gifts.	Guide students to discuss the importance of naming ceremonies.	Students in groups role-play a naming ceremony.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>NAMING SYSTEMS AND APPELLATIONS</p>	<p>The student will be able to:</p> <p>1.2.1 identify the sources of different personal names and use them accordingly.</p> <p>1.2.2 identify and explain the importance of appellations for clan names, day names, chiefs animals, towns where necessary etc.</p>	<p>Week day names e.g. Kwadwo, Kofi, Amma Dagbani: Sibiri Laamihi</p> <p>Serial Order of birth – Dede – Tɛtɛ, kɔkɔ, Tɛtɛ Anane, etc.</p> <p>Twins: Ata, Lawɛ, Tawia, Akwele, Atsu, Etse, Dawune, Danaa, Payinaa Kasem: Atega</p> <p>Family/Clan names: Agbozo, Asiedu, Azu, Efa, Ganaa, etc.</p> <p>Others: Antobam, Kronka, Akumedzian Dabuo, etc.</p> <p>Appellations for chiefs <u>Twi</u> Osagyefo Ɔdɛɛfo Otumfuo</p> <p><u>Gonja</u> Kɔrabaso Esanwurfo</p> <p><u>Ewe</u> Edo le kɔme kɔ gba</p> <p><u>Appelations for</u> Clan names Day names Animals Towns etc</p>	<p>Students group and regroup according to</p> <ol style="list-style-type: none"> 1. week day names 2. names connected with other birth categories e.g. twins, serial, situational, insinuate, etc. <p>Lead students to identify some family/clan names.</p> <p>Explain the source of such special names e.g. Odoi, Padi, Dɛre, Ayuo, Hiawo, Fiagbe, etc. Special names: e.g. Dɔnkɔ, Zuta, Antobam, Kronka, Akumedzian.</p> <p>Guide students to identify the appellations of names.</p> <p>Assist students to discuss names of some chiefs and their appellation.</p> <p>Lead students to discuss appellations of day names and their importance.</p>	<p>Students answer questions on naming systems of their people.</p> <p>Students to list serial or situational names according to gender.</p> <p>Students in groups write some appellations for some chiefs.</p> <p>Students to write the appellations of day names.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PUBERTY RITES	<p>The student will be able to:</p> <p>1.3.1 explain puberty as celebrated in their society.</p> <p>1.3.2 state the processes of puberty rites.</p> <p>1.3.3 explain the significance of puberty rites.</p>	<p>A transition to adulthood stage in the growth of human beings.</p> <p>Rites/rituals, bathing, shaving, cooking, washing, etc.</p> <p>Initiation, enhances status, provides education, a means of socio-moral control, transition from one growth stage to another.</p>	<p>1. Guide students to discuss stages in life. 2. Discuss puberty with students.</p> <p>Guide students to discuss the rites performed to mark puberty from the onset to the last stage, in their communities.</p> <p>Invite students to mention puberty rites of other ethnic groups.</p> <p>Guide students to discuss the relevance of puberty rites in our present day life.</p>	<p>Students to explain puberty.</p> <p>Students to write down rites/activities performed during puberty rites</p> <p>State three reasons why puberty rites should be encouraged or discouraged. Debate the relevance of puberty rites.</p>
UNIT 4 DEATHS AND FUNERAL RITES	<p>1.4.1 explains the types of death in their communities.</p>	<p>Natural death; sickness, old age. unnatural death: accidental</p> <ul style="list-style-type: none"> - premature - drowning - snake bite - accidents - falling or jumping from a height etc. <p>Others:</p> <ul style="list-style-type: none"> - suicide: shooting one's self - excessive drinking <p>Atɔfowuo - (As Akan) Luwu nnembi - (Gonja) Ɛtofoɔ - (Nzema) Kpatu gbele - (Ga) Ɔumeku - (Ewe) Kumbiɛɣ - (Dagbani) Atɔfowu - (Fante) Otofo gbenɔ - (Dangme) Pɛi Kɛi - (Dagaare) Cham-toone - (Kasem)</p>	<p>Discuss the types of death with students.</p> <p>Discuss the causes of unnatural deaths and the rites performed for them. e.g.</p> <ul style="list-style-type: none"> - Not laid in state - No funeral celebration - No donations etc. <p>Discuss the moral lessons in unnatural death with students.</p> <p>Assist students to discuss other types of death and their causes.</p>	<p>Students explain types of death.</p> <p>Students mention types of unnatural death in their community.</p> <p>Students to discuss what can be done to prevent unnatural (pre-mature) death.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) DEATHS AND FUNERAL RITES	<p>The student will be able to:</p> <p>1.4.2 explain the perception of death and burial of children.</p> <p>1.4.3 explain the causes of infant mortality and problems of maternal health.</p> <p>1.4.4 discuss the death, burial and funeral of ordinary citizens.</p>	<p>Perceptions on death and burial of children.(What people think about the death of children)</p> <p>Causes:</p> <ul style="list-style-type: none"> - poor maternal and antenatal care - lack of pre-natal care - poor communication - poor nutrition - ignorance etc. <p>Rites performed at death e.g. bathing – shaving</p> <ul style="list-style-type: none"> - cutting of nails - dressing - laying in state - mourning - farewell messages - burial - libation pouring - funeral celebration - announcements - preparations - donations - thanks giving etc. 	<p>Discuss perceptions associated with deaths and burial for children.</p> <p>Do the following: Seek information from a qualified medical practitioner or invite a qualified practitioner for this lesson</p> <p>Guide students to discuss the causes of infant mortality and problems of maternal health.</p> <p>Students brainstorm the arrangements and rites on the death, burial and funeral of ordinary citizens.</p>	<p>Students to write two perceptions of infant mortality in the community.</p> <p>Students to write some expressions used to announce the death of children.</p> <p>Write on the causes of infant mortality or the real causes of the death of pregnant women or post-natal problems.</p> <p>Write a short paragraph on the rites performed for the dead, during burial and the funeral.</p> <p>Students to role-play the funeral of an ordinary citizen.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4 (CONT'D)</p> <p>DEATHS AND FUNERAL RITES</p>	<p>The student will be able to:</p> <p>1.4.5 discuss how rites are performed during the death and burial of chiefs.</p> <p>1.4.6 discuss how funeral rites of chiefs are performed.</p>	<p>Rites performed at death of a chief.</p> <ul style="list-style-type: none"> - not announced immediately - embalming - rituals - bathing - laying in state - swearing of oaths etc. <p>The use of euphemistic words to express the death of chiefs. e.g. A mighty tree has fallen.</p> <p>e.g. odupɔn atutu - (Akan) (English)</p> <p>Ati gâ ade mu - (Ewe)</p> <p>Keyiagboŋ pulwi - (Gonja)</p> <p>Tso ngua hlue - (Dangbe)</p> <p>Kɔm bɔriya - (Dagbani)</p> <p>Dukpane kpole bie edudu-(Nzema)</p> <p>Pɛ sɔŋɔ guŋu kom toa. (Kasem)</p> <p>Naa wiri bɔrɛɛ (Dagaare)</p> <p>The burial of chiefs.</p> <p>e.g. buried at night/ buried at special places (Mausoleum)</p> <p>banmu - (Twi)</p> <p>Ahempɔw mu - (Fante)</p> <p>Funerals performed for chiefs.</p> <ul style="list-style-type: none"> - firing of musketry - drumming, singing and dancing - donations 	<p>Invite a resource person to give a talk or seek information from resource person.</p> <p>Students to give other euphemistic expression about the death of chiefs.</p> <p>Students to brainstorm on how chiefs are buried.</p> <p>Discuss the funeral celebrations of chiefs in their communities.</p> <p>Guide students to discuss the reasons why chiefs are buried at night and give opinions whether this is right or not.</p>	<p>List some death rites performed for chiefs before burial.</p> <p>Mention some euphemistic expressions about death of chiefs.</p> <p>Role-play the funeral of chiefs.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 TABOOS	<p>The student will be able to:</p> <p>1.5.1 identify some taboos in the community.</p> <p>1.5.2 explain the importance of sanctions in their community.</p> <p>1.5.3 describe some sanctions for taboos.</p>	<p>Explain taboo: is a verbal or non-verbal behaviour, an object, an animal, an event that is prohibited in a community for religious or some other reasons.</p> <p>e.g.: <u>Verbal taboos</u></p> <ul style="list-style-type: none"> - Insulting the nakedness of your wife. <p><u>Non-verbal taboos</u></p> <ul style="list-style-type: none"> - attitudes and behaviours (Destroying a neighbour's budding crops) - Relationships <ul style="list-style-type: none"> i. incest ii. sleeping with a woman in her menstrual period. - objects and animals - events, etc. <ul style="list-style-type: none"> - Control of behaviour - Maintenance of law and order - Ensuring collective security etc. <p>Explain sanctions: Punishments for breaking a taboo.</p> <ul style="list-style-type: none"> - purification - pacification - banishment/ostracism - fines - death penalty (out-moded) 	<p>Discussion on utterances, behaviours, actions, objects, animals, events that are considered as taboo in the community.</p> <p>Students to discuss the importance of taboos.</p> <p>Students to discuss the importance of sanctions in their community.</p> <p>Identify and discuss sanctions for some taboos.</p> <p>NOTE: In present times it is the government that has the authority to impose the death penalty.</p>	<p>Students to write some examples each of verbal taboos and non-verbal taboos</p> <p>Students to ask their parents or elders for more family, lineage, clan taboos and report in class.</p> <p>Students in pairs or groups to write on the importance of sanctions to some taboos e.g. incests insulting the nakedness of your wife.</p> <p>Students to write sanctions for taboos in their areas.</p>

JHS 2

SECTION 2

GRAMMAR

General Objectives: The students will:

1. use grammatical structures/forms accurately in speech and in writing.
2. appreciate the semantic use of words and phrases.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 1 NOUNS: PLURALISATION	The student will be able to: 2.1.1 state what singular and plural nouns are.	A noun is singular when it is one or a single entity. e.g. child. Twi: Akwapem-abofra/Asante-akodaa Dagbani: bia Gonja: kebia Nzema: kakula Ewe: devi Ga: gbeke Dagaare: bie Kasem: bu A noun is plural when the item is more than one. e.g. children Twi: Asante/Akwapem Nkɔdaa/mmofra Dagbani: bihi Gonja: mbia Nzema: ngakula Ewe: deviwo Ga: gbekɛbii Dagaare: biiri/bibiiri Kasem: bia	Guide students to state singular and plural nouns.	Students to state some singular and plural nouns. Identify singular and plural nouns in sentences and passages.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) NOUNS: PLURALISATION	<p>The student will be able to:</p> <p>2. 1. 2 describe how pluralisation is done in their languages.</p> <p>2.1.3 use suffixes, prefixes and infixes to change singular nouns to plural form.</p>	<p>Plurals of some singular nouns are formed by just adding a plural prefix to the word.</p> <p><u>Twɛ</u> : (Asante/Akwapem) akɔdaa – nkɔdaa (Asante) abofra – mmɔfra dedewa - nnadewa (Akuapem)</p> <p>If the singular noun does not contain any prefix, we just add the plural prefix</p> <p><u>Fante</u>: e.g. pɛɛgoo -mpɛɛgoo (You can find some of these in various languages.) e.g. Koshi - nkoshi</p> <p>Using of suffix Plurals can be formed by adding suffixes to the word. e.g. knife</p> <p><u>Ewe</u>: (he = h/wo) 'wo' is added to singular noun to get the plural form.</p> <p><u>Dagbani</u> (bia = bi – hi) (sua = su-hi)</p> <p>In Dagbani when a noun ends with the letter 'a' we can make it plural by removing the 'a' and replacing it by '-hi'. Plural maker</p>	<p>Identify and describe how singular words are changed to plurals.</p> <p>Assist students to learn the use of prefixes, suffixes and infixes in the various languages with the appropriate drills or instructions.</p> <p>Guide students to give examples of their own.</p>	<p>Students to discuss pluralisation of nouns in groups.</p> <p>Students to use prefixes, suffixes and infixes to change singular nouns to plurals. (where applicable).</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>NOUNS: PLURALISATION</p>		<p>Suffixes: (foɔ/ ma/wa/hom) e.g. wɔfa – wɔfanom tikya – tikyafo(ɔ)</p> <p>Some words are reduplicated e.g. yare - ayareayare(ɛ) serew – aserewserew</p> <p>The uncountable nouns usually do not have markers.e.g. nsu – nsu gari– gari mfuturo – mfuturo,etc.</p> <p>For some words, we need to just add numerals to show plurals. e.g. tɛkrɛma nsia, adan bebree, etc.</p>		

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 2 PHRASES	The student will be able to: 2.2.1 identify phrases in context.	<p>A phrase is a group of words that form a unit within a clause.</p> <p>English : The fat boy Akan : Abofra kɛse Nzema : Kakula belane ne Kasem : bu-balɔrɔ kom Dagbani : Bidibil titali so Dagaare : A bibɛroŋ na Gonja : Kebinyɛbi danso na</p> <p>English : In the garden Akan : wɔ turo no mu Kasem : na wo gaade dem wone to Nzema : wɔ tola ne anu Dagbani : ŋun be gariche maa ni maa Dangme : nɛ aboo mi Dagaare : A dabɔge poo Gonja : Kebol na to</p> <p>English : can dance Akan : botum asaw/bɛtumi asa Nzema : kola si agole Kasem : wae o sae Dangme : ma nyɛ maa do Dagaare: na tɔo sec Gonja : bee tiŋ a acha</p>	<p>Teacher guides students to understand the meaning of phrases; provides sentences/passages and shows with explanation, the phrases in them.</p> <p>Students point out examples of phrases in given sentences.</p>	<p>Students identify phrases in sentences.</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>PHRASES</p>	<p>The student will be able to:</p> <p>2.2.2 identify types of phrases in context.</p>	<p>Types of phrases:</p> <p>i. <u>Noun phrase</u> (Can be represented by a noun) e.g. The small boy. <u>Kofi/The boy</u> The tall tree.</p> <p>Note: Sometimes the noun phrase may contain a determiner and an adjective, yet the noun becomes the head of the noun phrase.</p> <p>ii. <u>A verb phrase</u> (Can be represented by a verb). e.g. <u>is going, can eat</u></p> <p>iii. <u>Adjectival phrase</u> (Can be represented by an adjective) e.g. beautiful, black.</p> <p>Note: The adjective could be found in the noun phrase sometimes.</p> <p>v. <u>Postpositional phrase</u> e.g. on the table, in front of.</p>	<p>Guide pupils to identify types of phrases in given sentences. e.g. i. Noun phrase</p> <p>Fante - dzin asemfua Twi (As) - edin kasasin Ewe - ηkɔnya nyakɔsɔkɔsɔ Gonja - keterefolshɪ Ga - gbɛiwiemo kuku Dagaare - yuori yelɪmaa Kasem - Kaane wom Dagbani - Bachinamdili yɛlitɔyɪmaa</p> <p>Students to give examples of noun phrases. e.g. ii. Verb phrase.</p> <p>Fante - Nyɛ asemfua Twi (As) - Adeyɛ kasasin Ewe - Dowɔnya nyakɔsɔkɔ Gonja - Kushunsofafshy Ga - Feemɔwiemo sanekuku Dagaare - Eroɪ yelɪmaa Kasem - wo tu Dagbani - Bachiniɲdili yelitɔyɪmaa</p> <p>Students to give examples of verb phrases. e.g. iii. Adjectival phrase.</p> <p>Fante - Dzintamsi asemfua Twi (As) - Edin nkyerekyeremu Ewe - Nyakɔsɔkɔsɔ Gonja - Kudulwisofolshɪ Ga - Sutsɔɔmo sanekuku Dagaare - Bigruu yelɪmaa Kasem - dedɔɔ kom Dagbani - Bachibuɣisirili yelitɔyɪmaa</p> <p>Students to give examples of adjectival phrases.</p>	<p>Students identify types of phrases in sentences.</p> <p>Students use phrases in forming sentences.</p> <p>Students use verb phrases in forming sentences.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) CLAUSES	<p>The student will be able to:</p> <p>2.3.3 use clauses appropriately in speech and in writing.</p>	<p><u>Main Clause</u> e.g. This is the girl Twi - Abaayewa no nie Gonja - Kebicheso na nde Kasem - Busankana kam mo tento Dagaare - A pogelee la ŋa Dagbani - Yelitɔŋmasumaŋa</p> <p><u>Subordinate</u> who won the race Twi - a ɔdii nkonim mmirikatuo no mu no Gonja - E mo ε ji eshile na be konkɔŋ na Kasem - kalo na duri ka di to Dagaare - naŋ de a zoobu weɛ Dagbani - Yelitɔŋmaɔ di ku tooi zani di gamazuyu.</p> <p>e.g. Your parents will be happy: Ak. Twi - W’awofoɔ ani beɣye Kasem - N tiina wow o pwoli Gonja - Fo nawuraana be ngbene beenɔ fuli Ewe - Mia dzike wo akpo dzidzo Dagaare - Fo dɔgreba poore na pɛle la. Dagbani - A dɔyiriba suhu ni paligi.</p> <p>Main clause e.g. We will go to the market Twi - Yɛbɛkɔ ɛdwa so Ewe - miayi asi me Fante - Yɛbɔkɔ gua mu Dagaare - Te na gaa la daa Gonja - Anyeenɔ yɔ kibɛ Dagbai - tin i chaŋ daa maa ni.</p>	<p>Teacher provides sentences for students to indicate the main clause and subordinate clause.</p> <p>Students individually give examples of sentences and indicate the main and subordinate clauses.</p> <p><u>If you pass your exams</u> ɛɛ wodi nkonim wɔ sɔhwɛ no mu a, n na paase n tɛɛsa yam fo kaŋ jigi nsulwe na to</p> <p>ne miato miafe dodokpowo me nyuie subordinate clause When my mother arrives Sɛ me maame ba a Ne mi mia/dada va do Sɛ me maame ba a</p>	<p>Students write sentences and underline the main and subordinate clauses.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) CLAUSES			<p>1. Opoku is reading the book.</p> <p>Gonja - Opoku bee kraŋ kawol na.</p> <p>Fante - Opoku rekenkan buukuu no.</p> <p>Nzema - Opoku ɛɛkɛnga buluku ne.</p> <p>Ga - Opoku miikane wolo ɛ.</p> <p>Dagaare - Dabuo kanna la a gane.</p> <p>Kasem - Abaapu wora o gare tɔnɔ kom.</p> <p>Dagbani - Opoku karindila buku maa</p> <p>2. The students clapped and danced.</p> <p>Gonja - Nsukurabia na kpla ɛnɔana n cha.</p> <p>Kasem: Sukuuli bia bam mage je.</p> <p>3. All the students passed the examinations.</p> <p>Gonja - Nsukurubia na jigi nsulwe na to.</p> <p>Dagaare - A karembiiri da ɲmeɛɛ la nuuri kyɛ seɛre.</p> <p>Fante - Esuafo no nyina dzii konyim wɔ Nsohwɛ no mu.</p> <p>Nzema - Menli ne amuala/ pasele sɔnea ne nonle dɔle zo wɔ sɔnea ne anu.</p> <p>Ga - <u>Sukuu gbekɛbii ɛ fɛɛ paasi kaa ɛ.</u></p> <p>Dagaare - A karembiiri zaan paase a tɛɛse.</p> <p>Kasem - Bia bam maama paase tɛsa yam.</p> <p>4. e.g. The girls washed the car.</p> <p>Gonja - Mbichessobi na for ekulonɔ na so.</p> <p>Dangme - Yihewi ɔmɛ fɔ kaa a he.</p> <p>Ga - Gbekɛbii yei fɔ kaa ɛ he.</p> <p>Dagaare - A pɔgebilii da pɛge la a lɔɔre.</p> <p>Kasem - Busankane sem zare lɔɔre dem.</p> <p>Dagbani - Karimbihii maa zaa nya nasara.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>THE SIMPLE SENTENCE:</p> <p>Subject/predicate</p>	<p>The student will be able to:</p> <p>2.4.1 identify the subject and predicate in simple sentences.</p>	<p>Subject and predicate in simple sentences e.g. The students clapped and danced.</p> <p>All the students passed the examination.</p> <p>The subject is the “doer” of an action, or the thing or person about whom a statement is made.</p> <p>e.g.: The girls washed the car</p> <p>The action of washing the car was performed by the girls. The girls are the subject of the sentence.</p> <p>What the girls did or what was said about the girls is the predicate i.e. <i>washed the car.</i></p>	<p>Revise the simple tenses: Simple Present, Present Continuous, Simple Past.</p> <p>Provide sentences (simple statements) for analysis.</p> <p>Guide students to observe that the subject usually comes before the verb; what is left of the sentence is the predicate.</p> <p>e.g.: <u>Opoku</u> is reading the book. <i>Subject</i> <i>predicate</i></p> <p>the subject is the doer or performer of the action in the sentence and the predicate says something about the subject.</p> <p>Let students observe that the key word in the subject is a noun or pronoun, and the key word in the predicate is the verb.</p> <p>In “yes” or “no” questions, the subject comes after the auxilliary verb. e.g. Are you going home?</p> <p>The subject determines the number i.e. singular/plural of the verb e.g. - The boy washes the plates. - The girls play football</p>	<p>Pupils break sentences into subject and predicate.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4 (CONT'D)</p> <p>THE SIMPLE SENTENCE:</p> <p>subject/ predicate</p> <p>Compound sentences</p>	<p>The student will be able to:</p> <p>2.4.2 construct simple sentences.</p> <p>2.4.3 construct compound sentences.</p>	<p>The subject is either a noun or a pronoun; the predicate contains the verb.</p> <p>A compound sentence has two clauses which are treated as equals. Co-ordinating conjunctions like but, and etc. are used to join them together.</p> <p>Mahama came here. The man did not come. Mahama came here but the man did not come.</p>	<p>Use the following examples:</p> <p>English - Opoku is reading the book Fante - Amonsa rekenkan buukuu no Twi (As) - Opoku rekan nwoma no Ewe - Gonja - Ndenyi bee kraŋ kawol na Ga - Opoku miikane wolo le Dagaare - Dabuo kanno la a gane. Kasem - Kwonu wora o garte tonno mo. Dagbani - Adam karindila buku maa</p> <p>Pupils construct their own simple sentences and underline the subject and predicate in the sentences.</p> <p>With examples, assist students to learn the meaning of compound sentences.</p> <p>Pupils construct short simple sentences and use co-ordinating conjunctions to join them.</p>	<p>Students construct sentences on given topics</p> <p>Provide simple passages with missing conjunctions.</p> <p>Students fill in the blanks selecting from a list of given conjunctions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4 (CONT'D)</p> <p>THE SIMPLE SENTENCE:</p> <p>Complex Sentences</p>	<p>The student will be able to:</p> <p>2.4.4 identify complex sentences.</p>	<p>Complex sentences are formed by joining two or more simple sentences with a subordinating conjunction e.g. because, so, after, before, while, if, since, unless, until.</p> <p>Simple sentence: e.g.</p> <p>English - Doshi arrived late He missed the bus.</p> <p>Ak. Twi - Doshi amma ntem Wanto booso no</p> <p>Gonja - Doshi maŋ ba manaŋ E maŋ tu boosu na</p> <p>Dagbani - Dokurugu bi daŋ paabu Obi poai boosu maa</p> <p>Ewe - Doshi tsi megbe/ Doshi meva kabaro. Lɔri dzo le egbo</p> <p>Kasem - Adoa wo yi lela. Adoa wo nɛ base dem.</p> <p>Dagaare - Dɛre dab a wa wieũ, azuiŋ o dab a poɔe a booso.</p>	<p>Provide a passage for students to identify complex sentences.</p> <p>Students provide pairs of simple sentences.</p> <p>Teacher provides subordinating conjunctions for students to join simple sentences to form complex sentences.</p>	<p>Provide simple sentences/passages with missing conjunctions. Students fill in blanks by selecting from a list of given conjunctions.</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4 (CONT'D)</p> <p>THE SIMPLE SENTENCE:</p> <p>Complex Sentences</p>	<p>The student will be able to:</p> <p>2.4.5 construct complex sentences.</p>	<p>Complex sentence: Kofi arrived late because he had missed the bus.</p> <p>English - Doshi arrived late because he had missed the bus.</p> <p>Ak. Twi - Kofi amma ntɛm ɛfiri sɛ wanto boɔso no.</p> <p>Gonja - Doshi maŋ baŋ manan nkpal e ka maŋ tu boɔsu na so.</p> <p>Dagbani - Dokorugu bi daŋ paabu na domin o bi pai boosu maa.</p> <p>Ewe - Doshi tsi megbe elabena isria dzo le egbo.</p> <p>Kasem - Adoawo yi lela beŋwaane o na wo yi loore dem to.</p>	<p>Guide students to join the pairs of simple sentences with appropriate conjunctions (because, so, after etc.) to form complex sentences. (Refer to Content).</p>	<p>Students complete sentences using dependent or main clauses.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) THE SIMPLE SENTENCE: Complex Sencences	The student will be able to: 2.4.6 use complex sentences in oral/written expressions.	He left the room. The teacher arrived. He left the room before the teacher arrived Complex sentences in oral/written expressions.	Guide students to note that the part of the complex sentence introduced by the subordinating conjunction is the dependent clause or subordinate clause. The other part of the sentence is the main clause e.g. Main clause English - <u>She went to the hospital</u> because she was ill. Gonja - <u>E yɔ ashibiti</u> nkpal e ka bee lɔɔ so. Ak. Twi - <u>Ɔkɔɔ asopiti</u> efise na ɔyare. Fante - <u>Ɔkor asopitsi</u> osiande ɔyar. Dagbani - <u>O daa chan ashibiti</u> dama o daa ka alaafee. Dangme - <u>E ya hɔsipiti</u> Ejakaa e be he wami. Nzema - <u>Ɔhɔle asopiti</u> ɔluake ɔnde kpɔke. Dagaare - O da gaa la asibiti bonso o da beere la. Kasem - O na weele nwaame to mo o vei asigiti.	Students complete sentences with the correct clause.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 5 ANTONYMS AND SYNONYMS	<p>The student will be able to:</p> <p>2.5.1 identify and use synonyms and give some examples.</p> <p>2.5.2 use antonyms in sentences and identify them in passages.</p>	<p>Synonyms: Words with similar meaning e.g. English: agree – accept direct – show</p> <p>Ga: awo – nyɛ (Mother) Dangme : ngma – niye ni (food) Dagbani: zama – salo (crowd) Twi: sesa – tase (gather) Dagaare: ba – saa (father) Gonja: jiblanj – jenyi (cat)</p> <p>Antonyms: Words that are opposite in meaning e.g. asleep – awake wise – foolish Ga: ba – yaa Ewe: dzra – <u>f</u>le Dangme: Jua – he Dagbani: Kamina – chama Twi: da – nyan Dagaare: gaa – wa Nzema – tunwue – dafe Kasem – do – zaŋe Gonja – ba – yo</p>	<p>Guide students to explain the meaning of synonyms. List some words for students to provide their synonyms Write sentences and underline some words for students to replace the underlined words with synonyms.</p> <p>Guide students to explain antonyms and give examples. List some words for students to provide their antonyms</p>	<p>Students rewrite the sentences replacing the underlined words with suitable synonyms.</p> <p>Students rewrite the sentences replacing the underlined words with suitable antonyms.</p>

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JHS 2

SECTION 3

READING AND LITERATURE

General Objectives: The pupil will:

1. develop the habit of reading for pleasure.
2. read, understand and derive information from different texts.
3. develop interest in the oral and written literature.
4. appreciate good morals and co-operative skills

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 READING ALOUD	The students will be able to: 3.1.1 read fluently with appropriate Stress and intonation. 3.1.2 read in sense groups/phrases at a time.	Fluent Reading: Read using correct intonation, accent, stress and pause.	Model reading (select texts from variety of sources) e.g. textbooks, newspapers, journals, literary texts, etc. Students read texts aloud with correct voice modulation in pairs and in groups. Students practise reading in sense groups/ phrases. Teacher and students note and comment on errors e.g. wrong pronunciation, wrong stress, lack of rhythmic variation. Assisting students to read and try to correct errors by competing in groups.	Students read given texts with voice modulation. Students read aloud in groups and in pairs and as individuals. Students in groups do reaching competition.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 SUMMARY WRITING	<p>The students will be able to:</p> <p>3.3.1 identify and write main points in given texts.</p> <p>3.3.2 summarise ideas in given texts.</p> <p>3.3.3 summarize texts/passages on their own.</p>	<p>Identifying main points in text.</p> <p>Write summaries of main points, subsidiary points and conclusions in full sentences</p> <p>Features: knowledge of text Structure: content/function Ideas: main/subordinate points/ideas.</p> <p>Interpreting the summary task e.g. keeping to sentences.</p> <p>Limits - In not more than five sentences.</p> <p>Using one's own words as much as possible.</p>	<p>Provide a suitable text for summary. Students to search for main ideas or points. List these on the board for class discussion.</p> <p>Students practise summary writing in small groups using main points, subsidiary points and conclusions identified by class and listed on the board.</p> <p><u>Group work:</u> Insist on uniformity in the presentation of points e.g. use sentences/phrases throughout.</p> <p>Students in groups to present their summaries for class discussion.</p> <p>Assign text/passage for students to summarize individually.</p>	<p>Identify main points or ideas of the text and write them.</p> <p>Students in groups summarise a text or passage given.</p> <p>Students individually summarise a given text and correct their mistakes.</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) WRITTEN LITERATURE POETRY	<p>The student will be able to:</p> <p>3.5.3 identify the features of plays and poems.</p> <p>3.5.4 write simple stories, poems on contemporary issues.</p>	<p><u>Features of poem</u> Form, diction, rhyme patterns, poetic devices/literary devices etc.</p> <p>Contemporary issues e.g.</p> <ul style="list-style-type: none"> - Drug abuse - Teenage pregnancy - Child labour - HIV/AIDS - The environment - Child rights 	<p>Revise features of a play. Discuss the features of a poem.</p> <p>Give students a simple poem to discuss its features: form, diction, rhyme pattern, poetic devices, etc.</p> <p>Discussions of some contemporary issues (See content).</p> <p>Guide students to read and discuss a simple poem.</p> <p>Students to discuss some simple poems and plays written by students.</p>	<p>Students answer some context questions on poems read.</p> <p>Students write simple comments on given poems.</p> <p>Students in groups choose a topic and write a simple story or play on it and present to class.</p> <p>Students compose a short poem on contemporary issues.</p> <p>Students write simple poems based on the following issues:</p> <ul style="list-style-type: none"> - Drugs - Teenage pregnancy - Child labour - Child abuse - AIDS - Environmental degradation

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 PROVERBS AND IDIOMS	<p>The student will be able to:</p> <p>3.6.1 identify types of proverbs.</p> <p>3.6.2 use proverbs appropriately in communication.</p> <p>3.6.3 state the significance of proverbs in communication.</p> <p>3.6.4 state some idioms and explain their meanings.</p>	<p>Proverbs about: Human beings, animals, other creatures and things.</p> <p>Proverbs and occasions during which they may be used.</p> <p>Significance of proverbs: e.g.</p> <ul style="list-style-type: none"> - Summarises long discourse - Sharpens the mind - Enriches language, etc. <p>Idioms: An expression whose meaning is different from the original meanings of the individual words.</p> <p>Sources: associated with – human body parts. food, plants and animals, etc. Like proverbs, idioms have their context.</p>	<p>Guide students to explain what a proverb is and give examples. Pupils to classify proverbs under these headings: Plants and animals, human beings, towns, objects, events,</p> <p>Let students give some proverbs and explain their meanings.</p> <p>Guide students to determine the situations in which any of the proverbs may be used.</p> <p>Let students discuss the significance of proverbs in communication.</p> <p>Guide students to understand that: idioms have fixed meanings idioms are like words. e.g. to put ones foot down – to insist</p> <p>Encourage students to provide some idioms.</p> <p>Guide students to learn how to look out for idioms in sentences.</p>	<p>Students in groups write proverbs associated with: Animals, birds, human beings.</p> <p>Students to give proverbs to match their contexts.</p> <p>Students state reasons for using proverbs.</p> <p>Students to collect idioms from their community and compile them.</p> <p>Students to use known idioms in sentences.</p> <p>Students to give meanings to given idioms.</p>

JHS 2

SECTION 4

WRITING AND COMPOSITION

General Objectives: The student will:

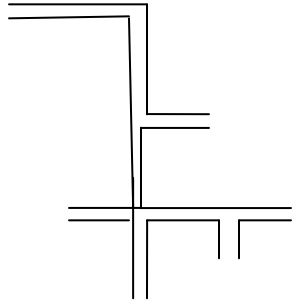
1. write organised ideas logically on specific topics
2. use correct features to write different types of letters
3. correct grammatical forms in speech and in writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 LETTER WRITING (INFORMAL)	The student will be able to: 4.1.1 write a letter to a friend.	Parts of a friendly letter/ Features of a friendly: Address Date – should not be part of the address Salutation Body of essay Subscription Name: not full name	Revise layout and other characteristics of a friendly letter. Discuss issues or topics for friendly letters. i.e. visits, occasions, plans or programmes, requests, general issues etc. Discuss and give examples of arrangement of content of a letter Students read out samples of friendly letters they have written to class. Tega Catholic School P.O. Box Tega. Date: Ɔpɛpɔn 10, 2012. 10-1-2012. 10/1/2012.	Students to write friendly letters on selected issues or topics.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>LETTER WRITING (INFORMAL)</p>	<p>The student will be able to:</p> <p>4.1.2 write appropriate replies to friendly letters.</p>	<p>Focus on Grammar:</p> <ul style="list-style-type: none"> - Check tenses: present, past - Tense forms must conform with the demands of the topic. <p>NB: Address must be written in English Language.</p> <p>Writing suitable replies to friendly letters.</p> <p>Check for tenses: Present, past, future, etc.</p> <p>Ensure that the tense form to be used conforms to the demands of the topic.</p>	<p>Class discussion on important issues/topics in replying to letters.</p> <p>Assist students to discuss the use of language in replying letters.</p> <p>Select a friendly letter and discuss the points which the reply should address.</p>	<p>Students to write replies to friendly letters.</p> <p>Students to read their essays to class for discussion.</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 ADVERTISEMENT AND NOTICES	<p>The student will be able to:</p> <p>4.2.1 explain and state types of adverts and notices.</p> <p>4.2.2. state the characteristics of advertisements.</p> <p>4.2.3 state the purpose and target audience of notices/ advertisements.</p> <p>4.2.4 state where adverts are found</p>	<p>Commercial, Social, Sports, etc.</p> <p>Short catchy sentences/words bright and colourful pictures/letters.</p> <p>Information on jobs, sales, positions etc.</p> <p>On vehicles, in News papers, on Bill Boards, Walls etc.</p>	<p>Students mention some of the advertisements they see and where they see them.</p> <p>Lead students to discuss some characteristics of advertisement.</p> <p>Discuss with students the purpose of advertisements.</p> <p>Guide students to discuss some advertisement found in newspapers and on bill boards.</p>	<p>Students write three types of advertisements and notices.</p> <p>Students write three purposes/functions of advertisement.</p> <p>Students write adverts for the following items: a. football match. b. concert or play.</p>
UNIT 3 ARGUMENTATIVE WRITING (writing simple arguments)	<p>4.3.1 write arguments for or against motions.</p>	<p>Writing arguments for or against specific motions. e.g.</p> <ul style="list-style-type: none"> - Ghanaian Language must not be taught in schools. - Corporal punishment must be reintroduced in schools <p><u>Characteristics of arguments:</u></p> <ul style="list-style-type: none"> - State positions - Develop logical arguments - Conclude the argument. 	<p>Discuss examples of argumentative issues/topics with students.</p> <p>Discuss characteristics of arguments with students.</p> <p>Guide students to choose positions and advance reasons in support of their positions.</p> <p>Put class into two groups. Guide them to select a topic for debate. Groups to write out an argument for presentation in class.</p> <p>Discuss some of the arguments with class pointing out mistakes if any.</p>	<p>Students write arguments for or against a proposition agreed on by the class.</p> <p>Students to debate on selected topics in groups.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>GIVING DIRECTIONS USING LANDMARKS</p>	<p>The student will be able to:</p> <p>4.4.1 give clear oral or written directions to specific places.</p>	<p>Giving oral or written directions for the guidance of strangers to locate specific places in towns, cities, villages, school compound.</p> <p>Form logical arrangement of directions. Reference to landmarks e.g. hills, buildings, roads, junctions, etc.</p> <p>Use of short sentences in the imperative e.g. walk past, go straight, take the first turn on your left, right etc.</p> <p>Your school:</p>  <p>Your house</p> <p>Language use:</p> <ul style="list-style-type: none"> - Active forms - Simple present/habitual tense - Judicious use of adverbs. - Short sentences 	<p>Give class a set of written directions to follow to a directed place.</p> <p>Discuss the directions and point out the specific features.</p> <p>In pairs, pupils write similar directions to be followed by another group to a directed place.</p> <p>Students select a specific place and list directions or landmarks to look for e.g. the junctions, the turns etc. needed to get to the place.</p>	<p>Students to write short paragraphs on given lines giving directions to strangers to specific locations.</p> <p>e.g.</p> <ul style="list-style-type: none"> - To the student's house from school. - To the chief's house from lorry station. - The market from the main lorry road. - To the Post Office from home etc.

JHS 3

SECTION 1 ORAL SKILLS - CUSTOMS AND INSTITUTIONS

General Objective: The student will:

1. appreciate the knowledge of the cultural life of their people.
2. acquire knowledge of the social life of their community.
3. develop awareness of the political life of the community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CUSTOMS: MARRIAGES	<p>The pupil will be able to:</p> <p>1.1.1 explain the meaning of marriage.</p> <p>1.1.2 mention the various types of marriages.</p> <p>1.1.3 describe how marriages are contracted.</p> <p>1.1.4 state the importance of marriage.</p> <p>1.1.5. give examples of causes or situations/acts that can bring about divorce.</p> <p>1.1.6 explain divorce procedures and rites.</p>	<p>Marriage is a union between man and woman as husband and wife</p> <p>Types of marriages e.g.:</p> <ul style="list-style-type: none"> - Customary - Ordinance - Church marriage - Islamic marriage etc. <p>i. Courtship, knocking rites, payment of dowry etc.</p> <p>ii. Discuss the role of personalities involved in contracting marriage. e.g. parents, pastors, imams etc.</p> <p>Importance of marriage: Procreation for the reproduction and renewal of the human species, socialization etc.</p> <p>Causes of divorce:</p> <ul style="list-style-type: none"> - separation/divorce - laziness - non-performance of responsibilities etc. <p>Divorce Procedures:</p> <ul style="list-style-type: none"> - lodging of complains - Settlement of disputes - Divorce rites 	<p>Guide students to discuss the meaning of marriage.</p> <p>Discuss the different types of marriages in the country with students.</p> <p>Invite a resource person to talk about how marriages are contracted.</p> <p>Assist students to discuss how marriages are contracted in their community.</p> <p>Guide students to talk about why people marry.</p> <p>Guide students to enumerate situations that can give rise to divorce. e.g. domestic violence, non-performance of responsibilities etc.</p> <p>Guide students to talk about divorce procedures</p>	<p>Students explain the meaning of marriage.</p> <p>Students to write and describe type of marriage they are familiar with.</p> <p>Role-play how traditional marriage is contracted in their localities.</p> <p>Give some reasons why people marry.</p> <p>Enumerate some causes of divorce.</p> <p>Students to mention some of the divorce rites.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CONT'D CUSTOMS: MARRIAGES	The student will be able to: 1.1.7 state the effects of divorce. 1.1.8 explain various ways for sustaining a marriage.	Effects of divorce <ul style="list-style-type: none"> • broken homes • lack of parental care • teenage pregnancy • school drop out • streetism • truancy Sustaining marriages <ul style="list-style-type: none"> - fidelity - effective home and financial management - understanding and forgiveness - unity in the family 	Guide students to describe divorce procedures e.g. arbitration, return of dowry, etc. Assist students to outline some of the effects of divorce especially on the children. e.g. hooliganism (See content) Discuss ways for sustaining marriages e.g. honesty, fidelity, tolerance, etc. A talk on how marriage can be sustained by a resource person e.g. Pastor, Imam, Social worker, Marriage Counsellor.	Students suggest different ways by which a marriage can be sustained. Students to write essay on "Ways to a Happy Marriage".
UNIT 2 SYMBOLS AND THEIR MEANING IN GHANAIAN COMMUNITIES	1.2.1 identify the various symbols and their meaning in their community. 1.2.2 describe the values of the various symbols. 1.2.3 write about the history of some symbols.	<u>Identification of symbols.</u> - a red band tied around a fruit or orange tree (it has an owner). - a bow hanging upside down at the gate of a house (peace). <u>Value of symbols</u> Scaring people, protection, unity, cooperation, summoning a person to the chief's palace etc. Symbols and their historical backgrounds. e.g. through wars, gifts, family (heirlooms)	Discuss the origin and meaning of the symbols in their ethnic groups. Students to discuss the importance and values of symbols. Students in groups, investigate the history and meaning of identified symbols from the community.	Students identify some symbols in their communities. Students to discuss values of some symbols. Groups present their reports of investigations for discussion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>CHIEFTAINCY: SELECTION, ENSTOOLMENT/ ENSKINMENT</p> <p>DUTIES</p> <p>DESTOOLMENT AND DESKINMENT</p>	<p>The student will be able to:</p> <p>1.3.1 state how chiefs and queenmothers are selected and enstooled or enskinned.</p> <p>1.3.2 compare the duties and responsibilities of chiefs and queenmothers.</p> <p>1.3.3 state offences or behaviours which call for destoolment or deskinment of chiefs and queenmothers.</p> <p>1.3.4 describe the processes involved in the destoolment/ deskinment of chiefs.</p>	<p>Nomination and installation of chiefs and queenmothers. Kingmakers', candidates and processes of nomination and installation.</p> <p>The chief and queenmother and their responsibilities. Chief: head of the people, Queenmother, advisor to chief and head of the women.</p> <p>Offences for destoolment or deskinment. e.g.: arrogance, disrespect for elders and subjects. etc.</p> <p>Destoolment or deskinment of chiefs in traditional and contemporary societies.</p>	<p>Students give personal experiences or an eye-witness account of nomination, enstoolment of a chief or queen-mother in their community.</p> <p>Compare the duties and responsibilities of chiefs and queenmothers.</p> <p>Guide students to discuss offences for which chiefs, queens, kings could be destooled or deskinmed where applicable.</p> <p>Discuss the process of destoolment or deskinment of a chief.</p>	<p>Students dramatized the enstoolment and enskinment of a chief/king and queen mother.</p> <p>Students to list some of the duties of chiefs and queenmothers.</p> <p>Students in groups investigate offences by which a chief, king, queen mother could be destooled or deskinmed.</p> <p>Students to write an essay on: "If I were the chief/queenmother of my community".</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 TRADITIONAL GOVERNMENT	<p>The student will be able to:</p> <p>1.4.1 identify the traditional governing structure of the society.</p> <p>1.4.2 state the duties of the various functionaries of the traditional government.</p> <p>1.4.3 state the importance and duties of traditional functionaries.</p> <p>1.4.4 state the roles of traditional spiritual leaders.</p> <p>1.4.5 describe the organisation of the traditional military (asafo group).</p>	<p>The traditional government: Structure: paramountcy, clan or lineage family.</p> <p>Duties of various functionaries e.g. the elders, chiefs' attendants, the linguist (okyeame) soul (okra), village and family heads, etc.</p> <p>The importance of traditional functionaries: - Maintenance of law and order - Ensure security - Ensure development etc.</p> <p>Role of a spiritual and traditional, landlords/ leaders (Fendama) spiritual and traditional leaders in the traditional or political structure where applicable.</p> <p>Traditional military e.g. Asafo company.</p>	<p>Students name some important personalities of the village or town and describe their roles and responsibilities in the governance of the village or town.</p> <p>Discuss the functions of a chief and elders e.g. okyeame or divisional elders (chiefs) Settling disputes organizing community for development etc.</p> <p>Discuss the importance of leaders in the society.</p> <p>Discuss the roles of priests or priestesses and clan heads or landlords as spiritual leaders of society.</p> <p>Discuss the roles of the youth in the traditional military system.</p>	<p>Students to list the traditional functionaries of the area by their order of hierarchy.</p> <p>Students to enumerate the duties of the chief and his elders.</p> <p>Students to state the duties of traditional functionaries.</p> <p>Enumerate the roles played by traditional spiritual leaders.</p> <p>Students to write about traditional military system.</p> <p>Students to role-play a scene to look for a missing child in a community.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 TRADITIONAL JUDICIAL PROCEDURES	<p>The student will be able to:</p> <p>1. 5.1 identify the traditional court of their community.</p> <p>1.5.2 explain how the traditional judicial system settles disputes.</p>	<p><u>The traditional court</u> It is a place or a chief's palace where the chief and his elders meet to settle cases among people.</p> <p><u>Use of oaths</u></p> <ul style="list-style-type: none"> - to prove innocence - to promise to be truthful - to swear allegiance to the chiefs and his elders. <p><u>Settling of disputes</u></p> <ul style="list-style-type: none"> - assembling elders - inviting both parties - swearing of oath - presenting the case - judging the case - payment of fines - giving advice 	<p>Guide students to discuss when and where disputes are settled in the traditional judicial system.</p> <p>Discuss the procedure for settling disputes in the traditional judicial system.</p>	<p>Students to discuss the traditional judicial system.</p> <p>Students to state the stages of settling cases in the traditional judicial system.</p> <p>Students to mention the role and importance of the traditional judicial system.</p>
UNIT 6 THE CONTEMPORARY JUDICIAL PROCEDURE	<p>1. 6.1. explain how the contemporary judicial system works.</p>	<p><u>Judicial system</u></p> <ul style="list-style-type: none"> - the magistrate court - circuit court - high court - appeal court - supreme court <p>A court is a place where disputes and legal cases are settled.</p>	<p>Guide students to discuss the types of courts in the contemporary judicial system.</p> <p>Lead students to discuss the processes of settling disputes in the traditional judicial system.</p> <p>Guide students to discuss the functions of the contemporary courts and compare it with the traditional court system.</p>	<p>Students in groups discuss the different courts in the judicial system.</p> <p>Students to mention the differences between the traditional judicial system and that of the contemporary court system.</p> <p>Students to mention some functions of the court.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 (CONT'D) THE CONTEMPORARY SOCIAL PROBLEMS	<p>The student will be able to:</p> <p>1.6.2 identify some current social problems.</p> <p>1.6.3 identify the causes and effects of selected social problems.</p> <p>1.6.4 identify some possible solutions for social problems.</p>	<p>Social problems: e.g. drug trafficking and abuse, teenage pregnancy, HIV/AIDS, road accidents.</p> <p>Causes and effects of some social problems. e.g. teenage pregnancy drug abuse, sakawa, etc.</p> <p><u>Solutions</u> e.g: education, trade, learning centres, etc.</p>	<p>Students identify and mention some social problems.</p> <p>Guide students to mention and discuss the causes and effects of some social problems on the individual, family and the nation.</p> <p>Lead students to discuss some possible solutions for: Drug trafficking and abuse, teenage pregnancy, HIV/AIDS. Child abuse, Child trafficking, Child labour etc.</p>	<p>Students in groups to discuss current and social problems.</p> <p>Students in groups select a problem, study the causes and effects and develop solutions.</p> <p>Students in groups select topics and find solutions and report to class.</p>

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SECTION 2

GRAMMAR

General objectives: The pupil will:

1. use grammatical structures and forms accurately in speech and in writing.
2. use grammatical structures and forms in their creative writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CLAUSES	The student will be able to: 2.1.1 identify clauses in context. 2.1.2 identify main and subordinate clauses in sentence.	Identification of clauses: A clause consists of a subject and finite verb <u>Main clause</u> e.g.: Kofi likes bread. <u>Subordinate Clause</u> If Kofi enters the room, -----	Guide students to identify clauses in sentences. Students give examples of clauses Guide students to identify a main clause in a simple sentence with a subject and only <u>one</u> finite verb. Lead students to identify a subordinate clause introduced by a subordinating conjunction. Guide students to add subordinators to the main clauses and convert them into subordinate clauses Students to give examples of sentences and indicate the main and the subordinate clauses in them	Students identify clauses in sentences. Students write some compound and complex sentences with subordinating conjunctions. Students to write some sentences each and indicate the main and subordinate clauses in them.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 SERIAL VERB CONSTRUCTIONS	<p>The student will be able to:</p> <p>2.2.1. identify clauses with two or three finite verbs.</p> <p>2.2.2 construct sentences with serial verbs.</p>	<p>Two or three finite verbs with a common subject.</p> <p>Serial verb constructions</p>	<p>Guide students to identify the structure of serial verbs with transitive verbs.</p> <p>e.g. Ama will go, come back to sell her things. Twi: Ama <u>bɛko</u> <u>aba</u> <u>abɛton</u> ne nneɛma. Dangme: Padi ma ya ya he kungwo ɔ. Ewe: Dela ayi agbo ava dzra efe nuwo. Ga: Ayitey baaya ni eba ebahoo enibii. Dagaare: ayuo na gaa la kyɛ <u>leɛ</u> <u>wa</u> <u>koore</u> o boma. Gonja: Asana beɛŋ yɔ m ba fa mobe aso. Dagbani: Damata ni chaŋ labina nti kɔhi o nɛma.</p> <p>Guide students to identify the structure using serial verbs which are intransitive. e.g. Kofi will catch the goat and sell it.</p> <p>Twi: Kofi <u>bɛkyere</u> aponkye no na <u>waton</u> no. <u>aton</u>. Dangme: Tete maa nu to ɔ ya jua Ewe: Adjo ali gbo, awui, adzrae. Ga: Ashaley baamo abotia ni egbe ni ehoo. Gonja: Amabayɛ beɛŋ pɛ kaboe na mfa kumo. Dagbani: abdulai gbaai bua ma anti kɔhi</p>	<p>Students to underline the serial verbs in sentences.</p> <p>Students to form sentences using the serial verbs.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>WORD FORMATION</p>	<p>The student will be able to:</p> <p>2.3.1. explain the term word formation.</p> <p>2.3.2 Students to use new words formed in sentences appropriately.</p>	<p><u>Word Formation</u> This is the creation of new words from the root words. Sometimes contrasted semantically. It can be at the boundaries or derived from old words.</p> <p>5. Borrowing: Borrowing words or phrases from other Languages e.g. English: - kwashiokor - book - hospital - bucket</p> <p>Fante - kwashioko Gonja - kwashioko Nzema - kwashioko Kasem - kwashioko Dagaare - kooseeke Fante - buukuu Gonja - buku Nzema - buluku Dagbani - buku</p>	<p>Guide students to explain the term word formation.</p> <p>Discuss with students how new words are formed and give examples.</p> <p>Guide students to use words formed in sentences appropriately.</p>	<p>Students to explain the term word formation.</p> <p>Students write examples of new words formed.</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) WORD FORMATION	<p>The student will be able to:</p> <p>2.3.3 form words through compounding.</p> <p>2.3.4 form words through reduplication.</p> <p>2.3.5 form words through affixation.</p>	<p>Fante - asopitsi Gonja - ashibiti Nzema - asopito Kasem - asibiti Dagaare - asibiti Dagbani - ashibiti</p> <p>Fante - bokitsi Gonja - boketi Nzema - bokiti Kasem - bogete Dagaare - bogiti Dagbani - bokati</p> <p><u>Compounding</u>: words stringed together by older words. e.g. earth + quake = earthquake gentle + man = gentleman bath + room = bathroom</p> <p><u>Compounding</u> Twi : nwoma + sua η nwomasua Dangme : ngmlɛ + fia η ngmlɛfia Nzema : fa + kyɛ - fakye Dagaare : gane + zanne - ganzanne</p> <p><u>Reduplication</u>: Repetition of main word. English: quick - quickquick Fante: ntɛm – ntɛmtɛm Ewe: Kaba – kabakaba Ga: Oya – oyaoya Dangme: mla - mlamla Dagaare: - wieŋ - wieŋwieŋ Gonja: - boŋ - boŋboŋ Dagbani: - kaliŋ – kaliŋkaliŋ</p> <p>Affixation – Prefix or Suffix or both</p>	<p>Teacher illustrates word formation through compounding.</p> <p>Teacher illustrates word formation through reduplication, etc. e.g. Daagare – Wuli + wullo = wulwullo Akan - nsuo + nsuo = nsuosuo Dangme – nu + nui = nunui (drinkable) Ga - ekome + ekome = ekomekome Ewe – ba (cheat) – ba + ba = baba Gonja – kena + kawol η kanawol Dagbani – da+da=danda</p> <p>Teacher illustrates word formation through affixation. e.g. Gonja – b+egba – begba b+ewura-bewura Dagaare – baa t + tre = baare Akan – pra + eɛ = praeɛ Dangme – la + lɔ = lalɔ Ga – fo + lɔ = folɔ</p>	<p>Students form compound words.</p> <p>Students form their own compound words.</p> <p>Students to give words with correct affixation.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 SENTENCE ANALYSES	<p>The student will be able to:</p> <p>2.4.1 construct simple sentences.</p> <p>2.4.2 analyse simple sentences into subject and predicate.</p> <p>2.4.3 state the elements of the subject and predicate.</p>	<p>A sentence is a group of related words that express a complete thought.</p> <p>Subject: is a word or group of words before the finite verb of a sentence.</p> <p><u>Sentence</u> Fati is watching television</p> <p><u>Subject:</u> Fati</p> <p><u>Predicate:</u> watching television</p> <p>The structure of the subject and predicate component.</p> <p>A noun or pronoun is the key word in the subject. The key word in the predicate is the verb.</p> <p>In “yes” or “no” questions the subject comes after the auxiliary verb e.g. Are <u>you going</u> to the market?</p> <p>The subject determines the singular or plural of the verb. e.g. <u>The boy</u> washes the plates. The boy wash the plate.</p>	<p>Guide students to construct simple sentences.</p> <p>Guide students to construct simple sentences and analyse them.</p> <p>Lead students to identify and analyse subject and predicate in sentences.</p>	<p>Students construct sentences with given subjects.</p> <p>Students to analyse given sentences into subject and predicate.</p> <p>Students to supply predicates to given subjects to form sentences.</p>

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SECTION 3

READING AND LITERATURE

General Objectives: The student will

1. develop the habit of reading for pleasure and information
2. develop interest in the oral and written literature of the community.
3. read, understand and derive information from different text

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 EFFECTIVE READING	The student will be able to: 3.1.1. identify the effective ways of reading.	<u>Why reading</u> - to seek for information - for pleasure - for understanding - for academic purpose - for knowledge <u>Types of reading</u> - skimming - scanning Skimming: It is speed reading which focuss on words, main ideas, titles, illustrations, etc. it cannot be applied in comprehension. Scanning This is reading to search for information. It is usually applied in comprehension and summary	Guide students to identify effective ways of reading for use.	Students to mention some effective ways of reading.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNTI 2 (CONT'D)</p> <p>READING COMPREHENSION</p>	<p>The student will be able to:</p> <p>3.2.4 answer more complex comprehension questions.</p> <p>3.2.5 show the literary effect a text has on the reader.</p>	<p>Comprehension questions should go beyond information directly contained in the text. Students are expected to learn to make inferences and predictions, identify logical and illogical statements in texts/passages read. (See Content)</p> <p>Derivative questions e.g. Why was Ekua very sad? What will happen next? etc.</p> <p>Select suitable texts e.g. passages from course books, stories, poems, plays, newspapers, magazines, selected literature texts.</p> <p>Complex comprehension issues include the following:</p> <ul style="list-style-type: none"> - Making predictions - Answer inferential, appreciative, speculative questions - Discuss author's purpose - Discuss author's line of argument - Explain figurative expressions in context - Distinguish between logical and illogical statements - Draw conclusions - Take a stand and be able to defend it. <p>Literary effects of text or passage Appreciative questions. e.g. did you enjoy----- did you feel-----</p>	<p>Guide students to use questions and answers to discuss the selected text.</p> <p>Guide students to read and make inferences and assumptions and conclusions of the text.</p> <p>Teacher must give adequate oral and written practice on more complex comprehension questions.</p> <p><u>Akwapem Twi:</u> Adɛn nti na Akua werɛ ahow? Dɛn na wodwen sɛ ebɛsi akyiri?</p> <p><u>Gonja:</u> Nuso naa ji, nɛ Sala be kagbene jayɛ? Manna nɛ fo fɛ fane ke beɛn worɔ.</p> <p><u>Dagbani:</u> Bo zuɣu ka Asana ka suhupiɛlli? A tichiya ni bo n-lahi yɛn niŋ?</p> <p><u>Ga:</u> Mɛɛba Akua yeɔ awerɛhoo? Mɛni osusɔ akɛ ebaanyie enɛ sɛɛ</p> <p><u>Nzema:</u> Duzu ati a Ekua arale ɛbo a? ɛdwenle kɛ duzu debie a bazi o nzi a? Dagaare:Bonso ka Yeŋ poɔ da sãã</p> <p>Guide students to identify and discuss the literary effects of texts, e.g. imagery, using appreciative questions.</p>	<p>Students are given a passage to read and answer questions based on the following.</p> <ul style="list-style-type: none"> - Inferences - Assumptions - Predictions - Conclusions <p>In pairs or groups, students to identify, discuss and write their views on texts.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 WRITTEN LITERATURE (POETRY)	The student will be able to: 3.3.1 read poems aloud paying attention to the rhythmic variations. 3.3.2 distinguish types of poetry by functions.	Reading and listening to traditional African poems e.g. dirges, lullaby, war, praise and work songs. <u>Types according to function:</u> <u>Dirges</u> Akuapem Twi : Nsui Ewe : Avihawo Dagbani : Kuyila Nzema : Awoleyele Gonja : Awobashɛ Dagaare : Konkombie <u>Lullaby</u> Gonja : Nshɛloloso Dangme : Yana Kasem : Bu ganem Lei Fante : Abagyegyendwom Dagaare : Biyaal yiele Dagbani : Biyola yili <u>Worksongs</u> Nzema : Gyimayɛɛ edwɛne Gonja : Ashunshɛ Asant Twi : Edwumayɛnnwom Dagbani : Tuma yila <u>Praise songs</u> Nzema : Eyeyɛɛ edwaue Gonja : Nshɛkpanso Ga : Yijiemo lala Dagaare : Dannoŋ Dagbani : Lunsi salima Kasem : Seina Lei Asante Twi : Amoma <u>War songs</u> Akan - Asafondwom Ewe - Avaawoha Dagaare - Zɔɔre yiele Nzema - Konie edwane Ga - Asafo lala Gonja - Kenashɛ Dagbani - ziɛm yila	Guide student to read aloud or listen to poems, paying attention to rhythm and other sound effects. Lead students to distinguish types of poetry by their functions.	Students perform traditional poems like dirges or lullaby. Students state and explain type of poetry by their functions

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) WRITTEN LITERATURE (POETRY)	<p>The student will be able to:</p> <p>3.3.3 identify the subject matter and the theme of a poem.</p> <p>3.3.4 identify literary devices or figurative expressions in given poems.</p>	<p><u>Subject matter:</u> It is the central idea of the poem. <u>Theme:</u> The theme is derived from the subject matter usually in abstract terms e.g. love, hatred, death etc.</p> <p><u>Metaphor</u> Dagbani - zanbuyisi Ewe - Nusonya Dagaare - Alesma Gonja - Ketankargaso Dangme - ejelɛ Twi - nnyinahoma</p> <p><u>Idiom</u> Ewe - Adagana Dagaare - Yelsenkpegre Gonja - Kamalgatrɔmbi Dangme - Aguasem Kasem - tagungwala Dagbani - yɛlitoɣiniɣinli</p> <p><u>Idioms</u> Kasambirenyi - Fante Mmalgatɔmbi - Gonja</p> <p><u>Personification</u> Ewe - Amedadonu Dagaare - Nensaaloŋ Gonja - Ketankiesa Dangme - Adɛsu Kasem - Ka-leini-ka-yi Dagbani - zaŋzalizaani</p> <p><u>Simile</u> Asɛsɛsɛm - Fante Kudulubi - gonja Kasem - Simili</p> <p>Note - Find examples in your language</p>	<p>In groups, students read poems to identify the subject matter/theme for discussion.</p> <p>Students identify devices in given poems and state whether the devices are successfully used in the poems.</p>	<p>Students write themes/subject matter of poems</p> <p>Students relate poems studied to real life experiences and write about them.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) WRITTEN LITERATURE (POETRY)	The student will be able to: 3.3.5 explain the cultural and social significance of poems. 3.3.6 write own poems around give themes.	Significance: - express emotions, feelings, thoughts, experiences etc. - excite - teach moral values - teach aesthetic use of words etc. <u>Themes</u> love, patience, joy, fear, hatred, sorrow, heard work, etc.	Discuss the cultural and social significance of poems. In groups, students write their own poems and read to class.	Students write the significance of poems. Students individually to write their own poems and read to class.

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SECTION 4 WRITING AND COMPOSITION

General Objective: The student will:

1. use grammatical structures/forms accurately in speech and in writing
2. use learnt grammatical structures/forms in their creative writing.
3. write organised ideas logically on specific topics.
4. communicate ideas fluently and effectively through writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 LETTER WRITING FORMAL LETTERS	The student will be able to: 4.1.1 describe the features of a formal letter. 4.1.2 write formal/ or business letters using the appropriate registers.	Features of formal/business letters. <ul style="list-style-type: none"> - address – writer’s and recipient’s - date - opening – salutation and heading - ending, etc. – subscription Signature (full name) Application letters; <ul style="list-style-type: none"> - for jobs - for admission into schools, - permission to be absent from school NB Addresses must be written in the English Language. Recipients Address. e.g. THE MUNICIPAL CHIEF EXECUTIVE MFANTSEMAN DISTRICT P.O. BOX..... SALTPOND Salutation, Heading (underlined) and capitalised <ul style="list-style-type: none"> - Body - Subscription - Signature - Full name 	Teacher to link features of informal letter to that of formal letter. Lead students to discuss the contents of formal letters.	Students to state the features of formal and informal letters. Students to write formal letters on given topics. e.g. application for a job, asking permission to stay out of school, etc.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 DEBATES	<p>The student will be able to:</p> <p>4.2.1 explain what a debate is.</p> <p>4.2.2 state the features of debate.</p> <p>4.2.3 write debate on given motions.</p> <p>4.2.4 engage successfully in a debate.</p>	<p>A writing or speech that supports or opposes an idea or a motion</p> <p>Features: Vocatives, Introduction, Stating positions, Summary, Conclusion.</p> <p>Writing debates presenting both sides (for or against) of an argument.</p> <p>Development of points in paragraph.</p> <ul style="list-style-type: none"> - Formal - Persuasive - Construct arguments clear and study voice gesture etc. 	<p>Guide students to suggest some motions for debate.</p> <p>Guide students to discuss features of debates.</p> <p>Students to make a list of topics for debates and select topics for class debate.</p> <p>Students discuss examples of issues or topics that can be debated on.</p> <p>Organise class into four groups.</p> <p>Two groups for the motion and two against it.</p>	<p>Mention some features of a debate.</p> <p>Write down some topics or issues that can be debated on.</p> <p>Students to write debates on given motion.</p> <p>Students in groups debate on topic.</p> <p>Rest of class to vote on the debate after it's over.</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 NARRATIVE	The student will be able to: 4.3.1 write stories for publication in class or school magazines.	Stories must contain clearly defined plots and good characterisation. Features of stories: - Title - Plot - Characters - Time limit - Setting - Beginning and ending English - Title Fante - Tsirasem Twi - Ti Asem Gonja - Kumu Kasem - Botarebuyuu Ewe - Tanya Ga - Yitso etc. Dagaare - Yelzu Dagbani - Yuli English - Plot Fante - Nhyehyɛɛ Twi - Nhyehyɛɛ Gonja - Epel be ntol Kasem - Sensola Naga Ewe - Nudzɔdzɔwo Ga - Alotu (Gbɛjiano) Dagaare - Selloo tutaa Dagbani - Lahabali pebu English - Characters Fante - Gofomba/Agormba Twi - Agofomma Gonja - Bepelpe Kasem - Kwɛɛra wo nɔɔna Ewe - Nuwolawo Ga - Subanji Dagaare - deɛdeɛneme Dagbani - salinli niriba	Read out a short published story or teacher made story to students. Discuss the story with students: Encourage them to express their opinions. Do they like it? Which parts do they like or dislike and why? Discuss the various features of a story including the use of language and punctuations. Lead students to plan the outline of a story on their own magazines. Guide students to write short stories for publication in class or school magazines. NOTE: Serial verb construction should be used in the stories.	Students to write the features of short stories. Students plan an outline of story in groups for presentation to class. Students to write stories for class magazines and bulletin boards.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) NARRATIVE (short stories)		<p>English - Setting Fante - Bea na Ber Twi - Beaeε ne Bere Gonja - Epelkpa Kasem - Kwεεra Keim jei Ewe - Nuwofewo Ga - He kε bee Dagaare - Wagre Dagbani - Niη Dagbani - Ninsim shee/saha</p> <p>English - Beginning Fante - Ahycεe Twi - Ahycaseε Gonja - Sososo Kasem - Boboa Ewe - Gomedzedze Ga - Shishijee Dagaare - Naroo Dagbani - Piligu</p> <p>English - Ending Fante - Ewiei Twi - Awiei Gonja - Lalahuwe Kasem - Kweila Ewe - Nuwuwu Ga - Naagbee Dagaare - yelnycgraa Dagbani - Naabu</p> <p>English - Theme Fante - Botae Twi - Botaeε Dagbani - Yelikpani Gonja - Keɔaya be, Keshεtirso Kasem - Boboηa Kuri ne Ewe - Nyati Ga - Oti</p>		

**APENDIX I
MONTHS OF THE YEAR**

English	Twi	Ewe	Dangme	Fante	Nzema	Gonja	Dagbani	Ga	Dagaare
January	Ɔpɛpɛn	Dzove	Jɔne	Sanda	Gycne	Jintigi	Buyim	Aharabata	Gyɛnoore
February	Ogyefuo	Dzodze	Lami	Kwakwa	Munrane	Damba be kenyc	Dambabilaa	Oflo	Faboore
March	Ɔbenem	Tedoxe	Maale	Ebow	Ɔzane	Damba	Damba	Otsokrikri	Markye
April	Oforisuo	Afofiɛ	Nɔɔle	Ebobira	Ɔnlanle	Kaforewajɛ	Gambanda	Abɛibe	Tentolonɔ
May	Kɔtonimaa	Dame	Ongɔoma	Esusow Aketseaba	Enlunli	Kajulealuto	Bandacheena	Agbiɛnaa	Mee
June	Ayɛwohomumu	Masa	Osabu	Obiradzi	Eziane	Achaɔ be kayɛrbi	Kpinibilaa	Otukwajaɔ	Doɔbo
July	Kitawonsa	Siamlom	Yomle	Ayɛwoho	Ezunli	Achaɔ	Kpini	Maawɛ	Gyulai
August	Ɔsannaa	Dasiamime	Maya	Dzifuu	Ɔwɔkɛɛ	Ekishi be kenyc	Nɔloribilaa	Manyawalɛ	Bɛntuuri
September	Ɔbo	Anyɔnyɔ	Lemɔ	Fankwa	Ɔhonla	Ekishi	Nɔlori	Gbo	Sakyɔɔ
October	Obubuo	Kele	Kɔle	Ɔbɛɛɛ	Siane Bulu	Kechunufol	Konyurichu-xu	Antɔɔ	Ɔtoorebɛr
November	Ahinime	Adeamakpɔxe	Sɛkɛ	Ɔberefew	Siane Bulu nee ko	Donji kenyc	Chimsibilaa	Alemle	Kaɔmɛ
December	Ɔpɛnimaa	Dzome	Maja	Mumu	Bolonyia Siane	Donji	Chimsi	Afuabe	Disembare

DAYS OF THE WEEK

English	Twi	Ewe	Dangme	Kasem	Nzema	Gonja	Dagbani	Ga	Dagaare
Monday	Dwow(a)da	Dzola	Hɔɛgbi	Totoɔa bobo	Kenlɛnɛile	Atania	Atani	Ju	Mondee
Tuesday	Benada	Brada	Pɛpɛgbi	Totoɔa da yalei	Dwɛkɛ	Talata	Atalaata	Jufɔ	Tuudee
Wednesday	Wuku(a)da	Kuda	Sɔ		Maanle	Lariba	Alaaba	Shɔ	Wɛnɛɛɛ
Thursday	Yawda	Yawoda	So	Totoɔa da yana	Kule	Alimusa	Alaamishi	Soo	Toɔsedee
Friday	Fi(a)da	Fida	Soha	Totoɔa da yanu	Yala	Alijima	Alizumah	Sohaa	Firaadee
Saturday	Memeneda	Memlida	Hɔ	Luu dedoa	Folɛ	Ashibiti	Asibiri	Hɔ	Satadee
Sunday	Kwasiada	Kɔsida	Hɔgba	Wɛ dɛ	Molɛ	Leedi	Alahiri	Hɔgbaa	Koɛɛraa

Ghanaian Languages and Culture September, 2012

NZEMA

RECOMMENDED BOOKS

GRAMMAR

1. Nzema Grammar by Scler J. Amihere Essuah (1965) – Claverianum Press – Ibadan
2. Nzema Aneemela Tagyee Ne by F. Ehoma Kwaw (2008) – Paul Unique Printing Press - Accra

POETRY

1. Meka Bie by F. Ehoma Kwaw (2008)
Paul Unique Printing Press – Accra
2. Ekuzoa Mese Me ne by P.A.K. Asilidjoe/
Bureau of Ghana Languages – Accra
3. Mark K.K. Ali Yelwiiri (2002) ∪ Salt 'N' LIGHT, Accra
4. Orfaŋ – Yelkaama I - Bureau of Ghana Languages, Accra
5. Orfaŋ – Yelkaama II - Bureau of Ghana Languages, Accra

PROSE

1. Adwoba Ehwia – Safohyenle F. Ehoma Kwaw (2012) Paul Unique Press – Accra
2. Awie Enze Awieleε – A. Sobo-Blay
Bureau of Ghana Languages – Accra

DRAMA

1. Nyamenla Sa Enlomboe – J. Soboh-Blay
Bureau of Ghana Languages – Accra
2. Nwohoa Buluku – A.K. ampoe Kaku
Bureau of Ghana languages – Accra
3. Ama Kodwo – J.K. Ellimah
Bureau of Ghana Languages – Accra
4. Mark K.K. Ali – Fo Baŋ ka Wola (2010) - Salt 'N' LIGHT Publishers, Accra
5. B.P. Kansoh – Namalnee (2012) - Salt 'N' LIGHT, Accra.

CULTURE

1. Maandee ye Enlomboe – F. Ehoma Kwaw (2008)
Paul Uniques Printing Press – Accra
2. Nzema Maanle Ne – F, Ehoma Kwaw (2010)
Paul Unique Printing Works – Accra
3. Duma Nee Mgbayee – P.A.K. Asilidjoe
Bureau of Ghana Languages – Accra

ORAL LITERATURE

1. Nzema Mrele, nee be Ngilenu – G.B. Kwesi/P.A.K. Asilidjoe
Bureau of Ghana Languages – Accra
2. Agyebe - J.E. Bonyah
Asempa Publications – Accra
3. Edendedenle Nee Nrelebedwεε -
G.B. Kwesie – Bureau of Ghana Languages – Accra
4. Mrelebulε – G.B. Kwesi
Bureau of Ghana Languages - Accra

EWE

1. Sro Evegbe JHS Books 1-3 – By Glakpe & Anyidoho

GA

1. Ga-Kasemo Ga JHS 1-3 – By Nortey & Adokwei,

AKUAPEM TWI

1. Sua Akuapem Twi JHS Books 1 - 3 – By Albert Awuku-Aboagye

ASANTE TWI

1. Sua Asante Twi JHS 1-3 – By Albert Awuku-Aboagye

DANGME BOOKS

- | | | |
|--------------------------------|---|--------------------------------|
| 1. Dangme Ngmami Bo | - | Ablorh Odjija et al (1990) |
| 2. Dangme Animosua Sua | - | Adi, D B (1997) |
| 3. Dangme Fɔnɛtiks kɛ Fɔnɔlɔji | - | Caesar, R O and Adi D B (2007) |
| 4. The Dangme Language | - | Kropp-Dakubu, M.E (1987) |
| 5. Dangme Language Guide | - | Bureau of Ghana Languages |
| 6. I tsioɔ nyɛ 1 | - | Bureau of Ghana Languages |
| 7. I tsioɔ nyɛ 2 | - | Bureau of Ghana Languages |
| 8. I tsioɔ nyɛ 3 | - | Bureau of Ghana Languages |
| 9. Dangme Abɛ Gbi | - | T. N.N. Accam |
| 10. Jokuɛwi A Lele Gbi | - | Accam, T.N.N. |

12. Taa Taa Tee	-	J. Abedi Boafo
13. Dangme Asilɛ	-	Pecku Mabel A.
14. Nile Kpɛɛ (collection of poems)	-	Adi D.B.
15. Mo Dem' Koo	-	Tetteh Edwin N.
16. Tsɛho Anani	-	Tetteh Edwin N.
17. O Ngɛ Lejɛ ɔ Niinɛ	-	Dosoo, J.M.T.
18. Matɛ Anyɛnɔgu	-	Nanor Jonattan B.
19. Ni Lemi Blɔ Sisije	-	Bureau of Ghana Languages
20. Ni Lemi Blɔ series 92-6)	-	Bureau of Ghana Languages
21. Mɛnɔ ji Mamii	-	Apronti Richard T.
22. E peeɔ mo Dangme No (Unpublished)	-	Caesar T.O.
23. Waa Kane ni nɛ waa ngma	-	Ministry of Education, Science and Sports (2008) (KG1-P3)
24. Dangme Kasemi Sisije Sukuu Womi	-	Nanor, J.N. Natue, E.N. and Caesar, T.O. (2008) (Basic 1-3)
25. Ghana Gbi Kɛ Kusumi	-	Pecku, Mabel A and Caesar, Regina O. (2009_) (Basic 4-JHS3)
26. Kɔkɔ Sika	-	Narteh, L.A. (1992)
27. E be he kake	-	Narteh, L.A. (1992)

TWI JHS

Customs and Institutions	-	Bisa ma wonkyere wo	-	C.L. Twumasi-Ankrah
Grammar	-	Akan kasa Nhyehyeeɛ	-	Kofi Agyekum
Oral Literature	-	Mpanin Ahyia	-	Baafɔɔ Kwaku Agyeman
Poetry	-	Akanfɔɔ Anwonsem	-	Okofo Asenso
Reading	-	Ɔkrabiri	-	J.N. Owusu
Twi Adesua nhoma	-	Comfort Asante Et.al		
Ade bi sɛɛ a,	-	Kyei Baafour		
Ɔbɔfɔɔ a onni Mmara so	-	Adomako		
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