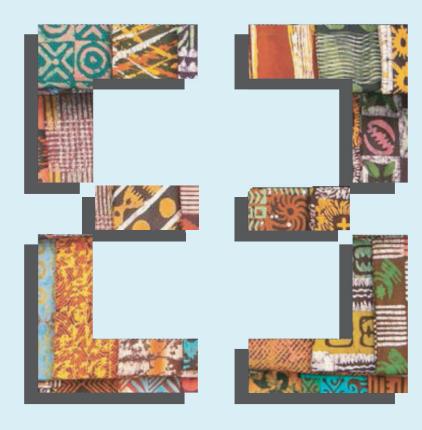


## Four-Year B.Ed. Course Manual

# **English Language**

















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#### FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

#### **Professor Mohammed Salifu**

Director General, Ghana Tertiary Education Commission

### ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga - T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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#### **INTRODUCTION TO COURSE MANUALS**

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
  - 1. What is to be taught and why.
  - 2. how it can be taught.
  - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

#### **USING THIS MANUAL**

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is .....

In view of this philosophy, I will facilitate this course by/through .....

**Course Manual Writing Proforma** 

A. Course Information

Title Page

i.

The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

Course Title	ENGLISH LANGUAGE	GE CURRICULUM FOR UPPER PRIMARY					
Course Code		Course Level: 300	Credit value: 3				
Pre-requisite	Introduction to English language						
Course Delivery Modes	Face-to-face	Independent Study					
Course Description	language curriculum of the foundation of includes the definition between curriculum curriculum. The cont children's literature their familiarity with general organizing p they are applied to t focus on the principle the known to the un organising principles culminates with the this regard, a variety to equip student tea English Language Dis	Independent study ned to instill in learners the basic features of the Upper Primary English n. The course aims at helping student teachers get an in-depth knowledge of the Upper Primary English language curriculum. The area of coverage ional issues, history of curriculum development, models and differences n and syllabus. The course also presents the suggestions for teaching the netent emphasizes listening and speaking, grammar, reading, writing, and extensive reading regarding. Student teachers are to demonstrate h the content of the curriculum. In addition, the course also looks at the principles of continuity, sequence, integration and articulation and how the organisation of the content of the curriculum. The student teachers ole of maxims of teaching in terms of the organization of the content from nknown, from the simple to the complex, etc. and relate them to the es of continuity, sequence, integration and articulation. The course e use of the appropriate assessment tools in the assessment of learners. In ey of assessment modes to support learning will be used and this intends achers with knowledge and skills to construct effective assessment in the iscussions, group work, presentations and brainstorming will be the s for the course. The course will be assessed through assignments, group					
Course Learning Outcomes	student teachers sh	1: At the end of this course ould be able to demonstrate g of curriculum theory, its lels. (NTS 2b: 13)	curriculum deve	ory that underpins			
	•	2: Demonstrate knowledge of of the English language to JHS ( <b>NTS 2d: 13)</b>	<ul><li>Upper Primary c</li><li>Discuss the im</li></ul>	aracteristics of the surriculum. nportance of the f the curriculum.			
	-	3: Demonstrate an in-depth pper Primary English language 2d: 13)	Primary Eng curriculum.	tent of the Upper glish language lain the content of ary curriculum.			

	Learning outcome 4: Organize the content into teachable units for a scheme of work (NTS 3a: 14)and work in collaboration with other professionals to write individualised plans of action, including differentiated instruction/assessment	<ul> <li>Design a scheme of work</li> <li>Use the scheme of work to plan a teaching lesson or plan and write individualized plans of action.</li> </ul>
	Learning outcome 5. Demonstrate knowledge of the organizing principles of the content of the English language curriculum (NTS 2b; 2d: 13)	<ul> <li>Identify the organizing principles of continuity, sequence, integration and articulation. Use the organizing principles to arrange topics in a scheme, e.g. from simple to complex.</li> </ul>
	Learning outcome 6. Be familiar with the appropriate assessment tools applicable to the teaching and learning of the English language (NTS 3k; 3o: 14)	<ul> <li>Identify and explain the appropriate tools for assessment in the English language course.</li> </ul>
Course Assessment	<ul> <li>COMPONENT 1: Course Assessment Components Component 1: Subject Portfolio Assessment: (30%         <ul> <li>Selected Items of students work (3 of the</li> <li>Midterm assessment, - 20%</li> <li>Reflective Journal - 40%</li> <li>Organization of the subject portfolio – 10?</li> </ul> </li> <li>A written examination to assess student teachers' s English language curriculum for Upper Primarycurri Assess learning outcomes (CLO 1 – 3)</li> <li>COMPONENT 2: Component 2: Subject Project (30?             <ul> <li>Introduction, a clear statement of aim and</li> <li>Methodology: What the student teacher I 10%</li> <li>Substantive or main lesson section 40%</li> </ul> </li> <li>Assess learning outcomes (CLO 4, 5)</li> <li>COMPONENT 3: End of semester exams 40% Individual assignment – Student teachers to write o curriculum development (Core skills: communicatio literacy)</li> <li>Assess learning outcomes (CLO 5, 6)</li> </ul>	<ul> <li>m – 10% each) – 30%</li> <li>% (how it is presented/organised)</li> <li>ubject and pedagogic knowledge in culum.</li> <li>% - overall semester score)</li> <li>d purpose of the project - 10%</li> <li>has done and the purpose of the project –</li> <li>ry of Assessment Method: 2 Group</li> <li>stargeted are the organizing principles</li> <li>m assessment of English language</li> </ul>

Year of B.Ed. 3	Semester 1	Plac	e of lesson	in semester	1	234	567891	0 11 12
Title of Lesson	The concept and theory of curriculum developmentLesson Duration3This first lesson introduces student teachers to the courselearning outcomes and the 3 assessment components of the courselearning outcomes and the 3 assessment components of the course							3
Lesson description	This lesson is to help the official school cu		-			e comp	orehensive kn	owledge of
Previous student teacher knowledge, prior learning (assumed)	Student teachers hav							
Possible barriers to learning in the lesson	Student teachers ma	-		ewed to the t	-			lent
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learning	Seminars	Independ Study	dent	e-learning opportunitie	s
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul> <li>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</li> <li>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</li> <li>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</li> <li>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a deliver</li> </ul>						d. It should erials to nt. This can ent and / or	
Purpose for the lesson.     Learning Outcome for	mode in its own right The purpose of the lo the foundation of the Learning Outcomes	esson is to		iculum.(NTS				-
the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	CLO1: At the end of t course student teach should be able to demonstrate their understanding of cur theory, its foundation models. (NTS 2b: 13)	iers riculum n and	<ul> <li>Explai curric</li> <li>Discus under develo</li> <li>Explor curric</li> </ul>	ns the conce ulum ses the theo pins curricul opment. es the mode ulum develop	ery that um els of pment	<ul> <li>Core and transferable ski</li> <li>Core skills targeted in communication, collaboration, observand enquiry skills, dig literacy,</li> </ul>		geted include n, observation iills, digital
<b>Topic</b> , The concept and theory of curriculum development	Sub topic • Definitional issues • Brief history of curriculum development • Models of curriculum development Introduction to the course	Stage/time       Teaching and learni         depending on delive       collaborative group         Teacher Activity       Teacher Activity         10minutes       • Tutor introduce         course to the st       and also introdu         learning outcom       their indicators.         Teacher respon       Teacher respon		livery mod up work of uces e students oduces the comes and ors.	le sele r indej Stu	cted. Teacher	r <b>led,</b> <u>y</u> y chers listen ask or	

			questions about the		
			questions about the course		
	Introductio 20 minute:	-	Tutor introduces the lesson by asking student teachers to mention some of the topics in the English	•	Student teachers participate by mentioning topics in the English Language
What i	s Stage 1:	•	Language course. Tutor discusses the	•	Student teachers
curricu	lum? 20minutes		meaning of curriculum with student teachers. Tutor asks student teachers to go online and search for at least 3 different definitions of curriculum and include their sources.	•	participate in the discussion to determine what curriculum is. Student teachers search online for different definitions of curriculum.
What i	s syllabus? Stage 2: 20mins	•	Tutor brainstorms with student teachers on the definition of syllabus Asks student teachers to search online for definitions of syllabus	•	Student teachers give definitions of syllabus. Student teachers search online for definitions of syllabus
Differe betwee curricu syllabu	en 50mins lum and	•	Tutor puts student teachers in groups and asks them to identify differences between curriculum and syllabus.	•	In groups student teachers identify differences between curriculum and syllabus.
A brief curricu develo		4: •	Tutor brainstorms with student teachers the history of the English Language curriculum in Ghana.	•	Student teachers contribute to discussion on the history of the English Language curriculum in Ghana.
	Models of curriculum development	•	Tutor asks student teachers to go online and search for the different theories or models of curriculum development	•	Student teachers search online for theories of curriculum development
	60 mins	•	Tutor puts student teachers into task groups, assign each group to a particular model of curriculum development and tasks them to research on it and present their findings before the class.	•	In task groups, student teachers research on their assigned model of curriculum development and present their findings to the class.
	Conclusior		tor summarizes the		dent teachers answer
	10mins	an	son andusesquestion and swer technique to close son.		estions and seek rifications on the lesson.

Which cross cutting issues	Digital literacy						
will be addressed or	Collaboration/ teamwork						
developed and how							
Teaching Learning	Smartphones						
Resources	Laptops						
Required Text (core)	NACCA/Ministry of Education (MoE) (2012; 2018). Teaching syllabus for Primary School. Accra						
Additional Reading List	<ul> <li>Alex, M. (2003). <i>Teaching and Learning: Pedagogy, curriculum and culture</i>. Routledge Falmer.</li> <li>Glatthorn, A. A., Boschee, F. &amp; Whitehead, M. B. (2006). <i>Curriculum leadership: Development and imple mentation</i>. London: Sage Publications</li> <li>Lewy, A. (1991). <i>The international enclopaedea of curriculum</i>. New York: Pergamon Press.</li> <li>Marsh, C. J. (1992). <i>Key concepts for understanding curriculum</i>. London: The Falmer Press.</li> <li>Mash, C. J. &amp; Willis, G. (2007). <i>Curriculum: Alternative approaches, ongoing issues</i>. New Jersey: Pearson.</li> <li>Ornstein, A. C., &amp; Behar-Horenstein, L. S. (2003). <i>Contemporary issues in curriculum</i>. Pearson Education, Inc.</li> </ul>						
CPD Needs	Seminar on history and models of curriculum development by as expert.						

Year of B.Ed. 3 Se	mester 1	Place o	f lesson in	semester	1 <b>2</b> 34	567891011	12
Title of Lesson	The theory and m	odels of cu	rriculum d	levelopment	Lesson Du	ration	3
Lesson description	This lesson is to h knowledge of the on the theory and	official sch	ool curric	ulum including	learning outco	comprehensive mes. The lesson fo	ocuses
Previous student teacher knowledge, prior learning (assumed)	Student teachers	have alread	dy been in	troduced to the	e English Langu	uage curriculum	
Possible barriers to learning in the lesson	Student teachers curriculum and th			-		otion of the cond	cept of
Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of		Practical Activity	Work- Based Learning	Seminars	Independen Study	t e-learning opportunities gument. It includes	
<ul> <li>delivery chosen to support student teachers in achieving the learning outcomes.</li> <li>Purpose for the lesson.</li> </ul>	<ul> <li>discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</li> <li>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</li> <li>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</li> <li>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</li> <li>The purpose of the lesson is to help Upper Primary student teachers get an in-depth knowledge of the foundation of the English language curriculum by learning about the</li> </ul>						erials ment. ent ng be a n-depth
Learning Outcome for the lesson, picked and	theories and mod			ming Indicators	s Co ski		ferable
<ul> <li>developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	student teachers able to demonstr understanding of	<ul> <li>At the end of this course ent teachers should be to demonstrate their rstanding of curriculum ry, its foundation and</li> <li>Explain the curriculum</li> <li>Discuss the the underpins cu development.</li> </ul>			concept • eory that irriculum	Core skills targe include communication, collaboration, observation and enquiry skills, di literacy,	
<b>Topic</b> Theory and model of curriculum development	Sub topic • Theory and models of curriculum developme	els of Teacher led, collaborative group work or independent study					ected.
	Introduction to course	the 10mi	nutes	introduc learning and thei	o the s and also es the outcomes r rs. Teacher s to is about	<ul> <li>Student teach listen to tutor ask questions clarification.</li> </ul>	and

Theory of curriculum development	Stage 1: 60 minutes	•	Tutor introduces the lesson by tasking student teaches to search online for various theories of curriculum development. Tasks student teachers to form groups of at least three and discuss each of the theories so identified. Tasks student teachers to make presentation of	•	Student teachers search online for various theories of curriculum development. Student teachers form groups to discuss the theories of curriculum development that they have identified. Student teachers make presentation on the theories that they have discussed in groups.
Models of curriculum development	Stage : 60minutes	•	their findings on the theories of curriculum development. Tutor asks student teachers to go online and search for the different models of curriculum development Tutor puts student teachers into task	•	Student teachers go online to search for different models of curriculum development. In task groups, student teachers research on their assigned model of ourriculum
Importance of the theory and models	Stage 2: 40mins	•	groups and assigns each group to a particular model of curriculum development and tasks them to research on it and present their findings before the class. Tutor tasks student teachers to search	•	curriculum development and present their findings to the class. Student teachers search online for
of curriculum development		•	online for the general importance of the theory and model of curriculum development. Tasks student teachers to narrow the importance of theory and model of curriculum development to Ghana in particular. Task student teachers to make oral presentation of their search findings.	•	the general importance of theory and model of curriculum development. Student teachers examine the importance of theory and models of curriculum development to Ghana in particular. Student teachers make oral presentation on their search

		Conclusion: 10mins	Tutor summarizes the lesson and uses question and answer technique to close lesson.	Student teachers answer questions and seek clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	<ul><li>Digital litera</li><li>Collaboration</li></ul>	ncy on/ teamwork		
Teaching Learning Resources	<ul><li>Smartphone</li><li>Laptops</li></ul>	25		
Required Text (core)	NACCA/Ministry of E Accra.	ducation (MoE) (	2012; 2018). Teaching syllal	bus for Primary School.
Additional Reading List	Falmer. Glatthorn, A. A., Bo Development Lewy, A. (1991). Th Marsh, C. J. (1992) Mash, C. J. & Willis Jersey: Pearse	oschee, F. & Whit and implementa in international en Key concepts for G. (2007). Curric on. Behar-Horenstein	ing: Pedagogy, curriculum o ehead, M. B. (2006). Curricu tion. London: Sage Publicati nclopaedea of curriculum. N r understanding curriculum. culum: Alternative approach , L. S. (2003). Contempore	llum leadership: ions lew York: Pergamon Press. London: The Falmer Press. nes, ongoing issues. New
CPD Needs	Seminar on history a	nd models of cur	riculum development by as	expert.

Year of B.Ed. 3	Semester	1 Pla	ice of lesso	n in semeste	er	12	<b>3</b> 4 5 6 7 8 9 1	6789101112	
Title of Lesson	Stages of Er	Stages of English Language Curriculum Development         Lesson Duration         3							
Lesson description		ntroduces st ion of currici		hers to the t	hree ma	ain stage	es of design, impl	ementation	
Possible barriers to learning the lesson	in Student tea	chers may be	e limited in	scope about	the sta	ges invo	lved in curricular	issues.	
Lesson Delivery – chosen to support students in achievin the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars	Indepe t Study		e-learning opportunities	Practicum	
Lesson Delivery – main moo delivery chosen to sup student teachers in achie the learning outcomes.	port discussion, l ving teacher led. Independer to promote This can be Seminars: t and / or tute E-learning o environmen delivery mo	brainstormin It should no <b>at study:</b> to o individual ar part of any c to generate g or led. <b>pportunities</b> its. This can l de in its own	g, question t usually be enable stud of collabora f the above group and in 5 – involving be part of a n right.	and answer the main m lents to enga ative enquiry e modes ndividual cre g the use of i ny of the abo	; etc. Th ode. age with , more i ativity, o nteracti ove moo t identif	is can b relevan in-depth discussio ive packa des of de	f argument. It in e tutor and / or s it and appropriat analysis and dev on and reflection ages and virtual I elivery. It is unlike vork with the thr	tudent e materials /elopment. : student earning ely to be a	
Learning Outcome for t	ne Learning Ou	itcomes	Learni	ng Indicator	s C	Core and	l transferable sk	ills	
lesson.	CLO1: Demo understandi curriculum t foundation ( <b>NTS 2b: 13</b> )	theory, its and models	cc     ccc     cc     ccc     cc     cc     cc     cc     cc     cc     cc     cc     cc	xplain the pricept irriculum iscuss the the at underpins irriculum evelopment. xplore the odels of irriculum evelopment	S	may diffe amo curr whe know and Corr com obs	likely that studer not be able to ic erentiate betwee ong the three stag iculum. This can n they have an ir wledge in curricu its design. e skills targeted i munication, coll ervation and end tal literacy,	lentify and n and ges of be avoided n depth lum theory nclude aboration,	

Topic: Stages of English language curriculum development	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
,			Teacher Activity	Students Activity			
	Stages of curriculum development	Introduction: 20mins	<ul> <li>Introduces the lesson by reviewing the previous lesson on curriculum theory and models using question and answer technique.</li> </ul>	<ul> <li>Student teachers answer questions on curriculum theory and models as way of revising the previous lesson</li> </ul>			
	Curriculum design/ planning /development	Stage 1: 30mins	<ul> <li>Brainstorm the concept of curriculum design with student teachers.</li> <li>Tasks student teachers to go online using the available gadgets to look for features that differentiate between and among design, planning and development of a curriculum</li> </ul>	<ul> <li>Student teachers brainstorm the concept of curriculum design</li> <li>Student teachers use the available gadgets, e.g. Smartphones, to go online to look key issues that differentiate between and among design, planning and development.</li> </ul>			
	Curriculum implementation	Stage 2: 70mins	<ul> <li>Brainstorms with student teachers the meaning of curriculum implementation.</li> <li>Discusses with student teachers the three forms of implementation, e.g. fidelity approach, mutual adaptation and enactment.</li> <li>Groups student teachers to discuss the features of each type of implementation and tasks them to put them in a continuum. This may be done as they go online to look for the key features of each.</li> </ul>	<ul> <li>Student teachers brainstorm on the meaning of curriculum implementation.</li> <li>Student teachers discuss with the tutor the three forms of curriculum implementation.</li> <li>Student teachers go online to search for the key features of each of the three elements of curriculum implementation.</li> </ul>			
	Curriculum evaluation	Stage 3: 50mins	<ul> <li>Discusses with student teachers the concept of evaluation in general.</li> <li>Tasks student teachers to go online to search for the meaning and application of curriculum evaluation and make oral presentation.</li> </ul>	<ul> <li>Student teachers discuss with their tutor the meaning of the concept of evaluation in general.</li> <li>Student teachers go online to search for the meaning of curriculum evaluation and its usefulness. They make oral</li> </ul>			

				presentation of	
				their findings.	
		Conclusion:	Tutor/lecturer summarizes	Student teachers	
		10mins	the lesson by relating the	answer questions and	
			lesson to the lesson	seek clarifications on	
			objectives. Tutor/lecturer	the lesson.	
			does this using question and		
			answer technique to close		
			lesson.		
Which cross cutting issues will	<ul> <li>Digital lit</li> </ul>				
be addressed or developed and		diversity and inclu	usion		
how	<ul> <li>Collaboration</li> </ul>	ation/ teamwork			
Teaching Learning Resources	<ul> <li>Smartph</li> </ul>	ones			
	Laptops				
Required Text (core)	NACCA/Ministry of	of Education (Mol	E) (2012; 2018). Teaching syllabu	is for Primary School.	
	Accra.				
Additional Reading List	Glatthorn, A. A., E	Boschee, F. & Whi	tehead, M. B. (2006). Curriculun	n leadership:	
	Development and	l implementation.	London: Sage Publications		
	Mash, C. J. & Will	is, G. (2007). Curr	iculum: Alternative approaches,	ongoing issues. New	
	Jersey: Pearson.				
	Marsh, C. J. (1992). Key concepts for understanding curriculum. London: The Falmer Press.				
	Ornstein, A. C., &	Behar-Horenstein	n, L. S. (2003). Contemporar	y issues in curriculum.	
	Pearson				
	Education, Inc.				
CPD Needs					

Year of B.Ed. 3	Semester	1 Plac	e of less	on in semeste	r	123	<b>4</b> 5 6 7 8 9 10	11 12	
Title of Lesson	Characteristic	s of the English	Langua	ge curriculum	I		Lesson Duratio	on 3	
Lesson description	The lesson int	roduces stude	nt-teach	ers to the key	feature	s of the E	nglish language c	urriculum.	
Previous student teacher knowledge, prior learning (assumed)		Student teachers have already been introduced to stages of curriculum implementation in terr of the design, implementation and evaluation.							
Possible barriers to learning in the lesson	Student teach curriculum.	tudent teachers may not have been focusing on the key features of the English langua urriculum.							
Lesson Delivery – chosen to support students in achieving the outcomes		Activity Ba	ork- sed arning	Seminars	Indepe Study	endent	endent e-learning opportunities		
<ul> <li>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</li> <li>Purpose for the lesson.</li> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	discussion, bra led. It should in Independent promote individue be part of any Seminars: to or tutor led. E-learning opj environments delivery mode The purpose of	ainstorming, qui not usually be study: to enab vidual and colla of the above r generate group <b>portunities</b> – ir . This can be portunities in its own right of the lesson is age curriculum. comes strate an in- dge of the y English	uestion a the mair le stude borative nodes o and ind volving art of an it. to help t Learn	ingAnd the second s					
Characteristics of the English language curriculum I	Characteristic the Eng language curriculum l	s of Introduc		depending c collaborativ Teacher Act • Reviews lesson c and stra	e group ivity s the pre on the p ands of s uestion	ery mode work or	Studen provide the que posed	er led, dy Students Activity t teachers e answers to estions by the tutor ay of revising evious	

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	Contextual issues	Stage 1: 40mins	•	Discusses with student teachers the meaning of the concept of contextual issues in general. Discuss with student teachers the contextual issues or rationale for the design of the Upper Primary English language curriculum. Tasks student teachers to search for examples of contextual issues for the design of a curriculum online	•	Student teachers discuss the meaning of the concept of contextual issues in general. Student teachers discuss the rationale for the design of the Upper Primary curriculum. Student teachers search online to find out some examples of contextual issues for the design of a curriculum.
	General aims	Stage 2: 40mins	•	Brainstorms with student teachers on their understanding of general aims. Tasks student teachers to search online for the Upper Primary syllabus/curriculum and state at least three general aims as embedded in the curriculum. Discusses with student teachers the nature of aims, e.g. as they are far reaching goals.	•	Student teachers brainstorm on the meaning of general aims. Student teachers search online for the Upper Primary syllabus/curriculu m to identify the general aims as stated in it. Student teachers discuss the nature of aims.
	General outcomes	Stage 3: 40mins	•	Tasks student teachers to explore the general outcomes/ general objectives as stated in the Upper Primary school syllabus / curriculum. Brainstorm on the difference between general aims and general outcomes or objectives. Discusses with student teachers the nature of general outcomes, e.g. they are medium to long term goals.	•	Student teachers, through the use of a hardcopy of the Upper Primary syllabus/curriculu m or through online, examine some of the general outcomes. Student teachers brainstorm on the difference between general aims and general outcomes, e.g. general aims are far reaching goals while general outcomes are medium to long term goals. Student teachers discuss the nature of general outcomes.

	Specific objectives	Stage 4: 40mins	<ul> <li>Tasks student teachers to explore the specific objectives as stated in the Upper Primary English school syllabus / curriculum.</li> <li>Brainstorm on the difference between general outcomes and specific objectives, e.g. while the general outcomes are not implementable at the classroom level, the specific objectives are time bound and are implementable at the classroom level.</li> <li>Discusses with student teachers the nature of specific objectives, e.g. they are specific, measureable, achievable, realistic,</li> </ul>	<ul> <li>Student teachers, through the use of a hardcopy of the Upper Primary syllabus/curriculu m or through online, examine some of the specific objectives as stated in it.</li> <li>Student teachers brainstorm on the difference between general comes and specific objectives, e.g. general outcomes are medium to long term goals while specific objectives are short term goals</li> <li>Student teachers discuss the nature</li> </ul>
		Conclusion: 10mins	and time bound (SMART) • Tutor/lecturer summarizes the lesson by referring to the lesson objectives. Tutor/lecturer does this using question and answer technique to close lesson.	of specific objectives. Student teachers answer questions and seek clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how Teaching Learning Resources	<ul><li>Collabora</li><li>Smartpho</li></ul>	iversity and inclusion tion/ teamwork		·
Required Text (core)	Laptops     NACCA/Ministry of	f Education (MoE) (	2012; 2018). Teaching syllabus for	r Primary School. Accra.
Additional Reading List	Glatthorn, A. A., Bo Developn	oschee, F. & Whitel nent and implemen	g: Pedagogy, curriculum and cultunead, M. B. (2006). Curriculum tation. London: Sage Publications understanding curriculum. London	n leadership:
CPD Needs				

Year of B.Ed. 3	Semester	1 Pi	ace of les	son in semeste	er 12	1 2 3 4 <b>5</b> 6 7 8 9 10 11 12		
Title of Lesson	Characteristi	cs of the Eng	lish Langu	age curriculum	II Lesson [	Duration	3	
Lesson description		The lesson introduces student-teachers to the basic features of the English language curriculum at the Upper Primary level.						
Previous student teacher knowledge, prior learning (assumed)					o some of the fo comes and spec	eatures of the U ific objectives.	pper Primary	
Possible barriers to learning in the lesson	Student teac curriculum.	tudent teachers may not have been well versed in the features of the Upper Primary English urriculum.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Activity	Work- Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson.	discussion, b teacher led. I Independent promote indi can be part o Seminars: to / or tutor led E-learning op environment delivery mod The purpose English langu	rainstorming t should not study: to en vidual and co f any of the a generate gr portunities s. This can be e in its own of the lessor age curriculu	, question usually be nable stuc ollaborativ above mo oup and in – involving e part of a right. n is to help um.	and answer, e the main moo lents to engage ve enquiry, mo des ndividual creat g the use of int ny of the abov	etc. This can be de. e with relevant re in-depth ana ivity, discussion eractive packag e modes of del eacher to exam	argument. It incl tutor and / or st and appropriate lysis and develo and reflection: ges and virtual le ivery. It is unlike	udent materials to pment. This student and arning ly to be a ures of the	
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning Out CLO3: Demon knowledge o characteristic language cur KG to JHS (N Demonstrate knowledge o PrimaryEnglis curriculum(N	nstrate f the cs of the Eng riculum from <b>FS 2d: 13)</b> e an in-depth f the Upper sh language	lish h	Explain the characteristics Upper Priman language curr Discuss the importance of characteristics curriculum. Discuss the co the Upper Prii English langua curriculum.	teachers may no versed in the ar- features of the l language curricu Core skills targe communication collaboration, c and enquiry ski literacy,	i likely that student chers may not well sed in the area of the tures of the English guage curriculum. re skills targeted include mmunication, laboration, observation d enquiry skills, digital		
Topic Characteristics of the Upper Primary English curriculum ,	Sub topic	Stage/tim	ne		outcomes: dep selected. Teach work or indepe		ery mode	
	Characteristi cs of the Upper Primary English curriculum	Introduct 10mins	ion:	by rev previo charac	uces the lesson iewing the us lesson on th teristics of the Primary Ilum	review t	s of the Primary um to for the	

 Seens of	Stage 1. 40mm	-	Table etc. data		Chudont to
Scope of content	Stage 1: 40mins	•	Tasks student teachers to brainstorm on the meaning of scope of a discipline. Discuss with student teachers the two major elements of scope, e.g. breadth and depth. Ask student teachers to discuss the difference between breadth and depth of content or discipline. Task student teachers to pair and to use the available gadgets to go online and search for samples of breadth and depth of a discipline. This is followed by an oral presentation.	•	Student teachers brainstorm on the meaning of scope of a discipline. Student teachers discuss with their tutor the two major elements of scope. Student teachers differentiate between breadth and depth of content or discipline. In pairs, student teachers use the available gadgets and search online for samples of breadth and depth of a discipline and make oral presentation.
Pre-requisite skills	Stage 2: 40mins	•	Discuss with student teachers the concept of pre-requisite skills. Task student teachers to outline some of the courses they are reading and let them find out if there are prerequisite courses. Tasks them to find out the skills they need to acquire before registering for the subsequent courses.	•	Student teachers discuss the meaning of pre-requisites. Student teachers outline the courses they are reading in order to find out if there are prerequisite courses. Student teachers search for the skills they need to acquire before they can register for a particular course.
Organization of the curriculum	Stage 3: 40mins	•	Ask student teachers to download the Upper Primary English curriculum / syllabus. Discuss with the student teachers how the content of the curriculum is organised taking into consideration year by year organisation and from the known to the unknown, from the simple to the complex, from the easy to the difficult. Task them to find out if there are repetitions of content and let them discuss the	•	Student teachers use the available gadgets to download the Upper Primary English curriculum/ syllabus. Student teachers discuss how the content of the curriculum is organised. Student teachers look for those contents that are repeated, repeated but advanced or detailed out.

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			rationale for the repetition (this is the	
			basis for learning	
			about progression)	
	Time allocation	Stage 4: 40	Task student     teachers to use the     downloaded	Student teachers     use the downloaded     English curriculum
			<ul> <li>curriculum and look for time allocation.</li> <li>Discuss with them the components of the English language curriculum, e.g. the language and literature aspect.</li> <li>Let them find out time allocated to language and that of literature or the</li> </ul>	<ul> <li>and look for time allocation.</li> <li>Student teachers discuss time allocation in line with the components of the content.</li> <li>Student teachers find out the time allotted for the language aspect and</li> </ul>
			other aspect of the	the other aspects of
		Conclusion: 10mins	content.	the curriculum. Student teachers relate
			Tutor/lecturer summarizes the lesson by relating it to the lesson's learning outcomes and indicators. This is done using question and answer technique to close lesson.	the lesson to the learning outcomes and learning indicators. Through questions and answers they seek clarifications on the lesson.
Which cross cutting issues	<ul> <li>Digita</li> </ul>	l literacy		
will be addressed or	Cultur	ral diversity and inclusi	on	
developed and how	Collab	ooration/ teamwork		
Teaching Learning Resources	<ul> <li>Smart</li> <li>Lapto</li> </ul>	tphones		
Required Text (core)			(2012; 2018). Teaching syllabu	s for Primary School.
Additional Reading List	Glatthorn, A. A	., Boschee, F. & White	ng: Pedagogy, curriculum and a head, M. B. (2006). Curricu tion. London: Sage Publication	ulum leadership:
	Lewy, A. (1991	). The international en	clopaedea of curriculum. New	York: Pergamon Press.
		Villis, G. (2007). <i>Curricu</i> Pearson.	Ilum: Alternative approaches, o	ongoing issues. New
		, & Behar-Horenstein, Education, Inc.	L. S. (2003). Contemporary	<i>issues in curriculum</i> .
CPD Needs				

Year of B.Ed. 3 Se	mester 1	Plac	e of lesso	on in semeste	er	123	4 5 <b>6</b> 7 8 9 1	0 11 12	
Title of Lesson	Characteristics	of the En	glish Lang	uage curricul	lum III	Lesso	on Duration	3	
Lesson description	The lesson intr curriculum at t				basic feat	ures of	the English lang	uage	
Previous student teacher knowledge, prior learning (assumed)							the features o s and specific ob		
Possible barriers to learning in the lesson	Student teach English curricu	-	not have	been well v			tures of the Up	per Primary	
Lesson Delivery – chosen to support students in achieving the outcomes		ivity I	Nork- Based Learning	Seminars	Indepen Study	ident	e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson. • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	discussion, bra teacher led. It s <b>Independent s</b> to promote ind This can be par <b>Seminars:</b> to g and / or tutor I <b>E-learning opp</b> environments. delivery mode This lesson is t	instormin should no <b>tudy:</b> to e lividual ar t of any o generate g ed. <b>ortunities</b> This can b in its own he contin he contin hanguage trate he of the ge m KG to B) n in- ge of hary ge	g, question t usually b enable stu- ind collabo f the abover proup and e - involving pe part of right. uation of e curriculue features Learning • Exp cha KG, Jun curri • Disc imp cha curri • Disc the Eng	n and answe be the main n dents to eng rative enquir ve modes individual cru- ng the use of any of the at the previous um. The purp	r, etc. This node. age with r y, more in eativity, d interactiv pove mode one on the one on the h language f the the pol f the f the ent of iry	opportunities           ent line of argument. It includes           his can be tutor and / or student           h relevant and appropriate materials           in-depth analysis and development.           discussion and reflection: student           tive packages and virtual learning           odes of delivery. It is unlikely to be a           the characteristics of the Upper           he lesson is to help the student			
Topic: Characteristics of the Upper Primary English curriculum III	Sub topic	Stage/1	time	depending	on delive	ry mod	hieve learning o e selected. Teac r independent st	her led, udy	
,	Characteristic s of the Upper Primary English curriculum Suggestions for teaching the English curriculum	Introdu 10mins Stage 40mins	1:	by revi previou basic fe Upper curricu • Tasks s to dow	uces the le sing the us lesson o eatures of Primary E	on the the nglish achers	Act     Student to     review th     features o     Primary E     curriculur     Student to	e basic of the Upper nglish n. eachers the Upper	

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			•	curriculum or use any available hard copy. Discuses with student teachers the suggestions for teaching the curriculum in reference to aims and objectives of the syllabus. Discuss with student teachers the suggestions for teaching the syllabus in reference to sections and units of the curriculum. Discuss with student teachers the suggestions for teaching in reference to columns of the syllabus or curriculum. Discusses the core competencies needed to impact to learners. Discusses the pedagogical approaches, e.g. inclusion, differentiation and scaffolding, differentiation by task,	•	curriculum or use any available hard copy. Student teachers discuss with their tutor the suggestion made in reference to the aims and objectives of the syllabus. Student teachers discuss the suggestions for teaching the syllabus in reference to sections and units of the curriculum. Student teachers discuss with subject tutor the suggestions for teaching the syllabus or curriculum in reference to the columns of the syllabus or curriculum.
	Profile dimension	Stage 2: 60mins	•	support and outcome. Brainstorms with student teachers on the definition of profile dimension, e.g. Profile dimensions describe the underlying behaviours and abilities students are expected to acquire as a result of having gone through a period of instruction. Discusses the two profile dimensions, e.g. knowledge and understanding on one side and the use of knowledge on the other side, and the percentage weight of each dimension. Discusses with student teachers the four skills of reading, speaking, writing and listening. Tasks student teachers	•	Student teachers brainstorm on the definition of profile dimension. Student teachers discuss the pedagogical approaches. Student teachers discuss the two profile dimensions. Student teachers discuss the four skills recommended in the curriculum. Student teachers match the skills with the two profile dimensions.

			to match the skills	
			with the two profile	Student teachers
			dimensions, e.g.	discuss the
			listening (knowledge	importance of profile
			and understanding),	dimension.
			reading, speaking and	
			writing (use of	
			knowledge)	
			Discusses with student	
			teachers the	
			importance of profile	
	Form of	Change 2	dimension.	
	assessment	Stage 3: 60mins	<ul> <li>Discusses with student teachers the meaning</li> </ul>	<ul> <li>Student teachers discuss with their</li> </ul>
	assessment	00111113	of assessment.	tutor the meaning of
			<ul> <li>Tasks student teachers</li> </ul>	assessment.
			to download the	Student teachers
			English syllabus or	download the English
			curriculum and search	language curriculum
			for the section on	and search for the
			forms of assessment.	section on
			Tasks them to list the	assessment.
			components of the	Student teachers list
			assessment and the	the components of
			percentage weight and	assessment and the
			discuss them.	percentage weight
			<ul> <li>Discusses both</li> </ul>	and discuss them.
			formative and	Student teachers
			summative	discuss both
			assessment with	formative and
			student teachers.	summative
			<b>—</b>	assessment.
		Conclusion:	Tutor/lecturer summarizes	Student teachers recap
		10mins	the lesson by relating the lesson content to the	the lesson by relating the content to the learning
			lesson's learning outcomes	outcomes and indicators
			and indicators using	and through questions
			question and answer	and answers they seek for
			technique to close lesson.	clarification.
Which cross cutting issues will	<ul> <li>Digital</li> </ul>	literacy		
be addressed or developed and	-	al diversity and inc	lusion	
how	Collabe	oration/ teamwork	:	
Teaching Learning Resources	Smartp	phones		
	<ul> <li>Laptop</li> </ul>			
Required Text (core)	NACCA/Ministr Accra.	y of Education (Mo	E) (2012; 2018). Teaching syllo	abus for Primary School.
Additional Reading List		. Teachina and Lea	rning: Pedagogy, curriculum a	nd culture. Routledge
List for a first starting List	Falmer.	cacing and Lea	g. i caagogy, carricalani a	
		, Boschee, F. & Wł	nitehead, M. B. (2006). Cui	rriculum leadership:
			n. London: Sage Publications	,
	Marsh, C. J. (19	92). Key concepts f	or understanding curriculum.	London: The Falmer Press.
	Lewy, A. (1991)	. The international	enclopaedea of curriculum. N	ew York: Pergamon Press.
	Mash, C. J. & W Jersey: Pearson		riculum: Alternative approach	es, ongoing issues. New
	Ornatain A.C.	9 Dobor House		rom loguos in annia dura
	Pearson	& Behar-Horenste	III, L. S. (2005). Contempol	rary issues in curriculum.
	Education, Inc.			
CPD Needs				

Year of B.Ed. 3	Semester	1 Pla	ce of lesson	in semester	1234	4 5 6 <b>7</b> 8 9 10	11 12		
Title of Lesson	Content of the Upp	ent of the Upper Primary Curriculum							
Lesson description	The lesson introduc	ces student	-teachers to	the content	of the Upper Pr	rimary English cu	rriculum.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers h English curriculum								
Possible barriers to learning in the lesson		tudent teachers may not have been introduced to the components or content of the Upper rimary English curriculum							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learning		Independent Study	e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: oppo brainstorming, que not usually be the r Independent study promote individual be part of any of th Seminars: to gener tutor led. E-learning opportu environments. This delivery mode in its	stion and a main mode to enable and collab te above me rate group <b>nities</b> – inv can be par	nswer, etc. e students to orative enqu odes and individu olving the u t of any of t	This can be tu o engage with uiry, more in-u ual creativity, se of interacti	utor and / or stu relevant and a depth analysis discussion and ive packages ar	udent teacher lea ppropriate mate and developmen reflection: stude nd virtual learnin	d. It should rials to t. This can nt and / or g		
• Purpose for the	The purpose of the	lesson is to		student teach	ers to the deta	iled content of t	ne Upper		
lesson.     Learning Outcome for	PrimaryEnglish curr Learning Outcome		Learning In	dicators	Core and tr	ansferable skills			
<ul> <li>the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	CLO3: Demonstrate depth knowledge o Upper Primary Eng language curricula 2d: 13)	e an in- if the lish <b>(NTS 2b;</b>	Learning Indicators         Core and transferable skil           n in- he n         • Discuss the content of the Upper PrimaryEnglish         • It is likely that student might not have under underlying concept of				eachers ood the he content avoided epth ent. lude oration, ry skills,		
Topic: Content of the Upper Primary English language curriculum	Sub topic	Stage/tim	e	depending	on delivery mo	chieve learning de selected. Tea or independent s	cher led, study		
curriculum	Contont of the	Linture du esti		Teacher Act	-	Acti			
	Content of the Upper Primary English language curriculum	Introducti 20mins	on:	by revie previou charact English curricul	ces the lesson ewing the is lesson on eristics of the language umusing n and answer ue.	<ul> <li>Student to review the characteri English lan curriculum previous l answering questions the tutor.</li> </ul>	e stics of the nguage n of the esson by ; the		

Speech work	Stage 1: 30mins	•	Discusses with student teachers the nature of speech work at the Upper Primary level, e.g. focusing on the sound alphabets and using them to form one, two, etc. letter words. Discusses oral communication skills with student teachers at the Upper Primary level. Discusses how songs, rhymes, storytelling,	•	Student teachers discusses the nature of speech work at the Upper Primary level. Discusses oral communication skills at the Upper Primary level. Student teachers discuss how songs, rhymes, storytelling, role play/dramatization, conversation, reading to learners, etc. can be used in
			role play/dramatization, conversation, reading to learners, etc. can be used in helping speech work.		helping speech work.
Grammar	Stage 2: 70mins	•	Discusses with student teachers how the pedagogical approaches could be used in teaching grammar in context.	•	Student teachers discuss how the pedagogical approaches could be used in teaching grammar in context.
		•	Discusses how simple subject-verb type sentences are implicitly constructed without explicitly writing subject-verb agreement on the board.	•	Student teachers discuss how simple subject-verb type sentences are implicitly constructed orally. Student teachers discuss how full and
		•	Discusses how full and correct sentences are implicitly constructed (orally).		correct sentences are implicitly constructed.
Writing, Listening,reading, and speaking	Stage 3: 50mins	•	Discusses with student teachers the writing process at Upper Primary level. Discusses with student teachers the listening techniques	•	Student teachers discuss the writing process at the Upper Primary level. Student teachers discuss the listening techniques at the
		•	at the Upper Primary level. Discusses with student teacher reading techniques at the Upper Primary level.	•	Upper Primary level. Student teacher discuss reading techniques at the Upper Primary level. Student teachers discuss the speaking
		•	Discusses with student teachers speaking techniques at the Upper Primary level.		techniques at the Upper Primary level.

		Conclusion: 10mins	Tutor/lecturer summarizes the lesson by relating it to the lesson's learning outcomes and indicators using question	Student teachers recap the lesson by reflecting on the learning outcomes and indicators of the lesson.					
Which cross cutting issues will be addressed or	Cultural d	Cultural diversity and inclusion							
developed and how Teaching Learning Resources	Collaborat     Smartpho     Laptops	tion/ teamwork nes							
Required Text (core)	NACCA/Ministry of	Education (MoE) (2012	2; 2018). Teaching syllabus fo	r Primary School. Accra.					
Additional Reading List	Glatthorn, A. A., Bo and implementatio Marsh, C. J. (1992) Lewy, A. (1991). Th Mash, C. J. & Willis Pearson.	oschee, F. & Whitehead n. London: Sage Public. . Key concepts for unde ne international enclope	ations rstanding curriculum. Londor redea of curriculum. New Yor Alternative approaches, ong	m leadership: Development n: The Falmer Press. k: Pergamon Press.					
CPD Needs									

Year of B.Ed. 3 Sem	ester <b>1</b> Place of lesson in semester		12	1 2 3 4 5 6 7 <b>8</b> 9 10 11 12				
Title of Lesson Lesson description	Interpreting progression of the KG-JHS Upper Primary English Language curriculum.Lesson Duration3The lesson introduces student-teachers to the elements of the organizing principles of the Upper Primary English curriculum that are necessary in its interpretation and 					iples of the		
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	Student teachers have already been introduced to the content of the Upper Primary English curriculum. Student teachers may not have been taught the elements of progression in the curriculum.							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- Pract face Activ	ity E	Nork- Based .earnin	Seminars	Independe nt Study	e-learnin opportur	•	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson.	<ul> <li>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</li> <li>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</li> <li>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</li> <li>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</li> <li>The purpose of the lesson is to examine the organizing principles of continuity, sequence and integration that are the basis for the curriculum progression.</li> </ul>					student te <sub>/</sub> sis and n: student learning kely to be a		
Learning Outcome for the	Learning Outcomes Learning Indicators Core and transferable					ferable	skills	
<ul> <li>lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	knowledge of th organizing princi of the content o English language	<ul> <li>CLO 5: Demonstrate knowledge of the organizing principles of the content of the English language curriculum (NTS 2b; 2d: 13)</li> <li>Identify the orga principles of continuity, seque integration and articulation.</li> <li>Use the organizin principles to arratopics in a schem from simple to complex.</li> </ul>			ence, ng nge ne, e.g.	<ul> <li>teacher may not recognise</li> <li>the underlying threads used</li> <li>in organising the content.</li> <li>This can be avoided when</li> <li>they have an in depth</li> <li>knowledge of the organising</li> <li>principles.</li> <li>Core skills targeted include</li> <li>communication,</li> <li>collaboration, observation</li> <li>and enquiry skills, digital</li> <li>literacy</li> </ul>		
<b>Topic:</b> Interpretingprogression of theUpper Primary English	Sub topic							
Language curriculum	1 0	ession of : 20mins Upper y English ge		<ul> <li>Reviews previous lesson on the content of the Upper Primary curriculum.</li> </ul>		e	<ul> <li>Students Activity</li> <li>Student teachers review previous lesson by answering questions posed by the tutor.</li> </ul>	

Organising principle of continuity	Stage 1: 30mins	<ul> <li>Brainstorms with student teachers on the meaning of continuity in the context of content organisation, e.g. reiteration/ recurrence of content for emphasis and importance.</li> <li>Tasks student teachers to explore the content organisation of the English curriculum using the principle of</li> </ul>	<ul> <li>Student teachers brainstorm on the meaning of continuity as an organising principle.</li> <li>Student teachers explore the content of the English curriculum using the principle of continuity.</li> </ul>
Organising principle of sequence	Stage 2: 70mins	<ul> <li>Brainstorms with student teachers on the meaning of sequence in the context of content organisation, e.g. wider and deeper of content.</li> <li>Tasks student teachers to explore the content organisation of the English curriculum using the principle of sequence.</li> </ul>	<ul> <li>Student teachers brainstorm on the meaning of sequence as an organising principle.</li> <li>Student teachers explore the content of the English curriculum using the principle of sequence.</li> </ul>
Organising principle of	Stage 3: 50mins	<ul> <li>Tasks student teachers to make oral presentation on the content or topics that they have identified to have fallen under the principle of sequence.</li> <li>Brainstorms with student teachers on the</li> </ul>	<ul> <li>Student teachers make oral presentation on the topics that have been identified under sequence.</li> <li>Student teachers brainstorm on the</li> </ul>
integration		<ul> <li>meaning of integration in the context of content organisation, e.g. wider and deeper of content.</li> <li>Tasks student teachers to explore the content organisation of the English curriculum using the principle of integration</li> <li>Tasks student teachers to make oral presentation on the content or topics that they have identified to have fallen under the</li> </ul>	<ul> <li>meaning of content integration as an organising principle.</li> <li>Student teachers explore the content of the English curriculum using the principle of integration.</li> <li>Student teachers make oral presentation on the topics that have been identified under</li> </ul>
	Conclusion: 10mins	principle of integration. Tutor/lecturer summarizes the lesson by relating it to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	integration. Student teachers reflect on the lesson's learning outcomes and indicators as they answer questions and seek clarifications on the lesson.

Which cross cutting issues will be	Digital literacy						
addressed or developed and how	Cultural diversity and inclusion						
	Collaboration/ teamwork						
Teaching Learning Resources	Smartphones						
	Laptops						
Required Text (core)	NACCA/Ministry of Education (MoE) (2012; 2018). Teaching syllabus for Primary School.						
	Accra.						
Additional Reading List	Alex, M. (2003). Teaching and Learning: Pedagogy, curriculum and culture. Routledge						
	Falmer.						
	Glatthorn, A. A., Boschee, F. & Whitehead, M. B. (2006). Curriculum leadership:						
	Development and imple						
	mentation. London: Sage Publications						
	Lewy, A. (1991). The international enclopaedea of curriculum. New York: Pergamon Press.						
	Marsh, C. J. (1992). Key concepts for understanding curriculum. London: The Falmer Press.						
	Mash, C. J. & Willis, G. (2007). <i>Curriculum: Alternative approaches, ongoing issues</i> . New Jersey: Pearson.						
	Ornstein, A. C., & Behar-Horenstein, L. S. (2003). Contemporary issues in curriculum. Pearson						
	Education, Inc.						
CPD Needs							

Year of B.Ed. 3	Semester	1	Place of lesson in semester			1 2 3 4 5 6 7 8 <b>9</b> 10 11 12		
Title of Lesson	Designing Scher	eme of Work for English Language Course.			se. Le	Lesson Duration		3
Lesson description	The lesson introduces student-teachers to the design of scheme of work.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the content of the Upper Primary English curriculum.							
Possible barriers to learning in the lesson	Student teachers may not have been taught the how to prepare a scheme of work.							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Work- Seminars Indepen Activity Based Study Learning			Independ Study	opportunities		Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul> <li>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</li> <li>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</li> <li>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</li> <li>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</li> </ul>							
• Purpose for the lesson.	The purpose of and learning sit		s to learn how	to design a s	scheme of	work a	and use it during	g teaching
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	teachable units (NTS 3a: 14) and with other profi individualised p	g Outcomes Drganize the content into le units for a scheme of work : 14) and work in collaboration her professionals to write alised plans of action, including tiated instruction / assessment			a a e of e of o plan a ng or plan rite lualized of	<ul><li>and how to prepare a scher of work out of the content.</li><li>Core skills targeted include</li></ul>		
Topic: Designing scheme of work or Upper Primary English Language curriculum	Sub topic	Stage/		Teaching and learning to achieve learning outcomes:depending on delivery mode selected. Teacher led, collaborative group work or independent studyTeacher ActivityStudents Activity				acher led, study udents ivity
,	Designing Introduction: scheme of work 20mins or Upper PrimaryEnglish Language curriculum		<ul> <li>Reviews previous lesson on the organising principles of continuity, sequence and integration</li> </ul>		<ul> <li>Student teachers review previous lesson by answering questions posed by the tutor.</li> </ul>			

	Scheme of work	Stage 1: 30mins	Brainstorms with	Student teachers		
		500ge 1. 50mm3	students on the meaning of scheme of work.	brainstorm with tutor on the meaning of scheme of work.		
	Structure of a scheme of work	Stage 2: 70mins	<ul> <li>Discusses with student teachers the structure of a scheme of work, e.g. subject and class information, week, week-ending, topic, reference sources and remark.</li> <li>Groups student teachers to practice the design of scheme of work.</li> <li>Tasks student teachers to make a presentation on the designed scheme of work.</li> </ul>	<ul> <li>Student teachers discuss the structure of a scheme of work.</li> <li>In groups, student teachers practise the design of a scheme of work.</li> <li>Student teachers make a presentation of the designed scheme of work</li> </ul>		
	Importance of scheme of work	Stage 3: 50mins	Discusses the importance of scheme of work with student teachers	<ul> <li>Student teachers discuss the importance of scheme of work.</li> </ul>		
		Conclusion: 10mins	Tutor/lecturer summarizes the lesson by relating it to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	Student teachers reflect on the learning outcomes and indicators by asking questions and seeking clarifications on the lesson.		
Which cross cutting issues will be addressed or developed and how	<ul><li>Digital literacy</li><li>Cultural diversity and inclusion</li></ul>					
Teaching Learning	Collaboration/ teamwork     Smartphones					
Resources Required Text (core)	Laptops     NACCA/Ministry of	Education (MoE) (201	2; 2018). Teaching syllabus fo	r Primary School. Accra.		
Additional Reading List	<ul> <li>Alex, M. (2003). <i>Teaching and Learning: Pedagogy, curriculum and culture</i>. Routledge Falmer.</li> <li>Glatthorn, A. A., Boschee, F. &amp; Whitehead, M. B. (2006). <i>Curriculum leadership: Development and imple</i></li> <li><i>mentation</i>. London: Sage Publications</li> <li>Lewy, A. (1991). <i>The international enclopaedea of curriculum</i>. New York: Pergamon Press.</li> <li>Marsh, C. J. (1992). <i>Key concepts for understanding curriculum</i>. London: The Falmer Press.</li> <li>Mash, C. J. &amp; Willis, G. (2007). <i>Curriculum: Alternative approaches, ongoing issues</i>. New Jersey: Pearson.</li> <li>Ornstein, A. C., &amp; Behar-Horenstein, L. S. (2003). <i>Contemporary issues in curriculum</i>. Pearson</li> </ul>					
CPD Needs	Education, Inc.					

## **LESSON 10**

Year of B.Ed. 3	Semester	1	Place of le	sson in seme	ster	123	456789	<b>10</b> 11 12
Title of Lesson	Designing a	Lesson for	Upper Prim	ary	ļ	Lesson [	Duration	3
Lesson description	The lesson i	ntroduces	student-tea	chers to the c	lesign of a l	lesson a	nd what goes	into it.
Previous student teacher knowledge, prior learning (assumed)	Student tea	chers have	already bee	en introduced	to the desi	ign of a s	scheme of wo	rk.
Possible barriers to learning in the lesson	Student tea design of a s	-	•	blem in the c	lesign of a l	lesson a	and differentia	ting it from the
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars	Independe Study		learning	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion, l led. It should Independen promote ind can be part Seminars: t or tutor led. E-learning o environmen delivery mo	orainstorm d not usua it study: tr lividual an of any of t o generate pportuniti ts. This can de in its ov	ing, questio Ily be the ma o enable stu d collaborat he above mo e group and <b>ies</b> – involvir n be part of vn right.	n and answer ain mode. dents to enga ive enquiry, n odes individual cre ng the use of i any of the ab	; etc. This c age with rel nore in-dep rativity, disc interactive ove modes	can be tu levant ai oth analy cussion a package of deliv	nd appropriate ysis and develo and reflection: es and virtual le very. It is unlike	tudent teacher e materials to opment. This student and / earning
	plan			Learning In			d transferable	
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning Ou CLO 4: Orga teachable u work (NTS 3 collaboratio professional individualise including difi instruction /	nize the cc nits for a s a: 14) and n with oth s to write ed plans of ferentiate ' assessme	cheme of work in er action, d nt	<ul> <li>Design scheme work</li> <li>Use the scheme work to teachin lesson and wr individu plans o action.</li> </ul>	a of e of o plan a g or plan ite ualized f	<ul> <li>It is may between a less avoid dep scheiplar</li> <li>Corricon digitality distribution a less avoid dep scheiplar</li> </ul>	i likely that stu y not be able t ween a schem sson plan. This olded when the oth knowledge eme of work a n. re skills targeta mmunication, servation and gital literacy.	dent teachers o differentiate e of work and s can be ey have an in in both the nd lesson ed include collaboration, enquiry skills,
<b>Topic:</b> Designing a Lesson for Upper Primary	Sub topic	Stage	/time	depending collaborativ	on delivery /e group w	/ mode s	eve learning o selected. Teac ndependent st	her led, udy
,	Designing a Lesson for Upper Primary Preparation stage	10mii	duction: ns 1: 40mins	<ul> <li>by revise</li> <li>previou</li> <li>designi</li> <li>of work</li> <li>Discuss</li> <li>studen</li> <li>prepara</li> <li>a lesson</li> </ul>	ices the less sing the is lesson or ng a schem K.	n ie :he	<ul> <li>Student tealesson on t scheme of</li> <li>Student teal</li> <li>what goes</li> </ul>	achers discuss into the n stage of a I.

Additional Reading List	<ul> <li>Alex, M. (2003). Teaching and Learning: Pedagogy, curriculum and culture. Routledge Falmer.</li> <li>Glatthorn, A. A., Boschee, F. &amp; Whitehead, M. B. (2006). Curriculum leadership: Development and impl mentation. London: Sage Publications</li> </ul>					
Required Text (core)	Smartphones     Laptops     NACCA/Ministry of Education (MoE) (2012; 2018). <i>Teaching syllabus for Primary School</i> . Accra.					
will be addressed or developed and how Teaching Learning Resources	Cultura     Collabo	al diversity and incloration/ teamwork				
Which cross cutting issues	• Digital	Conclusion: 10mins literacy	Tutor/lecturer summarizes the lesson by referring to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	Student teachers reflect on the content of the lesson and relate it to the lesson's learning outcomes and indicators.		
	Presentation or delivery stage Post- presentation or delivery stage	Stage 2: 50mins	<ul> <li>Tasks student teachers to form groups and list a number of items/things they may consider when preparing a lesson plan.</li> <li>Discusses with student teachers how a lesson plan is presented.</li> <li>Discusses the pedagogical approaches with student teachers.</li> <li>Discusses classroom management skills during lesson presentation</li> <li>Discusses with student teachers.</li> <li>Discusses with student teachers.</li> <li>Discusses vith student teachers.</li> <li>Tasks student teachers to differentiate between scheme of work and lesson plan.</li> <li>Tasks student teachers to mention what they usually think about when the lesson is over.</li> <li>Tasks student teachers to ponder over what goes on in both the tutor's and student teachers' mind when the lesson is over.</li> </ul>	<ul> <li>the items/things they may consider when preparing a lesson plan.</li> <li>Student teachers discuss how a lesson plan is presented during teaching and learning situation.</li> <li>Student teaches discuss the pedagogical approaches during lesson presentation.</li> <li>Student teachers discuss the management skills during lesson presentation.</li> <li>Student teachers discuss what post-presentation means.</li> <li>Student teachers discuss what post-presentation means.</li> <li>Student teachers differentiate between scheme of work and lesson plan.</li> <li>Student teachers mention what they usually thinkg about when the lesson is over.</li> <li>Student teachers reflect on what goes on in both the tutor's and student teachers' mind when the lesson is over.</li> </ul>		
			teachers to form groups and list a number of	may consider when		

	<ul> <li>Lewy, A. (1991). The international enclopaedea of curriculum. New York: Pergamon Press.</li> <li>Marsh, C. J. (1992). Key concepts for understanding curriculum. London: The Falmer Press.</li> <li>Mash, C. J. &amp; Willis, G. (2007). Curriculum: Alternative approaches, ongoing issues. New Jersey: Pearson.</li> </ul>
CPD Needs	Ornstein, A. C., & Behar-Horenstein, L. S. (2003). Contemporary issues in curriculum. Pearson Education, Inc.

## **LESSON 11**

Year of B.Ed. 3	Semester	1 Pla	ice of lessoi	n in semeste	r -	123	45678910	<b>11</b> 12
Title of Lesson Lesson description	The lesson intr	Assessment Upper PrimaryEnglish language curricula           Lesson Duration         3           The lesson introduces student-teachers to the assessment procedures in the Upper Primary						
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in	Student teach post presentat	nglish curriculum. tudent teachers have already been introduced to the lesson preparation, presentation and ost presentation. tudent teachers may have lack of knowledge in the assessment procedures					ntation and	
the lesson Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars	Indepen Study	dent	e-learning opportunities	Practicum
<ul> <li>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</li> <li>Purpose for the lesson.</li> </ul>	discussion, bra teacher led. It Independent s promote indivi can be part of Seminars: to g / or tutor led. E-learning opp environments.	<ul> <li>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</li> <li>Independent study: to enable students to engage with relevant and appropriate materials promote individual and collaborative enquiry, more in-depth analysis and development. The can be part of any of the above modes</li> <li>Seminars: to generate group and individual creativity, discussion and reflection: student at / or tutor led.</li> <li>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</li> </ul>					dent naterials to ment. This udent and rning to be a	
Learning Outcome for the	importance.			Learning In			and transferable	
<ul> <li>lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	CLO6: Be famil appropriate as applicable to t learning of the ( <b>NTS 3k; 3o: 1</b> 4	iar with the sessment t he teaching English lar <b>1</b> )	ools g and nguage	<ul> <li>Identifies explain approption of a second to the explain assession the Englangua course</li> </ul>	y and the priate pr ment in glish ge	•	It is likely that stu teachers may not the appropriate t assessment. This avoided when the in depth knowled tools that are use assessing learners Core skills target communication, collaboration, ob and enquiry skills literacy,	dent recognize ools for can be ey have an ge in the d in 5. ed include servation 5, digital
Assessment of Upper PrimaryEnglish language curricula	Sub topic	Stage/1	time	depending	on delive ve group v	ry moo	chieve learning o de selected. Teac or independent st Stu Activ	her led, udy dents
	Assessment c KG-JHS Englis language curricula			lesson teache prepar presen	vs previous with stude rs on lesso ation, tation and resentatio	ent on J	Student te reflect on previous le	achers the

	Assessment tools in the English language curriculum	Stage 1: 30mins	<ul> <li>Discusses with student teachers the appropriate assessment tools that are used in assessing learners.</li> <li>Tasks student teachers to go online to look for and list the various assessment tools.</li> <li>Tasks student teachers to identify out of the list of the assessment tools those that are applicable this level of learners.</li> </ul>	<ul> <li>Student teachers discuss the appropriate assessment tools that are used in assessing learners at this level.</li> <li>Student teachers go online to search for kinds of assessment tools.</li> <li>Student teachers list the appropriate assessment tools for this level of learners.</li> </ul>		
	Effective use of assessment tools.	Stage 2: 70mins	<ul> <li>Discusses with student teachers how assessment tools can be effectively used.</li> <li>Tasks student teachers to work in groups and search online for the effective use of assessment tools.</li> <li>Tasks student teachers to make a presentation after search findings.</li> </ul>	<ul> <li>Student teachers discuss how assessment tools can be used effectively.</li> <li>Student teachers work in groups and search online for samples of the effective use of assessment tools</li> <li>Student teachers make presentation after their search findings.</li> </ul>		
	Importance of the assessment tools	Stage 3: 50mins	<ul> <li>Brainstorms with student teachers on the importance of assessment tools.</li> <li>Tasks student teachers to work in groups and list at least two importance of assessment tools for class discussion.</li> </ul>	<ul> <li>Student teachers brainstorm on the importance of assessment tools.</li> <li>Student teachers work in groups and list at least two importance of assessment tools.</li> </ul>		
		Conclusion: 10mins	Tutor/lecturer summarizes the lesson by relating it to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	Student teachers reflect on the content of the lesson and relate it to the lesson's learning outcomes and indicators.		
Which cross cutting issues will be addressed or developed and how	<ul> <li>Digital literacy</li> <li>Cultural diversity and inclusion</li> <li>Collaboration/ teamwork</li> </ul>					
Teaching Learning Resources	Smartphones     Laptops					
Required Text (core)			(2012; 2018). Teaching syllab	us for Primary School. Accra		
Additional Reading List	Alex, M. (2003). Glatthorn, A. A.,	Teaching and Learn	ing: Pedagogy, curriculum and ehead, M. B. (2006). Curricului	<i>culture</i> . Routledge Falmer.		

	Lewy, A. (1991). The international enclopaedea of curriculum. New York: Pergamon Press.						
	Marsh, C. J. (1992). Key concepts for understanding curriculum. London: The Falmer Press.						
	Mash, C. J. & Willis, G. (2007). <i>Curriculum: Alternative approaches, ongoing issues</i> . New Jersey: Pearson.						
	Ornstein, A. C., & Behar-Horenstein, L. S. (2003). Contemporary issues in curriculum. Pearson Education, Inc.						
CPD Needs							

## LESSON 12

Year of B.Ed. 3	Semester 1	Pla	ce of lesson i	in seme	ster	1234	56789101	.1 <b>12</b>	
Title of Lesson	Summary of lessons on the Upper Primary English curriculum Lesson Duration					3			
Lesson description	The lesson introdu	The lesson introduces student-teachers to the summary of all the lessons taught so far.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers PrimaryEnglish lar			taught	the fe	atures and	components of	the U	pper
Possible barriers to learning in the lesson	Student teachers	may not h	ave grasped t	he esse:	ential in	formation of a	all the lessons ta	ught so	far.
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learning	Semin		ndependent tudy	e-learning opportunities	Practi	icum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion, brainst led. It should not u <b>Independent stud</b> promote individua be part of any of t	<b>Ce-to-face:</b> opportunity for an extended and coherent line of argument. It includes cussion, brainstorming, question and answer, etc. This can be tutor and / or student tea I. It should not usually be the main mode. <b>Idependent study:</b> to enable students to engage with relevant and appropriate material pomote individual and collaborative enquiry, more in-depth analysis and development. T part of any of the above modes <b>minars:</b> to generate group and individual creativity, discussion and reflection: student a					nt teach erials to nt. This	o s can	
	tutor led. <b>E-learning</b> opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.								
Purpose for the lesson.	The purpose of the curriculum in the final lesson as a w	form of a s	summary. It is	s to ider	ntify the				he
<ul> <li>Learning Outcome for the lesson, picked and</li> </ul>	Learning Outcome		Learning Indicators		Core a	nd transferat	ole skills		
<ul> <li>developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	CLO1 - 6: All the le outcomes from or six.	earning					of the when knowle n. observa	edge ation	
Topic: English language curriculum	Sub topic	Stage/ti	me	depen	nding or	n delivery mo	achieve learning ode selected. Tea or independent	icher le	
				Teach	er Activ	/ity		udents ivity	
	English language curriculum	Introduc 20mins	tion:	on Upper Primary resp curriculum using quest question and answer the			eachers o the posed as a wa	by y of	
	Theory of curriculum development The three stages	Stage 1: Stage 2:		<ul> <li>Re ori cu de qu te</li> </ul>	eviews n the th urriculu evelopn uestion echniqu	the lesson eory of m nent using and answer e.	<ul> <li>Student to respond t questions the tutor review the theory of developm</li> <li>Student to</li> </ul>	eachers o the posed as they e lesson curricul ent.	by 1 on lum
		51000 21		• Re	eviews	lesson on	Stadent to		

of the English Language curriculum       the characteristics of the English language curriculum.       revise the characteristics of the English language curriculum.         • Tasks student teachers to list the various features of the curriculum       • Student teachers list the various features of the English language curriculum.         • Content, organizing principles, scheme of work and lesson plan       • Stage 4: 40mins       • Reviews lesson on content of the English language curriculum.       • Student teachers invise the content of the English language curriculum.         • Reviews lesson on the organising principles, scheme of work and lesson plan       • Reviews lesson on the organising principles of continuity, sequence and integration.       • Student teachers revise the organising principles of curriculum.         • Reviews lesson on the organising principles of continuity, sequence and integration.       • Student teachers revise the organising principles of curriculum design.         • Onclusion: 10mins       Tutor/lecture guides student teachers to evaluate the CLOs and the NTS whether they have been achieved.       • Student teachers revise lesson on the design of scheme of work and lesson plan.         • Digital literacy • Cultural diversity and inclusion developed and how       • Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork         • Staptops       • Smartphones • Laptops       • MACCA/Ministry of Education (MoE) (2012; 2018). Teaching syllabus for Primary School. Accra.		of English language curriculum development Characteristics	Stage 3: 40mins	<ul> <li>the design,</li> <li>implementation and</li> <li>evaluation of</li> <li>curriculum design</li> <li>using question and</li> <li>answer technique.</li> <li>Assists student</li> <li>teachers to recall</li> <li>what goes into each</li> <li>of the stages.</li> <li>Reviews lesson on</li> </ul>	<ul> <li>answers questions posed by the tutor while revising the lesson on the stages of curriculum design.</li> <li>Student teachers</li> </ul>			
organizing principles, scheme of work and lesson plan       content of the English language curriculum.       revise the content of the English language curriculum.         • Reviews lesson on the organizing principles of continuity, sequence and integration.       • Student teachers revise the organizing principles of continuity, sequence and integration.       • Student teachers revise the organizing principles of curriculum design.         • Reviews lesson the design of scheme of work and lesson plan.       • Student teachers revise the organizing principles of curriculum design.         • Reviews lesson the design of scheme of work and lesson plan.       • Student teachers revise the organizing principles of curriculum design.         • Digital literacy       • Onclusion: 10mins       Tutor/lecturer guides student teachers to evaluate the CLOs and the NTS whether they achieved so far.         • Digital literacy       • Digital literacy       • Cultural diversity and inclusion • Collaboration/ teamwork         • Digital literacy       • Smartphones         • Smartphones       • Laptops         Required Text (core)       NACCA/Ministry of Education (MoE) (2012; 2018). Teaching syllabus for Primary School. Accra.         Additional Reading List Additional Reading List Additional Reading List Additional Reading List Acc. J. (1991). The international enclopaedea of curriculum. New York: Pergamon Press. Marsh, C. J. & Willis, G. (2007). Curriculum: Alternative approaches, ongoing issues. New Jersey: Pearson.         Marsh, C. J. & Willis, G. (2007). Curriculum: Alternative approaches, ongoing issues. New Jersey:		Language curriculum		<ul> <li>the English language curriculum.</li> <li>Tasks student teachers to list the various features of the curriculum</li> </ul>	<ul> <li>characteristics of the English language curriculum.</li> <li>Student teachers list the various features of the English language curriculum.</li> </ul>			
Which cross cutting issues       • Digital literacy       the NTS whether they have been achieved.       the CLOs and the NTS to find out what they have achieved so far.         Which cross cutting issues       • Digital literacy       cultural diversity and inclusion       achieved so far.         Which cross cutting issues       • Cultural diversity and inclusion       achieved.       achieved so far.         Will be addressed or developed and how       • Cultural diversity and inclusion       achieved.       achieved.         Teaching Learning       • Smartphones       achieved.       achieved.       achieved.         Required Text (core)       NACCA/Ministry of Education (MoE) (2012; 2018). Teaching syllabus for Primary School. Accra.         Additional Reading List       Alex, M. (2003). Teaching and Learning: Pedagogy, curriculum and culture. Routledge Falmer.         Glatthorn, A. A., Boschee, F. & Whitehead, M. B. (2006). Curriculum leadership: Development and implementation. London: Sage Publications       Lewy, A. (1991). The international enclopaedea of curriculum. New York: Pergamon Press.         Mash, C. J. (1992). Key concepts for understanding curriculum. London: The Falmer Press.       Mash, C. J. & Willis, G. (2007). Curriculum: Alternative approaches, ongoing issues. New Jersey: Pearson.         Ornstein, A. C., & Behar-Horenstein, L. S. (2003).       Contemporary issues in curriculum. Pearson Education, Inc.		organizing principles, scheme of work		<ul> <li>content of the English language curriculum.</li> <li>Reviews lesson on the organising principles of continuity, sequence and integration.</li> <li>Reviews lesson the design of scheme of work and lesson plan.</li> </ul>	<ul> <li>revise the content of the English language curriculum.</li> <li>Student teachers revise the organising principles of curriculum design.</li> <li>Student teachers revise lesson on the design of scheme of</li> </ul>			
Which cross cutting issues <ul> <li>Digital literacy</li> <li>Cultural diversity and inclusion</li> <li>Collaboration/ teamwork</li> <li>Smartphones</li> <li>Laptops</li> <li>Required Text (core)</li> <li>NACCA/Ministry of Education (MoE) (2012; 2018). Teaching syllabus for Primary School. Accra.</li> <li>Additional Reading List</li> <li>Alex, M. (2003). Teaching and Learning: Pedagogy, curriculum and culture. Routledge Falmer.</li> <li>Glatthorn, A. A., Boschee, F. &amp; Whitehead, M. B. (2006). Curriculum leadership: Development and implementation. London: Sage Publications</li> <li>Lewy, A. (1991). The international enclopaedea of curriculum. New York: Pergamon Press.</li> <li>Marsh, C. J. (1992). Key concepts for understanding curriculum. London: The Falmer Press.</li> <li>Mash, C. J. &amp; Willis, G. (2007). Curriculum: Alternative approaches, ongoing issues. New Jersey: Pearson.</li> <li>Ornstein, A. C., &amp; Behar-Horenstein, L. S. (2003). Contemporary issues in curriculum. Pearson Education, Inc.</li> </ul>			Conclusion: 10mins	student teachers to evaluate the CLOs and the NTS whether they	the CLOs and the NTS to find out what they have			
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