Four-Year B.Ed. Course Manual

English Language

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.

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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	

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 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	This course is designed to instill in learners the basic features of the Upper Primary English language curriculum. The course aims at helping student teachers get an in-depth knowledge of the foundation of the Upper Primary English language curriculum. The area of coverage includes the definitional issues, history of curriculum development, models and differences between curriculum and syllabus. The course also presents the suggestions for teaching the curriculum. The content emphasizes listening and speaking, grammar, reading, writing, children's literature and extensive reading regarding. Student teachers are to demonstrate their familiarity with the content of the curriculum. In addition, the course also looks at the general organizing principles of continuity, sequence, integration and articulation and how they are applied to the organisation of the content of the curriculum. The student teachers focus on the principle of maxims of teaching in terms of the organization of the content from the known to the unknown, from the simple to the complex, etc. and relate them to the organising principles of continuity, sequence, integration and articulation. The course culminates with the use of the appropriate assessment tools in the assessment of learners. In this regard, a variety of assessment modes to support learning will be used and this intends to equip student teachers with knowledge and skills to construct effective assessment in the English Language Discussions, group work, presentations and brainstorming will be the delivery approaches for the course. The course will be assessed through assignments, group work and case studies **(NTS 2b: 13; 3k: 14; NTECF: 25).**			
Course Learning Outcomes	**Learning outcome 1**: At the end of this course student teachers should be able to demonstrate their understanding of curriculum theory, its foundation and models. **(NTS 2b: 13)**	• Explain the concept curriculum • Discuss the theory that underpins curriculum development. Explore the models of curriculum development.		
	Learning outcome 2: Demonstrate knowledge of the characteristics of the English language curriculum from KG to JHS (**NTS 2d: 13**)	• Describe the characteristics of the Upper Primary curriculum. • Discuss the importance of the characteristics of the curriculum.		
	Learning outcome 3: Demonstrate an in-depth knowledge of the Upper Primary English language curriculum **(NTS 2b; 2d: 13)**	• Discuss the content of the Upper Primary English language curriculum. • Identify and explain the content of the Upper Primary 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	• Design a scheme of work • Use the scheme of work to plan a teaching lesson or plan and write individualized plans of action.
	Learning outcome 5. Demonstrate knowledge of the organizing principles of the content of the English language curriculum **(NTS 2b; 2d: 13)**	• 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.
	Learning outcome 6. Be familiar with the appropriate assessment tools applicable to the teaching and learning of the English language (**NTS 3k; 3o: 14**)	• Identify and explain the appropriate tools for assessment in the English language course.
Course Assessment	**COMPONENT 1: Course Assessment Components** **Component 1: Subject Portfolio Assessment: (30% overall score)** • **Selected Items of students work (3 of them – 10% each) – 30%** • **Midterm assessment, - 20%** • **Reflective Journal - 40%** • **Organization of the subject portfolio – 10% (how it is presented/organised)** A written examination to assess student teachers' subject and pedagogic knowledge in English language curriculum for Upper Primarycurriculum. Assess learning outcomes (CLO 1 – 3) **COMPONENT 2: Component 2: Subject Project (30% - overall semester score)** • **Introduction, a clear statement of aim and purpose of the project - 10%** • **Methodology: What the student teacher has done and the purpose of the project – 10%** • **Substantive or main lesson section 40%** Assessment for and as learning (formative) Summary of Assessment Method: 2 Group presentations, 1individual presentations (Core skills targeted are the organizing principles and progression in the English language curriculum) Assess learning outcomes (CLO 4, 5) **COMPONENT 3**: **End of semester exams 40%** Individual assignment – Student teachers to write on assessment of English language curriculum development (Core skills: communication, critical thinking, creativity, digital literacy) Assess learning outcomes (CLO 5, 6)

LESSON 1

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	The concept and theory of curriculum development This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course	Lesson Duration	3
Lesson description	This lesson is to help Upper Primary student teachers demonstrate comprehensive knowledge of the official school curriculum including learning outcomes		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the English Language curriculum		
Possible barriers to learning in the lesson	Student teachers may not have been previewed to the theory of curriculum development		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.						
• Purpose for the lesson.	The purpose of the lesson is to help Upper Primarystudent teachers get an in-depth knowledge of the foundation of the English language curriculum.(NTS3k, 3e: 14).						

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes		Learning Indicators		Core and transferable skills	
	CLO1: At the end of this course student teachers should be able to demonstrate their understanding of curriculum theory, its foundation and models. **(NTS 2b: 13)**		• Explains the concept curriculum • Discusses the theory that underpins curriculum development. • Explores the models of curriculum development		• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,	

Topic , The concept and theory of curriculum development	Sub topic • Definitional issues • Brief history of curriculum development • Models of curriculum development	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
	Introduction to the course	10minutes	• Tutor introduces course to the students and also introduces the learning outcomes and their indicators. Teacher responds to	• Student teachers listen to tutor and ask questions for clarification.

			questions about the course	
		Introduction: 20 minutes	• Tutor introduces the lesson by asking student teachers to mention some of the topics in the English Language course.	• Student teachers participate by mentioning topics in the English Language
	What is curriculum?	Stage 1: 20minutes	• Tutor discusses the 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.	• Student teachers participate in the discussion to determine what curriculum is. • Student teachers search online for different definitions of curriculum.
	What is 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
	Differences between curriculum and syllabus	Stage 3: 50mins	• 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 history of curriculum development	Stage 4: 50min	• 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.
		Conclusion: 10mins	Tutor summarizes the lesson andusesquestion 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	• Digital literacy • 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). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Pearson. Ornstein, A. C., & Behar-Horenstein, L. S. (2003). *Contemporary issues in curriculum*. Pearson Education, Inc.
CPD Needs	Seminar on history and models of curriculum development by as expert.

LESSON 2

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	The theory and models of curriculum development	Lesson Duration	3
Lesson description	This lesson is to help Upper Primary student teachers demonstrate comprehensive knowledge of the official school curriculum including learning outcomes. The lesson focuses on the theory and models of curriculum development,		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the English Language curriculum		
Possible barriers to learning in the lesson	Student teachers may have faced the challenge of the perception of the concept of curriculum and the theories and models that underpin it.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.
• **Purpose for the lesson.**	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 theories and models that underpin it (NTS3k, 3e: 14)

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Core and transferable skills
	CLO1: At the end of this course student teachers should be able to demonstrate their understanding of curriculum theory, its foundation and models. **(NTS 2b: 13)**	• Explain the concept curriculum • Discuss the theory that underpins curriculum development. • Explore the models of curriculum development	• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic Theory and model of curriculum development	Sub topic • Theory and models of curriculum development	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**
	Introduction to the course	10minutes	• Tutor introduces course to the students and also introduces the learning outcomes and their indicators. Teacher responds to questions about the course	• Student teachers listen to tutor and ask questions for clarification.

	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 their findings on the theories of curriculum development.	• 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	• Tutor asks student teachers to go online and search for the different models of curriculum development • Tutor puts student teachers into task 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.	• Student teachers go online to search for different models of curriculum development. • In task groups, student teachers research on their assigned model of curriculum development and present their findings to the class.
	Importance of the theory and models of curriculum development	Stage 2: 40mins	• Tutor tasks student teachers to search 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.	• Student teachers search online for 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 findings.

		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	- Digital literacy - 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 implementation*. 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). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Pearson. Ornstein, A. C., & Behar-Horenstein, L. S. (2003). *Contemporary issues in curriculum*. Pearson Education, Inc.			
CPD Needs	Seminar on history and models of curriculum development by as expert.			

LESSON 1

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 **3** 4 5 6 7 8 9 10 11 12

Title of Lesson	Stages of English Language Curriculum Development	Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the three main stages of design, implementation and evaluation of curriculum.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already learnt about the theory and models of curriculum development.		
Possible barriers to learning in the lesson	Student teachers may be limited in scope about the stages involved in curricular issues.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical 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.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.						
• **Purpose for the lesson.**	The purpose of the lesson is to help the student identify and work with the three stages of curriculum namely the design, implementation and evaluation.						

• **Learning Outcome for the lesson.**	Learning Outcomes	Learning Indicators	Core and transferable skills
	CLO1: Demonstrate their understanding of curriculum theory, its foundation and models **(NTS 2b: 13)**	• Explain the concept curriculum • Discuss the theory that underpins curriculum development. • Explore the models of curriculum development	• It is likely that student teachers may not be able to identify and differentiate between and among the three stages of curriculum. This can be avoided when they have an in depth knowledge in curriculum theory and its design. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

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	• Introduces the lesson by reviewing the previous lesson on curriculum theory and models using question and answer technique.	• Student teachers answer questions on curriculum theory and models as way of revising the previous lesson
	Curriculum design/ planning /development	Stage 1: 30mins	• Brainstorm the concept of curriculum design with student teachers. • 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 .	• Student teachers brainstorm the concept of curriculum design • 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.
	Curriculum implementation	Stage 2: 70mins	• Brainstorms with student teachers the meaning of curriculum implementation. • Discusses with student teachers the three forms of implementation, e.g. fidelity approach, mutual adaptation and enactment. • 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.	• Student teachers brainstorm on the meaning of curriculum implementation. • Student teachers discuss with the tutor the three forms of curriculum implementation. • Student teachers go online to search for the key features of each of the three elements of curriculum implementation.
	Curriculum evaluation	Stage 3: 50mins	• Discusses with student teachers the concept of evaluation in general. • Tasks student teachers to go online to search for the meaning and application of curriculum evaluation and make oral presentation.	• Student teachers discuss with their tutor the meaning of the concept of evaluation in general. • Student teachers go online to search for the meaning of curriculum evaluation and its usefulness. They make oral

				presentation of their findings.
		Conclusion: 10mins	Tutor/lecturer summarizes the lesson by relating the lesson to the lesson objectives. Tutor/lecturer does this using 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	- Digital literacy - 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	Glatthorn, A. A., Boschee, F. & Whitehead, M. B. (2006). *Curriculum leadership: Development and implementation*. London: Sage Publications Mash, C. J. & Willis, G. (2007). *Curriculum: 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, L. S. (2003). *Contemporary issues in curriculum*. Pearson Education, Inc.			
CPD Needs				

LESSON 1

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 **4** 5 6 7 8 9 10 11 12

Title of Lesson	Characteristics of the English Language curriculum I				Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the key features of the English language curriculum.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to stages of curriculum implementation in terms of the design, implementation and evaluation.					
Possible barriers to learning in the lesson	Student teachers may not have been focusing on the key features of the English language curriculum.					

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical 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.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.						
• **Purpose for the lesson.**	The purpose of the lesson is to help the student teacher to examine the key features of the English language curriculum.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Core and transferable skills
	CLO2: Demonstrate an in-depth knowledge of the Upper Primary English language curricula **(NTS 2b; 2d: 13)**	• Discuss the content of the Upper Primary English language curricula. • Identify and explain the key features.	• It is likely that student teachers may not well versed in the area of the features of the English language curriculum. This can be avoided when they have an in depth knowledge of the characteristics of the English language curriculum. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy.

Topic: **Characteristics of the English language curriculum I**	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
,	Characteristics of the English language curriculum I	Introduction: 10mins	• Reviews the previous lesson on the principles and strands of stylistics using question and answer technique.	• Student teachers provide answers to the questions posed by the tutor as a way of revising the previous lesson.

		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/curriculum 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/curriculum 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	• Tasks student teachers to explore the specific objectives as stated in the Upper Primary English school syllabus / curriculum. • 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. • Discusses with student teachers the nature of specific objectives, e.g. they are specific, measureable, achievable, realistic, and time bound (SMART) •	• Student teachers, through the use of a hardcopy of the Upper Primary syllabus/curriculum or through online, examine some of the specific objectives as stated in it. • 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 • Student teachers discuss the nature of specific objectives.
		Conclusion: 10mins	Tutor/lecturer summarizes the lesson by referring to the lesson objectives. Tutor/lecturer does this using 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	• Digital literacy • 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 implementation*. London: Sage Publications Marsh, C. J. (1992). *Key concepts for understanding curriculum*. London: The Falmer Press.			
CPD Needs				

LESSON 5

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 **5** 6 7 8 9 10 11 12

Title of Lesson	Characteristics of the English Language 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)	Student teachers have already been introduced to some of the features of the Upper Primary English curriculum, e.g. general aims, general outcomes and specific objectives.		
Possible barriers to learning in the lesson	Student teachers may not have been well versed in the features of the Upper Primary English curriculum.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical 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.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.

• **Purpose for the lesson.**	The purpose of the lesson is to help the student teacher to examine the key features of the English language curriculum.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO3: Demonstrate knowledge of the characteristics of the English language curriculum from KG to JHS (**NTS 2d: 13**) Demonstrate an in-depth knowledge of the Upper PrimaryEnglish language curriculum(**NTS 2b; 2d: 13**)	• Explain the characteristics of the Upper Primary English language curriculum • Discuss the importance of the characteristics of the curriculum. • Discuss the content of the Upper Primary English language curriculum.	• It is likely that student teachers may not well versed in the area of the features of the English language curriculum. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic **Characteristics of the Upper Primary English curriculum** ,	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**
	Characteristics of the Upper Primary English curriculum	Introduction: 10mins	• Introduces the lesson by reviewing the previous lesson on the characteristics of the Upper Primary curriculum	• Student teachers review the key features of the Upper Primary curriculum to prepare for the current lesson

	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.

	Time allocation	Stage 4: 40	- Task student teachers to use the downloaded curriculum and look for time allocation. - Discuss with them the components of the English language curriculum, e.g. the language and literature aspect. - Let them find out time allocated to language and that of literature or the other aspect of the content.	- Student teachers use the downloaded English curriculum and look for time allocation. - Student teachers discuss time allocation in line with the components of the content. - Student teachers find out the time allotted for the language aspect and the other aspects of the curriculum.
		Conclusion: 10mins	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.	Student teachers relate the lesson to the learning outcomes and learning indicators. Through questions and answers they seek clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	- Digital literacy - 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 implementation*. London: Sage Publications. Lewy, A. (1991). *The international enclopaedea of curriculum*. New York: Pergamon 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.			
CPD Needs				

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rationale for the repetition (this is the basis for learning about progression)

LESSON 6

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 **6** 7 8 9 10 11 12

Title of Lesson	Characteristics of the English Language curriculum III	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)	Student teachers have already been introduced to some of the features of the Upper Primary English curriculum, e.g. general aims, general outcomes and specific objectives.		
Possible barriers to learning in the lesson	Student teachers may not have been well versed in the features of the Upper Primary English curriculum.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical 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.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.
• **Purpose for the lesson.**	This lesson is the continuation of the previous one on the characteristics of the Upper Primary English language curriculum. The purpose of the lesson is to help the student teacher examine the key features of the English language curriculum.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO3: Demonstrate knowledge of the characteristics of the English language curriculum from KG to JHS (NTS 2d: 13) Demonstrate an in-depth knowledge of the Upper Primary English language curriculum(NTS 2b; 2d: 13)	• Explain the characteristics of the KG, Primary and the Junior High School curricula. • Discuss the importance of the characteristics of the curriculum. • Discuss the content of the Upper Primary English language curriculum.	• It is likely that student teachers may not well versed in the area of the features of the English language curriculum. • This can be avoided when they have an in depth knowledge in the curriculum. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy, etc.

Topic: **Characteristics of the Upper Primary English curriculum III** ,	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**
	Characteristics of the Upper Primary English curriculum	Introduction: 10mins	• Introduces the lesson by revising the previous lesson on the basic features of the Upper Primary English curriculum.	• Student teachers review the basic features of the Upper Primary English curriculum.
	Suggestions for teaching the English curriculum	Stage 1: 40mins	• Tasks student teachers to download the Upper Primary English	• Student teachers download the Upper Primary English

			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, support and outcome.	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	• 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 dimensions, e.g. listening (knowledge and understanding), reading, speaking and writing (use of knowledge) • Discusses with student teachers the importance of profile dimension.	• Student teachers discuss the importance of profile dimension.
	Form of assessment	Stage 3: 60mins	• Discusses with student teachers the meaning of assessment. • Tasks student teachers to download the English syllabus or curriculum and search for the section on forms of assessment. • Tasks them to list the components of the assessment and the percentage weight and discuss them. • Discusses both formative and summative assessment with student teachers.	• Student teachers discuss with their tutor the meaning of assessment. • Student teachers download the English language curriculum and search for the section on assessment. • Student teachers list the components of assessment and the percentage weight and discuss them. • Student teachers discuss both formative and summative assessment.
		Conclusion: 10mins	Tutor/lecturer summarizes the lesson by relating the lesson content to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	Student teachers recap the lesson by relating the content to the learning outcomes and indicators and through questions and answers they seek for clarification.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • 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 Marsh, C. J. (1992). *Key concepts for understanding curriculum*. London: The Falmer Press. Lewy, A. (1991). *The international enclopaedea of curriculum*. New York: Pergamon 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.			
CPD Needs				

LESSON 7

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 **7** 8 9 10 11 12

Title of Lesson	Content of the Upper Primary Curriculum			Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the content of the Upper Primary English curriculum.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the basic characteristics of the Upper Primary English curriculum				
Possible barriers to learning in the lesson	Student teachers may not have been introduced to the components or content of the Upper Primary English curriculum				

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical 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.	**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.
	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
	Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.
	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.

• **Purpose for the lesson.**	The purpose of the lesson is to introduce student teachers to the detailed content of the Upper PrimaryEnglish curriculum.		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO3: Demonstrate an in-depth knowledge of the Upper Primary English language curricula **(NTS 2b; 2d: 13)**	• Discuss the content of the Upper PrimaryEnglish language curriculum. • Identify and explain the content of curriculum.	• It is likely that student teachers might not have understood the underlying concept of the content of the English language curriculum. This can be avoided when they have an in depth knowledge of the content. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy.

Topic: **Content of the Upper Primary English language curriculum**	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**
	Content of the Upper Primary English language curriculum	Introduction: 20mins	• Introduces the lesson by reviewing the previous lesson on characteristics of the English language curriculumusing question and answer technique.	• Student teachers review the characteristics of the English language curriculum of the previous lesson by answering the questions posed by the tutor.

	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, role play/dramatization, conversation, reading to learners, etc. can be used in helping speech work.	• 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 helping speech work.
	Grammar	Stage 2: 70mins	• Discusses with student teachers 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. • Discusses how full and correct sentences are implicitly constructed (orally).	• Student teachers discuss how the pedagogical approaches could be used in teaching grammar in context. • Student teachers discuss how simple subject-verb type sentences are implicitly constructed orally. • Student teachers discuss how full and 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 at the Upper Primary level. • Discusses with student teacher reading techniques at the Upper Primary level. • Discusses with student teachers speaking techniques at the Upper Primary level.	• Student teachers discuss the writing process at the Upper Primary level. • Student teachers discuss the listening techniques at the Upper Primary level. • Student teacher discuss reading techniques at the Upper Primary level. • Student teachers discuss the speaking 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 and answer technique.	Student teachers recap the lesson by reflecting on the learning outcomes and indicators of the lesson.
Which cross cutting issues will be addressed or developed and how	- Digital literacy - 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 implementation*. London: Sage Publications Marsh, C. J. (1992). *Key concepts for understanding curriculum*. London: The Falmer Press. Lewy, A. (1991). *The international enclopaedea of curriculum*. New York: Pergamon 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.			
CPD Needs				

LESSON 8

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 **8** 9 10 11 12

Title of Lesson	Interpreting progression of the KG-JHS Upper Primary English Language curriculum.	Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the elements of the organizing principles of the Upper Primary English curriculum that are necessary in its interpretation and implementation.		
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 elements of progression in the curriculum.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical 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.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.
• **Purpose for the lesson.**	The purpose of the lesson is to examine the organizing principles of continuity, sequence and integration that are the basis for the curriculum progression.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO 5: Demonstrate knowledge of the organizing principles of the content of the English language curriculum **(NTS 2b; 2d: 13)**	• 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.	• It is likely that student teacher may not recognise the underlying threads used in organising the content. This can be avoided when they have an in depth knowledge of the organising principles. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy

Topic: Interpretingprogression of theUpper Primary English Language curriculum	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**
,	Interpreting progression of the Upper Primary English language curriculum	Introduction : 20mins	• Reviews previous lesson on the content of the Upper Primary curriculum.	• Student teachers review previous lesson by answering questions posed by the tutor.

	Organising principle of continuity	Stage 1: 30mins	• 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. • Tasks student teachers to explore the content organisation of the English curriculum using the principle of continuity.	• Student teachers brainstorm on the meaning of continuity as an organising principle. • Student teachers explore the content of the English curriculum using the principle of continuity.
	Organising principle of sequence	Stage 2: 70mins	• Brainstorms with student teachers on the meaning of sequence in the context of content organisation, e.g. wider and deeper of content. • Tasks student teachers to explore the content organisation of the English curriculum using the principle of sequence. • Tasks student teachers to make oral presentation on the content or topics that they have identified to have fallen under the principle of sequence.	• Student teachers brainstorm on the meaning of sequence as an organising principle. • Student teachers explore the content of the English curriculum using the principle of sequence. • Student teachers make oral presentation on the topics that have been identified under sequence.
	Organising principle of integration	Stage 3: 50mins	• Brainstorms with student teachers on the meaning of integration in the context of content organisation, e.g. wider and deeper of content. • Tasks student teachers to explore the content organisation of the English curriculum using the principle of integration • Tasks student teachers to make oral presentation on the content or topics that they have identified to have fallen under the principle of integration.	• Student teachers brainstorm on the meaning of content integration as an organising principle. • Student teachers explore the content of the English curriculum using the principle of integration. • Student teachers make oral presentation on the topics that have been identified under integration.
		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 lesson's learning outcomes and indicators as they answer questions and seek clarifications on the lesson.

Which cross cutting issues will be addressed or developed and how	• Digital literacy • 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). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Pearson. Ornstein, A. C., & Behar-Horenstein, L. S. (2003). *Contemporary issues in curriculum*. Pearson Education, Inc.
CPD Needs	

LESSON 9

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 **9** 10 11 12

Title of Lesson	Designing Scheme of Work for English Language Course.		Lesson Duration	3
Lesson description	The lesson introduces student-teachers to thedesign 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 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.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.						
• **Purpose for the lesson.**	The purpose of the lesson is to learn how to design a scheme of work and use it during teaching and learning situation.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**		**Learning Indicators**	**Core and transferable skills**	
	CLO 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		• Design a scheme of work • Use the scheme of work to plan a teaching lesson or plan and write individualized plans of action.	• It is likely that student teachers are not well versed in the design of a scheme of work. This can be avoided when they have an in depth knowledge of the content and how to prepare a scheme of work out of the content. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,	

Topic: Designing scheme of work or Upper Primary English Language curriculum	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**
,	Designing scheme of work or Upper PrimaryEnglish Language curriculum	Introduction: 20mins	• Reviews previous lesson on the organising principles of continuity, sequence and integration	• Student teachers review previous lesson by answering questions posed by the tutor.

	Scheme of work	Stage 1: 30mins	• Brainstorms with students on the meaning of scheme of work.	• Student teachers brainstorm with tutor on the meaning of scheme of work.
	Structure of a scheme of work	Stage 2: 70mins	• 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. • Groups student teachers to practice the design of scheme of work. • Tasks student teachers to make a presentation on the designed scheme of work.	• Student teachers discuss the structure of a scheme of work. • In groups, student teachers practise the design of a scheme of work. • Student teachers make a presentation of the designed scheme of work
	Importance of scheme of work	Stage 3: 50mins	• Discusses the importance of scheme of work with student teachers	• Student teachers discuss the importance of scheme of work.
		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	• Digital literacy • 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). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Pearson. Ornstein, A. C., & Behar-Horenstein, L. S. (2003). *Contemporary issues in curriculum*. Pearson Education, Inc.			
CPD Needs				

LESSON 10

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 **10** 11 12

Title of Lesson	Designing a Lesson for Upper Primary			Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the design of a lesson and what goes into it.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the design of a scheme of work.				
Possible barriers to learning in the lesson	Student teachers might have a problem in the design of a lesson and differentiating it from the design of a scheme of work.				

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical 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.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.
• **Purpose for the lesson.**	The purpose of this lesson is to identify the components of a lesson and design a sample lesson plan

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO 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	• Design a scheme of work • Use the scheme of work to plan a teaching lesson or plan and write individualized plans of action.	• It is likely that student teachers may not be able to differentiate between a scheme of work and a lesson plan. This can be avoided when they have an in depth knowledge in both the scheme of work and lesson plan. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy.

Topic: Designing a Lesson for Upper Primary ,	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**
	Designing a Lesson for Upper Primary	Introduction: 10mins	• Introduces the lesson by revising the previous lesson on designing a scheme of work.	• Student teachers review lesson on the design of scheme of work.
	Preparation stage	Stage 1: 40mins	• Discusses with student teachers the preparation stage of a lesson plan, e.g. what goes into	• Student teachers discuss what goes into the preparation stage of a lesson plan. • The student teachers

			preparation stage. • Tasks student teachers to form groups and list a number of items/things they may consider when preparing a lesson plan.	form groups and identify the items/things they may consider when preparing a lesson plan.
	Presentation or delivery stage	Stage 2: 50mins	• Discusses with student teachers how a lesson plan is presented. • Discusses the pedagogical approaches with student teachers. • Discusses classroom management skills during lesson presentation	• Student teachers discuss how a lesson plan is presented during teaching and learning situation. • Student teaches discuss the pedagogical approaches during lesson presentation. • Student teachers discuss the management skills during lesson presentation.
	Post-presentation or delivery stage	Stage 3: 70mins	• Discusses with student teachers what post-presentation means. • Tasks student teachers to differentiate between scheme of work and lesson plan. • Tasks student teachers to mention what they usually think about when the lesson is over. • Tasks student teachers to ponder over what goes on in both the tutor's and student teachers' mind when the lesson is over.	• Student teachers discuss what post-presentation means. • Student teachers differentiate between scheme of work and lesson plan. • Student teachers mention what they usually thinkg about when the lesson is over. • Student teachers reflect on what goes on in both the tutor's and student teachers' mind when the lesson is over.
		Conclusion: 10mins	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.

Which cross cutting issues will be addressed or developed and how	• Digital literacy • 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 impl mentation*. London: Sage Publications

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CPD Needs	

LESSON 11

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 **11** 12

Title of Lesson	Assessment Upper PrimaryEnglish language curricula			Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the assessment procedures in the Upper Primary English curriculum.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the lesson preparation, presentation and post presentation.				
Possible barriers to learning in the lesson	Student teachers may have lack of knowledge in the assessment procedures				

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical 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.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.
• **Purpose for the lesson.**	The purpose of this lesson is to identify the assessment tools, their effective use and their importance.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO6: Be familiar with the appropriate assessment tools applicable to the teaching and learning of the English language (NTS 3k; 3o: 14)	• Identify and explain the appropriate tools for assessment in the English language course.	• It is likely that student teachers may not recognize the appropriate tools for assessment. This can be avoided when they have an in depth knowledge in the tools that are used in assessing learners. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Assessment of Upper PrimaryEnglish language curricula	**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**
	Assessment of KG-JHS English language curricula	Introduction: 20mins	• Reviews previous lesson with student teachers on lesson preparation, presentation and post-presentation.	• Student teachers reflect on the previous lesson.

	Assessment tools in the English language curriculum	Stage 1: 30mins	• Discusses with student teachers the appropriate assessment tools that are used in assessing learners. • Tasks student teachers to go online to look for and list the various assessment tools. • Tasks student teachers to identify out of the list of the assessment tools those that are applicable this level of learners.	• Student teachers discuss the appropriate assessment tools that are used in assessing learners at this level. • Student teachers go online to search for kinds of assessment tools. • Student teachers list the appropriate assessment tools for this level of learners.
	Effective use of assessment tools.	Stage 2: 70mins	• Discusses with student teachers how assessment tools can be effectively used. • Tasks student teachers to work in groups and search online for the effective use of assessment tools. • Tasks student teachers to make a presentation after search findings.	• Student teachers discuss how assessment tools can be used effectively. • Student teachers work in groups and search online for samples of the effective use of assessment tools • Student teachers make presentation after their search findings.
	Importance of the assessment tools	Stage 3: 50mins	• Brainstorms with student teachers on the importance of assessment tools. • Tasks student teachers to work in groups and list at least two importance of assessment tools for class discussion.	• Student teachers brainstorm on the importance of assessment tools. • Student teachers work in groups and list at least two importance of assessment tools.
		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	• Digital literacy • 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 implementation*. London: Sage Publications			

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CPD Needs	

LESSON 12

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 **12**

Title of Lesson	Summary of lessons on the Upper Primary English curriculum			Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the summary of all the lessons taught so far.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been taught the features and components of the Upper PrimaryEnglish language curriculum				
Possible barriers to learning in the lesson	Student teachers may not have grasped the essential information of all the lessons taught so far.				

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical 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.	**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. **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 **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **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.
• **Purpose for the lesson.**	The purpose of the lesson is to examine the essential features of the Upper Primary English curriculum in the form of a summary. It is to identify the main ideas from the first lesson to the final lesson as a way of recapping the key issues.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO1 - 6: All the learning outcomes from one to six.	• All the learning indicators from one to six.	• It is likely that student teachers may not grasp the essential information of the curriculum. This can be avoided when student teachers have in depth knowledge of the features of the curriculum. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy.

Topic: English language curriculum	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**
	English language curriculum	Introduction: 20mins	• Reviews the lesson on Upper Primary curriculum using question and answer technique.	• Student teachers respond to the questions posed by the tutor as a way of reviewing the lesson.
	Theory of curriculum development	Stage 1: 30mins	• Reviews the lesson on the theory of curriculum development using question and answer technique.	• Student teachers respond to the questions posed by the tutor as they review the lesson on theory of curriculum development.
	The three stages	Stage 2: 40mins	• Reviews lesson on	• Student teachers

	of English language curriculum development		the design, implementation and evaluation of curriculum design using question and answer technique. • Assists student teachers to recall what goes into each of the stages.	answers questions posed by the tutor while revising the lesson on the stages of curriculum design.
	Characteristics of the English Language curriculum	Stage 3: 40mins	• Reviews lesson on the characteristics of the English language curriculum. • Tasks student teachers to list the various features of the curriculum	• Student teachers revise the characteristics of the English language 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. • Reviews lesson on the organising principles of continuity, sequence and integration. • Reviews lesson the design of scheme of work and lesson plan.	• Student teachers revise the content of the English language curriculum. • Student teachers revise the organising principles of curriculum design. • Student teachers revise lesson on the design of scheme of work and lesson plan.
		Conclusion: 10mins	Tutor/lecturer guides student teachers to evaluate the CLOs and the NTS whether they have been achieved.	Student teachers evaluate the CLOs and the NTS to find out what they have achieved so far.

Which cross cutting issues will be addressed or developed and how	• Digital literacy • 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 implementation*. 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). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Pearson. Ornstein, A. C., & Behar-Horenstein, L. S. (2003). *Contemporary issues in curriculum*. Pearson Education, Inc.
CPD Needs	