

JHS 1

SECTION 1

ORAL SKILLS - CUSTOMS AND INSTITUTIONS

General Objectives: The student will:

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

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

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 NON-VERBAL COMMUNICATION (BODY LANGUAGE)	The student will be able to:			
	1.7.1 identify some non-verbal forms of communication.	Identification of non-verbal forms of communication e.g. nodding - maintaining eye-contact - winking - frowning - waving - using other gestures etc.	Students identify and demonstrate some non-verbal forms of communication as listed in content.	Students role-play various forms of non-verbal communication.
	1.7.2 explain the value and importance of non-verbal communication as a form of socialization.	Importance of non-verbal forms of communication - shortens long verbal communication, - it accords privacy. - it saves time. - eases communication with people with hearing problems - sometimes more important and more appreciated than verbal communication	Assist students to discuss the importance of non-verbal forms of communication.	Students to compare the importance of verbal and non-verbal communication.
	1.7.3 identify some disadvantages of non-verbal communication.	Its major disadvantage is that it may not be seen or it may be misinterpreted.	Students to discuss some major disadvantages of non-verbal communication.	List some disadvantages of non-verbal forms of communication.

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

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GRAMMAR

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

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

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

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

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

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

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UNIT 3 (CONT'D) PRONOUNS Personal pronouns	The student will be able to:	<p>2nd person plural</p> <p>English - you</p> <p>Nzema - bɛ</p> <p>Ak. Twi - mo</p> <p>Gonja - menye</p> <p>Dagaare - fo</p> <p>Ewe - mie</p> <p>Ga - nyɛ</p> <p>Fante - mo</p> <p>Dangme - nyɛ</p> <p>Kasem - á/abam</p> <p>Dagbani - yi</p> <p>3rd person plural</p> <p>English - they</p> <p>Ak. Twi - wɔn</p> <p>Gonja - bumo</p> <p>Dagaare - ba</p> <p>Ewe - wo</p> <p>Ga - amɛ</p> <p>Fante - wɔ/wo</p> <p>Dangme - mɛ/a</p> <p>Nzema - bɛ</p> <p>Kasem - ba, se, ko ete</p> <p>Dagbani - bɛ</p>		
Relative Pronouns	2.3.2. identify relative pronouns in passages and use them in sentences.	<p>Relative pronouns.</p> <p>Pronouns that introduce a subordinate clause connecting it to other words in sentences.</p> <p><u>Relative Pronouns:</u></p> <p><u>English:</u></p> <p>Who</p> <p>Which</p> <p>That</p>	<p>Guide students to explain relative pronouns using several examples and situations.</p> <p>Guide students to identify pronouns in sentences and passages. e.g. English: - The woman <u>who</u> came here is sick.</p> <p>Fante: - Ɔba a ɔba ha no yar.</p> <p>Ewe: - Nyɔnu si va afi sia la dze do.</p> <p>Gonja: - Kache mo nɛe ba mfa na bee lo.</p> <p>Ga: - Yoo <u>ni</u> ba biɛ lɛ bɛ hewalɛ.</p> <p>Dangme: - Yo ɔ <u>nɛ</u> ba hiɛ ɔ be he wami.</p> <p>Nzema - Raalɛ ne mɔɔ rale ɛke la ɛnde kpokɛ.</p> <p>Dagbani - Paɣa gun kana maa biɛrimi.</p>	<p>Students form sentences using relative pronouns.</p> <p>Students identify relative pronouns in passages.</p>

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

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UNIT 3 (CONT'D) PRONOUNS POSSESSIVE PRONOUNS	The student will be able to:	English - theirs Ak. Twi - won de/ε Gonja - bumoya Ewe - wotɔɛ Ga - amɛno Fante - hondze Dagaare - ba soobo its de/ε kumɔya etɔɛ eno nedze Dagaare - o soobo		
UNIT 4 TRANSITIVE VERBS Transitive verbs	2.4.1 identify transitive verbs in sentences and use them correctly.	Transitive verbs take direct objects. They connect the action (verb) of the subject to the object. e.g. Adwo <u>has bought</u> a book. She has broken the bottle. <u>Fante</u> a. Adwoa <u>ato</u> bukuu. b. <u>ɔabo</u> bodambo no. Dagaare: Yuoni da la gane. <u>NOTE:</u> When the subject is a pronoun, it is attached to the verb in some Ghanaian languages. <u>Ewe:</u> e.g. i. Kofi <u>to</u> Esi ii. Komlasɔ agbale. <u>Dagbani:</u> 1. Salamatu <u>da</u> buku. 2. Wumbey <u>ku</u> wahu. <u>Dangme:</u> e.g. 1. Ama <u>fia</u> le tso 2. Tete <u>gbɛɛ</u> fufui ɔ. Nzema: Adwoba ɛɔ buluku. Yebo toba ne.	Guide students to use transitive verbs in sentences. Students to form sentences using transitive verbs.	Students mention some transitive verbs. Students to identify transitive verbs in sentences and passages. Students to write some sentences using transitive verbs.

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

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

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

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

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

JHS 1

SECTION 3

READING AND LITERATURE

General Objectives: The students will:

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

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

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

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 WRITTEN LITERATURE	The student will be able to:			
	3.7.1 discuss the types of written literature.	<u>Types of written literature</u> <u>Drama</u> Situations/events that can be acted <u>Prose</u> Simple narratives or informational texts. <u>Poetry</u> Piece of writing in which words are arranged in short separate lines	Assist students to discuss the different types of written literature, drama, novel, poetry, narrative poetry, lyrics, ballads etc and their characteristics	Students state the types of written literature and give examples of literature books Students to write a simple poem.
	3.7.2 distinguish the features of the various types of written literature.	<u>Features of Drama</u> Scene, acts, dialogue, plot, theme etc. <u>Features of Prose (novel)</u> - arranged in chapters - arranged in paragraphs. Fiction, true to life, imaginary, character(s). <u>Features of Poetry</u> - written in lines - written in stanzas etc. Narrative poems, lyrics, ballads, etc.	Guide students to discuss the features of the various types of written literature. - Drama - Novel - Poetry	Students to list the features of one written literature Students to write a summary of a novel read.
	3.7.3 identify the elements of a novel.	<u>Elements in a novel</u> - theme - plot - subject matter - conflict - climax - crisis - denouement/resolution - characterisation - suspense - narrators point of view NOTE: All the above elements are contained in other forms of literature	Guide students to discuss the elements of a novel.	Guide students to look out for elements in a novel read.

JHS 1

SECTION 4 WRITING AND COMPOSITION

General Objectives: Students will:

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

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

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

JHS 2

SECTION 1

ORAL SKILLS - CUSTOMS AND INSTITUTION

General Objectives: The student will:

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PUBERTY RITES	The student will be able to: 1.3.1 explain puberty as celebrated in their society. 1.3.2 state the processess puberty rites. 1.3.3 explain the significance of puberty rites.	A transition to adulthood stage in the growth of human beings. Rites/rituals, bathing, shaving, cooking, washing, etc. Initiation, enhances status, provides education, a means of socio-moral control, transition from one growth stage to another.	1. Guide students to discuss stages in life. 2. Discuss puberty with students. Guide students to discuss the rites performed to mark puberty from the onset to the last stage, in their communities. Invite students to mention puberty rites of other ethnic groups. Guide students to discuss the relevance of puberty rites in our present day life.	Students to explain puberty. Students to write down rites/activities performed during puberty rites State three reasons why puberty rites should be encouraged or discouraged. Debate the relevance of puberty rites.
UNIT 4 DEATHS AND FUNERAL RITES	1.4.1 explains the types of death in their communities.	Natural death; sickness, old age. unnatural death: accidental - premature - drowning - snake bite - accidents - falling or jumping from a height etc. Others: - suicide: shooting one's self - excessive drinking Atɔfowuo - (As Akan) Luwu nnembi - (Gonja) Etɔfoɔ - (Nzema) Kpatu gbele - (Ga) Ʋumeku - (Ewe) Kumbiɛɣ - (Dagbani) Atɔfowu - (Fante) Otɔfo gbenɔ - (Dangme) Pɛ̃i Kūũ - (Dagaare) Cham-toone - (Kasem)	Discuss the types of death with students. Discuss the causes of unnatural deaths and the rites performed for them. e.g. - Not laid in state - No funeral celebration - No donations etc. Discuss the moral lessons in unnatural death with students. Assist students to discuss other types of death and their causes.	Students explain types of death. Students mention types of unnatural death in their community. Students to discuss what can be done to prevent unnatural (pre-mature) death.

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) TABOOS	The student will be able to: 1.5.4 distinguish between sanctionable and non-sanctionable taboos.	Sanctionable taboos attract punishments; the others do not. - beating your father or mother - killing a clan totem <u>Non-sanctionable taboo</u> - Singing while eating/bathing.	Guide students to classify taboos into sanctionable and the non-sanctionable. Students to be made aware that there are degrees of taboos, and that sanctions depend on how serious the culture considers the taboo.	<u>Project</u> Students to be put in groups. Each should be assigned a taboo to research into the source, nature, objective and sanctions and make recommendations and report in class.
	1.5.5 relate taboos to school and home rules and regulations.	Comparing taboos to school and home rules and regulations.	Guide students to discuss and compare taboos to home and school rules and regulations.	<u>Debate</u> Class to form two groups to debate: "Taboos are not acceptable in the light of present day developments".

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JHS 2

SECTION 2

GRAMMAR

General Objectives: The students will:

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

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

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

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION								
UNIT 3 CLAUSES	<p>The student will be able to:</p> <p>2.3.1 identify clauses in context.</p> <p>2.3.2 differentiate between main and subordinate clauses.</p>	<p>A clause is a group of words containing a verb. The group of words may be complete on its own or may be part of a sentence e.g.</p> <p>We visited the man. The man is my uncle. Who visited the man?</p> <table border="1"><tr><td>Main Clauses</td><td>Subordinate Clauses</td></tr><tr><td>e.g. This is the girl</td><td>who won the contest</td></tr><tr><td>Your parents will be happy</td><td>If you pass your exams</td></tr><tr><td>We will go to the market</td><td>When my mother arrives</td></tr></table> <p>In the sentences above, the main clauses are complete sentences, the subordinate clauses are not.</p>	Main Clauses	Subordinate Clauses	e.g. This is the girl	who won the contest	Your parents will be happy	If you pass your exams	We will go to the market	When my mother arrives	<p>Revise simple sentences.</p> <p>Using simple sentences to help students to understand that some clauses are sentences while others are parts of sentences.</p> <p>Students give examples of clauses that are complete in themselves and some that are parts of a sentence.</p> <p>Show that a sentence can be broken up into two: main and subordinate clauses.</p> <p>e.g. <u>I saw the man/who taught me in school</u> <i>Main clause Subordinate clause</i></p> <p>Students to use the examples to give their own sentences combining main and subordinate clauses.</p>	<p>Students make sentences containing main or subordinate clauses.</p>
Main Clauses	Subordinate Clauses											
e.g. This is the girl	who won the contest											
Your parents will be happy	If you pass your exams											
We will go to the market	When my mother arrives											

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

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

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

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

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

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

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

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JHS 2

SECTION 3

READING AND LITERATURE

General Objectives: The pupil will:

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

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

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 READING COMPREHENSION	<p>The student will be able to:</p> <p>3.2.1 read silently and answer comprehension questions on passages read.</p>	<p>Pre-reading questions:</p> <ul style="list-style-type: none"> - meaning of vocabulary in content of passage. - factual and inferential statements - predictions of what could happen next in passages - speculative questions - author's purpose - author's line of argument - explanations of figurative expressions in context - distinguishing between logical and illogical statements in passage - conclusion of the text/passage 	<p>Let students:</p> <ul style="list-style-type: none"> - predict the content of the text to be read based on the title and accompanying pictures. - skim through the text for general meaning. - discuss the content of the text as well as vocabulary and expressions. - read text silently and answer comprehension questions (See Content) 	<p>Students write answers to questions based on text.</p>
	<p>3.2.2 identify the main ideas in the passage read.</p>	<p>Supplementary readers, magazines, periodicals, etc.</p>	<p>Guide students to select appropriate supplementary readers, magazines, periodicals, etc. for this lesson.</p> <p>Students to read the passage selected and</p> <ul style="list-style-type: none"> -discuss the main ideas. -summarise the passage in a few sentences. 	<p>Students write summaries of texts read.</p>

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

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 ORAL LITERATURE UNIT 5 WRITTEN LITERATURE (DRAMA)	<p>The students will be able to:</p> <p>3.4.1 identify the structure of traditional poetry, riddles, puzzles, etc.</p> <p>3.4.2 tell/narrate myths and legends of the locality and state the importance of the myths and legends.</p>	<p>Riddles, puzzles, folktales, etc.</p> <p>Myths and legends: Pride in ancestry, source of motivation, explains reasons for some festivals and natural phenomena.</p>	<p>Differentiate between puzzles and riddles.</p> <p>Guide students to identify some myths and legends of the locality and state their importance as social and moral control systems. Students tell/narrate some myths/legends of the community and analyse the content in terms of their relevance to the people of the community.</p>	<p>Group Work - Competition on riddles and puzzles.</p> <p>Students answer simple questions on myths and legends of the locality.</p>
	<p>3.5.1. identify the distinctive features of drama or play.</p> <p>3.5.2 explain elements in drama/play.</p>	<p><u>Features of Drama/play</u></p> <ul style="list-style-type: none"> - acts - scenes - dialogue - actions - effects (sound, costumes, lightnig etc.) <p>NB. In drama the story is communicated through characters and actions and has audience.</p> <p><u>Elements of drama/play</u></p> <ul style="list-style-type: none"> - plot (arrangement of the actions in the story sequentially) - setting (place and time where actions take place) - characterisation <p>(They can be human beings, animals or inanimate objects)</p> <p>Suspense is keeping audience to watch out for what is going to happen next or at the end.</p>	<p>Guide students to discuss the distinctive features of drama/play.</p> <p>Provide a short drama/play for pupils to act.</p> <p>Discuss the moral lessons in the play they acted.</p>	<p>Write and explain some features of drama.</p> <p>Students identify elements in the play acted.</p>

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

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 PROVERBS AND IDIOMS	The student will be able to:			
	3.6.1 identify types of proverbs.	Proverbs about: Human beings, animals, other creatures and things.	Guide students to explain what a proverb is and give examples. Pupils to classify proverbs under these headings: Plants and animals, human beings, towns, objects, events,	Students in groups write proverbs associated with: Animals, birds, human beings.
	3.6.2 use proverbs appropriately in communication.	Proverbs and occasions during which they may be used.	Let students give some proverbs and explain their meanings. Guide students to determine the situations in which any of the proverbs may be used.	Students to give proverbs to match their contexts.
	3.6.3 state the significance of proverbs in communication.	Significance of proverbs: e.g. - Summarises long discourse - Sharpens the mind - Enriches language, etc.	Let students discuss the significance of proverbs in communication.	Students state reasons for using proverbs. Students to collect idioms from their community and compile them.
	3.6.4 state some idioms and explain their meanings.	Idioms: An expression whose meaning is different from the original meanings of the individual words. Sources: associated with – human body parts. food, plants and animals, etc. Like proverbs, idioms have their context.	Guide students to understand that: idioms have fixed meanings idioms are like words. e.g. to put ones foot down – to insist Encourage students to provide some idioms. Guide students to learn how to look out for idioms in sentences.	Students to use known idioms in sentences. Students to give meanings to given idioms.

JHS 2

SECTION 4

WRITING AND COMPOSITION

General Objectives: The student will:

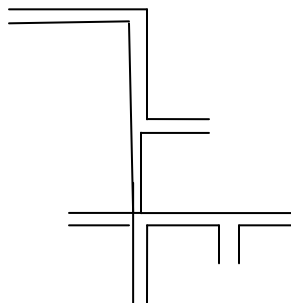
1. write organised ideas logically on specific topics
2. use correct features to write different types of letters
3. correct grammatical forms in speech and in writing.

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

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 ADVERTISEMENT AND NOTICES	The student will be able to:			
	4.2.1 explain and state types of adverts and notices.	Commercial, Social, Sports, etc.	Students mention some of the advertisements they see and where they see them.	Students write three types of advertisements and notices.
	4.2.2. state the characteristics of advertisements.	Short catchy sentences/words bright and colourful pictures/letters.	Lead students to discuss some characteristics of advertisement.	Students write three purposes/functions of advertisement.
	4.2.3 state the purpose and target audience of notices/ advertisements.	Information on jobs, sales, positions etc.	Discuss with students the purpose of advertisements.	Students write adverts for the following items: a. football match. b. concert or play.
UNIT 3 ARGUMENTATIVE WRITING (writing simple arguments)	4.2.4 state where adverts are found	On vehicles, in News papers, on Bill Boards, Walls etc.	Guide students to discuss some advertisement found in newspapers and on bill boards.	
	4.3.1 write arguments for or against motions.	Writing arguments for or against specific motions. e.g. - Ghanaian Language must not be taught in schools. - Corporal punishment must be reintroduced in schools <u>Characteristics of arguments:</u> - State positions - Develop logical arguments - Conclude the argument.	Discuss examples of argumentative issues/topics with students. Discuss characteristics of arguments with students. Guide students to choose positions and advance reasons in support of their positions. Put class into two groups. Guide them to select a topic for debate. Groups to write out an argument for presentation in class. Discuss some of the arguments with class pointing out mistakes if any.	Students write arguments for or against a proposition agreed on by the class. Students to debate on selected topics in groups.

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

JHS 3

SECTION 1 ORAL SKILLS - CUSTOMS AND INSTITUTIONS

General Objective: The student will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CUSTOMS: MARRIAGES	The pupil will be able to:			
	1.1.1 explain the meaning of marriage.	Marriage is a union between man and woman as husband and wife	Guide students to discuss the meaning of marriage.	Students explain the meaning of marriage.
	1.1.2 mention the various types of marriages.	Types of marriages e.g.: - Customary - Ordinance - Church marriage - Islamic marriage etc.	Discuss the different types of marriages in the country with students. Invite a resource person to talk about how marriages are contracted.	Students to write and describe type of marriage they are familiar with.
	1.1.3 describe how marriages are contracted.	i. Courtship, knocking rites, payment of dowry etc. ii. Discuss the role of personalities involved in contracting marriage. e.g. parents, pastors, imams etc.	Assist students to discuss how marriages are contracted in their community.	Role-play how traditional marriage is contracted in their localities.
	1.1.4 state the importance of marriage.	Importance of marriage: Procreation for the reproduction and renewal of the human species, socialization etc.	Guide students to talk about why people marry.	Give some reasons why people marry.
	1.1.5. give examples of causes or situations/acts that can bring about divorce.	Causes of divorce: - separation/divorce - laziness - non-performance of responsibilities etc.	Guide students to enumerate situations that can give rise to divorce. e.g. domestic violence, non-performance of responsibilities etc.	Enumerate some causes of divorce.
	1.1.6 explain divorce procedures and rites.	Divorce Procedures: - lodging of complains - Settlement of disputes - Divorce rites	Guide students to talk about divorce procedures	Students to mention some of the divorce rites.

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

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

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

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

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

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JHS 3

SECTION 2

GRAMMAR

General objectives: The pupil will:

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

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

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

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

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

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

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SECTION 3

READING AND LITERATURE

General Objectives: The student will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 EFFECTIVE READING	<p>The student will be able to:</p> <p>3.1.1. identify the effective ways of reading.</p>	<p><u>Why reading</u></p> <ul style="list-style-type: none"> - to seek for information - for pleasure - for understanding - for academic purpose - for knowledge <p><u>Types of reading</u></p> <ul style="list-style-type: none"> - skimming - scanning <p>Skimming: It is speed reading which focuss on words, main ideas, titles, illustrations, etc. it cannot be applied in comprehension.</p> <p>Scanning This is reading to search for information. It is usually applied in comprehension and summary</p>	<p>Guide students to identify effective ways of reading for use.</p>	<p>Students to mention some effective ways of reading.</p>

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

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

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

JHS 3

SECTION 4 WRITING AND COMPOSITION

General Objective: The student will:

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

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

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

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 NARRATIVE	The student will be able to: 4.3.1 write stories for publication in class or school magazines.	<p>Stories must contain clearly defined plots and good characterisation.</p> <p>Features of stories:</p> <ul style="list-style-type: none"> - Title - Plot - Characters - Time limit - Setting - Beginning and ending <p>English - Title</p> <p>Fante - Tsirasem</p> <p>Twi - Ti Asem</p> <p>Gonja - Kumu</p> <p>Kasem - Botarebuyuu</p> <p>Ewe - Tanya</p> <p>Ga - Yitso etc.</p> <p>Dagaare - Yelzu</p> <p>Dagbani - Yuli</p> <p>English - Plot</p> <p>Fante - Nhyehyɛɛ</p> <p>Twi - Nhyehyɛɛ</p> <p>Gonja - Epel be ntol</p> <p>Kasem - Sensola Naga</p> <p>Ewe - Nudzɔdzɔwo</p> <p>Ga - Alotu (Gbɛjiano)</p> <p>Dagaare - Selloo tutaa</p> <p>Dagbani - Lahabali pebu</p> <p>English - Characters</p> <p>Fante - Gofomba/Agormba</p> <p>Twi - Agofomma</p> <p>Gonja - Bepelpo</p> <p>Kasem - Kwɛɛra wo nɔɔna</p> <p>Ewe - Nuwolawo</p> <p>Ga - Subanji</p> <p>Dagaare - deɛdeɛneme</p> <p>Dagbani - salinli niriba</p>	<p>Read out a short published story or teacher made story to students.</p> <p>Discuss the story with students: Encourage them to express their opinions. Do they like it? Which parts do they like or dislike and why?</p> <p>Discuss the various features of a story including the use of language and punctuations.</p> <p>Lead students to plan the outline of a story on their own magazines.</p> <p>Guide students to write short stories for publication in class or school magazines.</p> <p>NOTE: Serial verb construction should be used in the stories.</p>	<p>Students to write the features of short stories.</p> <p>Students plan an outline of story in groups for presentation to class.</p> <p>Students to write stories for class magazines and bulletin boards.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) NARRATIVE (short stories)		<p>English - Setting Fante - Bea na Ber Twi - Beae ne Bere Gonja - Epelkpa Kasem - Kweera Keim jei Ewe - Nuwofewo Ga - He ke bee Dagaare - Wagre Dagbani - Niŋ Dagbani - Ninsim shee/saha</p> <p>English - Beginning Fante - Ahycse Twi - Ahycasec Gonja - Sososo Kasem - Boboa Ewe - Gomedzedze Ga - Shishijee Dagaare - Naroo Dagbani - Piligu</p> <p>English - Ending Fante - Ewiei Twi - Awiei Gonja - Lalahuwe Kasem - Kweila Ewe - Nuwuwu Ga - Naagbee Dagaare - yelnyɔgraa Dagbani - Naabu</p> <p>English - Theme Fante - Botae Twi - Botaec Dagbani - Yelikpani Gonja - Keɔaya be, Keshentirso Kasem - Boboŋa Kuri ne Ewe - Nyati Ga - Oti</p>		

**APENDIX I
MONTHS OF THE YEAR**

English	Twi	Ewe	Dangme	Fante	Nzema	Gonja	Dagbani	Ga	Dagaare
January	Ɔpɛpɛn	Dzove	Jɔne	Sanda	Gyɛne	Jintigi	Buyim	Aharabata	Gyɛnoɔre
February	Ogyefuo	Dzodze	Lami	Kwakwa	Munrane	Damba be kenye	Dambabilaa	Oflo	Faboɔre
March	Ɔbenem	Tedoxe	Maale	Eboɔw	Ɛzane	Damba	Damba	Otsokrikri	Markye
April	Oforisuo	Afofiɛ	Nɔɔle	Eboɔbira	Ɛnlanle	Kaforewaje	Gambanda	Abɛibe	Tentolonɔ
May	Kɔtonimaa	Dame	Ongɔɔma	Esusɔw Aketseaba	Enlunli	Kajulealuto	Bandacheena	Agbiɛnaa	Mee
June	Ayɛwohomumu	Masa	Osabu	Obiradzi	Eziane	Achaɔ be kayɛrbi	Kpinibilaa	Otukwajaɔ	Doɔbo
July	Kitawonsa	Siamlom	Yomle	Ayɛwoho	Ezunli	Achaɔ	Kpini	Maawɛ	Gyulai
August	Ɔsannaa	Dasiamime	Maya	Dzifuu	Ɛwɔkɛɛ	Ekishi be kenye	Noloribilaa	Manyawalɛ	Bɛntuuri
September	Ɛbo	Anyɔnyɔ	Lemo	Fankwa	Ɛhonla	Ekishi	Nolori	Gbo	Sakyɔɔ
October	Obubuo	Kele	Kɔle	Ɔbɛɛ	Siane Bulu	Kechunufol	Konyurichu-xu	Antɔɔ	Ɔtooreber
November	Ahinime	Adeamakpɔxe	Sɛkle	Ɔberefew	Siane Bulu nee ko	Donji kenye	Chimsibilaa	Alemle	Kaɔmɛ
December	Ɔpenimaa	Dzome	Maja	Mumu	Bolonyia Siane	Donji	Chimsi	Afuabe	Disembare

DAYS OF THE WEEK

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

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NZEMA

RECOMMENDED BOOKS

GRAMMAR

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

POETRY

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

PROSE

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

DRAMA

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

CULTURE

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

ORAL LITERATURE

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

EWE

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

GA

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

AKUAPEM TWI

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

ASANTE TWI

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

DANGME BOOKS

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

12. Taa Taa Tee	-	J. Abedi Boafo
13. Dangme Asile	-	Pecku Mabel A.
14. Nile Kpee (collection of poems)	-	Adi D.B.
15. Mo Dem' Koo	-	Tetteh Edwin N.
16. Tseho Anani	-	Tetteh Edwin N.
17. O Nge Leje o Niine	-	Dosoo, J.M.T.
18. Matse Anyenogu	-	Nanor Jonattan B.
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TWI JHS

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