

**GHANAIAN LANGUAGE – BASIC 9**  
**THIRD TERM SCHEME OF LEARNING**

<b>WEEKS</b>	<b>STRAND</b>	<b>SUB STRANDS</b>	<b>INDICATORS</b>	<b>RESOURCES</b>
1	Customs & Institutions	<b>Clan System</b> <ul style="list-style-type: none"> <li>B9.1.3.1 Demonstrate understanding and knowledge of the factors that militate against the clan system</li> </ul>	B9.1.3.1.1 <ul style="list-style-type: none"> <li>Discuss trends affecting the clan system.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	<b>Tones</b> <ul style="list-style-type: none"> <li>B9.2.4.1 Demonstrate knowledge and understanding in the use of the basic tones correctly in speaking and reading.</li> </ul>	B9.2.4.1.1 <ul style="list-style-type: none"> <li>Apply the idea of tones correctly when speaking and reading in contexts.</li> </ul>	
	Reading	<b>Reading</b> <ul style="list-style-type: none"> <li>B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage.</li> </ul>	B9.3.1.1.2 <ul style="list-style-type: none"> <li>Summarize passages read in given number of sentences.</li> </ul>	
2	Language & Usage	<b>Nouns</b> <ul style="list-style-type: none"> <li>B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages.</li> </ul>	B9.4.2.1.1 <ul style="list-style-type: none"> <li>Discuss nouns under singular and plural forms in an increasing and abstract range of texts.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	<b>Argumentative Writing</b>	B9.5.1.1.1	

		<ul style="list-style-type: none"> <li>● B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.</li> </ul>	
	Literature	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>● B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.</li> </ul>	<p>B9.6.1.2.1</p> <ul style="list-style-type: none"> <li>● Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.</li> </ul>	
3	Customs & Institutions	<p><b>Clan System</b></p> <ul style="list-style-type: none"> <li>● B9.1.3.1 Demonstrate understanding and knowledge of the factors that militate against the clan system</li> </ul>	<p>B9.1.3.1.1</p> <ul style="list-style-type: none"> <li>● Discuss trends affecting the clan system.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	<p><b>Tones</b></p> <ul style="list-style-type: none"> <li>● B9.2.4.1 Demonstrate knowledge and understanding in the use of the basic tones correctly in speaking and reading.</li> </ul>	<p>B9.2.4.1.1</p> <ul style="list-style-type: none"> <li>● Apply the idea of tones correctly when speaking and reading in contexts.</li> </ul>	
	Literature	<p><b>Translation</b></p> <ul style="list-style-type: none"> <li>● B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.</li> </ul>	<p>B9.3.2.1.1</p> <ul style="list-style-type: none"> <li>● Decode the meaning of texts and translate from source to target language.</li> </ul>	
4	Language & Usage	<p><b>Adjectives</b></p>	<p>B9.4.2.2.1</p>	Word cards, sentence cards, letter cards,

		<ul style="list-style-type: none"> <li>● B9.4.2.2 Demonstrate knowledge of how adjectives are combined in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how adjectives follow each other in a sentence.</li> </ul>	handwriting on a manila card and a class library
	Composition Writing	<p><b>Argumentative Writing</b></p> <ul style="list-style-type: none"> <li>● B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types.</li> </ul>	<p>B9.5.1.1.1</p> <ul style="list-style-type: none"> <li>● Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.</li> </ul>	
	Literature	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>● B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.</li> </ul>	<p>B9.6.1.2.1</p> <ul style="list-style-type: none"> <li>● Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.</li> </ul>	
5	Customs & Institutions	<p><b>Clan System</b></p> <ul style="list-style-type: none"> <li>● B9.1.3.1 Demonstrate understanding and knowledge of the factors that militate against the clan system</li> </ul>	<p>B9.1.3.1.1</p> <ul style="list-style-type: none"> <li>● Discuss trends affecting the clan system.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>● B9.2.6.1 Describe their everyday experiences on more complex topics using appropriate presentational skills.</li> </ul>	<p>B9.2.6.1.1</p> <ul style="list-style-type: none"> <li>● Discuss complex topics related to everyday activities.</li> </ul>	
	Literature	<p><b>Reading</b></p>	<p>B9.3.1.1.2</p>	

		<ul style="list-style-type: none"> <li>● B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage.</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize passages read in given number of sentences.</li> </ul>	
6	Language & Usage	<b>Verbs</b> <ul style="list-style-type: none"> <li>● B9.4.3.1 Exhibit knowledge and understanding of the use of auxiliary verbs.</li> </ul>	<b>B9.4.3.1.1</b> <ul style="list-style-type: none"> <li>● Discuss auxiliary verbs in sentences.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	<b>Letter Writing</b> <ul style="list-style-type: none"> <li>● B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types.</li> </ul>	<b>B9.5.1.1.1</b> <ul style="list-style-type: none"> <li>● Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.</li> </ul>	
	Literature	<b>Literature</b> <ul style="list-style-type: none"> <li>● B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.</li> </ul>	<b>B9.6.1.2.1</b> <ul style="list-style-type: none"> <li>● Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.</li> </ul>	
7	Customs & Institutions	<b>Chieftaincy</b> <ul style="list-style-type: none"> <li>● B9.1.4.1 Exhibit knowledge and understanding of the traditional governing structure (chief/ queenmother, chief priest, traditional</li> </ul>	<b>B9.1.4.1.1</b> <ul style="list-style-type: none"> <li>● Explore the traditional governing structure of their community and discuss the duties of the functionaries.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

		military, sub chiefs, king makers) of their society and their duties.		
	Listening & speaking	<b>Presentation</b> <ul style="list-style-type: none"> <li>B9.2.6.1 Describe their everyday experiences on more complex topics using appropriate presentational skills.</li> </ul>	<b>B9.2.6.1.1</b> <ul style="list-style-type: none"> <li>Discuss complex topics related to everyday activities.</li> </ul>	
	Composition Writing	<b>Reading</b> <ul style="list-style-type: none"> <li>B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarise the passage.</li> </ul>	<b>B9.3.1.1.2</b> <ul style="list-style-type: none"> <li>Summarize passages read in given number of sentences.</li> </ul>	
8	Language & Usage	<b>Verbs</b> <ul style="list-style-type: none"> <li>B9.4.3.1 Exhibit knowledge and understanding of the use of auxiliary verbs.</li> </ul>	<b>B9.4.3.1.1</b> <ul style="list-style-type: none"> <li>Discuss auxiliary verbs in sentences.</li> </ul>	
	Reading	<b>Argumentative Writing</b> <ul style="list-style-type: none"> <li>B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types.</li> </ul>	<b>B9.5.1.1.1</b> <ul style="list-style-type: none"> <li>Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Composition Writing	<b>Literature</b> <ul style="list-style-type: none"> <li>B9.6.1.2 Demonstrate knowledge and understanding in the writer's use</li> </ul>	<b>B9.6.1.2.1</b>	

		of language in a prose, poetry and drama texts.	<ul style="list-style-type: none"> <li>Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.</li> </ul>	
9	Customs & Institutions	<b>Chieftaincy</b> <ul style="list-style-type: none"> <li>B9.1.4.1 Exhibit knowledge and understanding of the traditional governing structure (chief/ queen mother, chief priest, traditional military, sub chiefs, king makers) of their society and their duties.</li> </ul>	<b>B9.1.4.1.1</b> <ul style="list-style-type: none"> <li>Explore the traditional governing structure of their community and discuss the duties of the functionaries.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Listening & Speaking	<b>Presentation</b> <ul style="list-style-type: none"> <li>B9.2.6.1 Describe their everyday experiences on more complex topics using appropriate presentational skills.</li> </ul>	<b>B9.2.6.1.2</b> <ul style="list-style-type: none"> <li>Compose their own group report on some topical issues.</li> </ul>	
	Reading	<b>Translation</b> <ul style="list-style-type: none"> <li>B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.</li> </ul>	<b>B9.3.2.1.1</b> <ul style="list-style-type: none"> <li>Decode the meaning of texts and translate from source to target language.</li> </ul>	
10	Language & Usage	<b>Adverbs</b> <ul style="list-style-type: none"> <li>B9.4.3.2 Demonstrate knowledge of how adverbs are combined in a sentence</li> </ul>	<b>B9.4.3.1.3</b> <ul style="list-style-type: none"> <li>Discuss how adverbs follow each other in a sentence.</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Writing	<b>Letter Writing</b>	<b>B9.5.1.1.1</b>	

		<ul style="list-style-type: none"> <li>• B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.</li> </ul>	
	Reading	<b>Translation</b> <ul style="list-style-type: none"> <li>• B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.</li> </ul>	B9.3.2.1.1 <ul style="list-style-type: none"> <li>• Decode the meaning of texts and translate from source to target language.</li> </ul>	
11	<b>REVISION</b>			
12	<b>END OF TERM ASSESSMENT AND VACATION</b>			

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 1

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Clan System	
<b>Content Standard:</b> B9.1.3.1 Demonstrate understanding and knowledge of the factors that militate against the clan system		<b>Indicator:</b> B9.1.3.1.1 Discuss trends affecting the clan system.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can Discuss the similarities and differences between the various clan systems in their locality		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship.	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 52			
<b>New words:</b> Trends, Modernization, Urbanization, Influence			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Ask learners to brainstorm any changes or developments they have noticed in traditional Ghanaian culture, particularly regarding the clan system.</p> <p>Encourage them to think about factors like modernization, urbanization, and cultural influences.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that trends are patterns or changes that occur over time. Discuss how various trends can impact the clan system in Ghana, such as:</p> <ul style="list-style-type: none"> <li>● Modernization and technological advancements</li> <li>● Urbanization and migration to cities</li> <li>● Influence of Western culture and globalization</li> <li>● Changes in family structures and social norms</li> </ul> <p>Provide examples and explanations of each trend affecting the clan system. For instance:</p>	Pictures and Videos	

- **Modernization:** Adoption of new technologies and lifestyles leading to changes in traditional practices within clans.
- **Urbanization:** Migration of clan members to urban areas, resulting in a shift in social dynamics and community interactions.
- **Western Influence:** Introduction of Western ideas, values, and practices that may influence clan traditions and customs.
- **Family Changes:** Changes in family structures, such as smaller family sizes or intermarriages, impacting clan cohesion.

Divide learners into small groups and assign each group a specific trend affecting the clan system.

Have them research and discuss how their assigned trend impacts clans in Ghana, including both positive and negative effects.

Provide learners with case studies or scenarios depicting real-life situations where trends have influenced the clan system.

Ask them to analyze the consequences and implications of these trends on clan dynamics.

Assessment

Identify the trend:

1. Increased use of smartphones and social media among clan members.
2. Migration of young adults from rural clan communities to urban centers.
3. Growing acceptance of Western-style weddings and ceremonies within clans.
4. Decrease in the number of extended family households in clan communities.

	Discuss the impact of each trend on the clan system in Ghana:	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Tones	
<b>Content Standard:</b> B9.2.4.1 Demonstrate knowledge and understanding in the use of the basic tones correctly in speaking and reading		<b>Indicator:</b> B9.2.4.1.1 Apply the idea of tones correctly when speaking and reading in contexts.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can read sentences and passages using the correct tone patterns to depict the right context		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 41			
<b>New words:</b> Tone, conversation, Pronunciation, role play			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	<p>Review the basic tones (high, mid, and low) with the learners using examples and audio clips.</p> <p>Ensure they understand the differences in pronunciation and meaning that tones can convey.</p>		
PHASE 2: <b>NEW LEARNING</b>	<p>Explain that using tones correctly is essential for effective communication in Ghanaian languages.</p> <p>Emphasize the importance of tone in conveying meaning and avoiding misunderstandings.</p> <p>Introduce a conversation topic related to Ghanaian culture or daily life, such as greetings, family, food, or hobbies.</p> <p>Provide vocabulary and phrases related to the topic for learners to use in the conversation.</p> <p>Divide learners into pairs or small groups and give each group a specific conversation prompt based on the chosen topic.</p> <p>Have learners role-play conversations based on the given topic.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Circulate among the groups to provide feedback on tone usage and pronunciation.</p> <p>Provide sentences with incorrect tone usage and ask learners to identify and correct the tones.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Reading	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reading	
<b>Content Standard:</b> B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage.		<b>Indicator:</b> B9.3.1.1.2 Summarize passages read in given number of sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can arrange the main ideas in a range of passages logically and coherently		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 60			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	Discuss the importance of organizing ideas in writing.  Show learners an example of a paragraph with jumbled main ideas and ask them to identify the main idea and supporting details		
PHASE 2: <b>NEW LEARNING</b>	Explain that organizing ideas in writing helps readers understand the message clearly.  Discuss the structure of a well-organized paragraph, including the topic sentence, supporting details, and concluding sentence.  Provide learners with passages containing multiple main ideas.  Ask them to read the passages and identify the main idea of each paragraph.  Give learners a set of sentences related to a specific topic.  Ask them to arrange the sentences in a logical order to form a coherent paragraph.	Examples of prose, poetry, and drama texts with strong characterizations	

	<p>Emphasize the importance of transitional words and phrases for smooth transitions between ideas.</p> <p>Provide learners with paragraphs where the main ideas are out of order.</p> <p>Ask them to rearrange the sentences to create a well-organized paragraph with a clear main idea and supporting details.</p> <p><u>Assessment</u></p> <p>Arrange the Sentences to Form a Coherent Paragraph:</p> <p>(Topic Sentence) - "Healthy eating habits are essential for overall well-being."  (Supporting Detail) - "Eating a balanced diet provides essential nutrients for the body."  (Supporting Detail) - "Regular exercise complements healthy eating habits."  (Concluding Sentence) - "By adopting healthy habits, individuals can lead a happier and more fulfilling life."</p> <ol style="list-style-type: none"> <li>1. How did you determine the main idea of each passage?</li> <li>2. What strategies did you use to organize the sentences in the activities?</li> <li>3. Why is it important to have clear organization in writing?</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 2

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Nouns	
<b>Content Standard:</b> B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages		<b>Indicator:</b> B9.4.2.1.1 Discuss nouns under singular and plural forms in an increasing and abstract range of texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can construct simple and compound sentences with the singular and plural nouns in speech and in writing		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
<b>Reference:</b> Ghanaian Language Curriculum Pg.62			
<b>New words:</b>			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	Review the definition of nouns as words that name people, places, things, or ideas.  Provide examples of singular and plural nouns and discuss their forms.		
PHASE 2: <b>NEW LEARNING</b>	Explain the concept of singular and plural nouns and their forms in languages.  Provide a passage containing nouns and ask learners to identify and classify them as singular or plural.  Teach learners how to construct simple and compound sentences using singular and plural nouns.  Provide sentences with nouns and ask learners to classify them as singular or plural.  Encourage them to identify the plural forms correctly.  Have learners construct simple sentences using singular nouns and compound sentences using plural nouns.	Text passage with varied verbs.	

	<p>They can also practice orally and then write their sentences.</p> <p><u>Assessment</u> Identify and Classify Nouns:</p> <p>1. The dog chased the cat. Singular Noun: _____ Plural Noun: _____</p> <p>2. The birds sang sweetly in the trees. Singular Noun: _____ Plural Noun: _____</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Argumentative Writing	
<b>Content Standard:</b> B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types		<b>Indicator:</b> B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can write argumentative essays to present a claim or argument and support it with evidence		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			
<b>New words:</b>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Brainstorm learners to discuss the purpose of argumentative writing and its importance in expressing opinions and persuading readers.  Show examples of argumentative essays and discuss their structure.		
<b>PHASE 2: NEW LEARNING</b>	Explain that argumentative essays present a claim or argument and support it with evidence.  Discuss the structure, including an introduction with a clear thesis, body paragraphs with supporting arguments, and a conclusion.  Select a topic relevant to grade 9 learners, such as "Should Learners Have Homework Every Day?" or "Is Social Media Beneficial or Harmful?"  Guide learners in brainstorming arguments for and against the chosen topic.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Have learners create an outline for their argumentative essay, including the introduction with a strong thesis statement, body paragraphs with arguments and evidence, and a conclusion that reinforces the thesis.</p> <p>Ask learners to write a draft of their argumentative essay based on the outline.</p> <p>Emphasize the use of persuasive language and evidence to support their claims.</p> <p>Divide learners into pairs or small groups for a debate session where they present their arguments orally and respond to counterarguments.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>				<b>Strand:</b> Literature	
<b>Class:</b> B9		<b>Class Size:</b>		<b>Sub Strand:</b> Literature	
<b>Content Standard:</b> B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.		<b>Indicator:</b> B9.6.1.2.1. Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can discuss characterization in relation to prose, poetry and drama texts and give examples from texts.				<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 65					
<b>Phase/Duration</b>	<b>Learners Activities</b>			<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Brainstorm learners to discuss what characterization means and its role in literature.</p> <p>Ask learners to think about their favorite characters from books, poems, or plays and what makes those characters memorable.</p>				
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that characterization is the process of creating and developing characters in a story.</p> <p>Discuss how authors use various techniques to portray characters' traits, motivations, and actions.</p> <p>Introduce direct characterization (when the author directly describes a character's traits) and indirect characterization (when a character's traits are revealed through their actions, thoughts, and dialogue).</p> <p>Provide examples of characterization from different texts:</p> <ul style="list-style-type: none"> <li>● Prose: Describe a character's appearance, personality, and motivations directly in a story.</li> <li>● Poetry: Use imagery, metaphor, and symbolism to convey a character's emotions and inner thoughts.</li> </ul>			<p>Excerpts from prose, poetry, and drama texts that exemplify literary devices.</p>	

	<ul style="list-style-type: none"> <li>• Drama: Show characters' traits through dialogue, stage directions, and interactions with other characters.</li> </ul> <p>Provide a worksheet with excerpts from prose, poetry, and drama texts.</p> <p>Ask learners to identify examples of direct and indirect characterization and analyze how these techniques help develop the characters.</p> <p>Divide learners into small groups and assign each group a different text (prose, poetry, or drama).</p> <p>Have them discuss the characterization techniques used and present their findings to the class.</p> <p><u>Assessment</u></p> <p>Ask learners to write a short paragraph or poem describing a character using both direct and indirect characterization techniques. Encourage them to be descriptive and use literary devices.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 3

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Clan System	
<b>Content Standard:</b> B9.1.3.1 Demonstrate understanding and knowledge of the factors that militate against the clan system		<b>Indicator:</b> B9.1.3.1.1 Discuss trends affecting the clan system.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and discuss the trends affecting the clan system.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship.	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 52			
<b>New words:</b> <b>Community Cohesion, Cultural Preservation, Inter-generational, Dialogue</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Ask learners to brainstorm reasons why the clan system is important in Ghanaian culture.</p> <p>Brainstorm learners to discuss challenges or weaknesses they perceive in the current clan system.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that strengthening the clan system involves finding ways to preserve and enhance its positive aspects while addressing any challenges.</p> <p>Discuss the importance of community cohesion, cultural identity, and support networks provided by clans.</p> <p>Have learners identify and discuss weaknesses or challenges faced by the clan system in Ghana, such as:</p> <ul style="list-style-type: none"> <li>• Modernization and changing values</li> <li>• Inter-generational conflicts</li> <li>• External influences and globalization</li> <li>• Lack of youth engagement and participation</li> </ul> <p>Introduce strategies for strengthening the clan system, such as:</p> <ul style="list-style-type: none"> <li>• Promoting cultural education and awareness within clans</li> <li>• Encouraging inter-generational dialogue and understanding</li> <li>• Creating opportunities for youth involvement and</li> </ul>	Pictures and Videos	

	<p>leadership roles</p> <ul style="list-style-type: none"> <li>• Fostering collaboration and networking among clans for collective development</li> </ul> <p>Divide learners into small groups and assign each group a specific strategy for strengthening the clan system.</p> <p>Have them brainstorm ideas, advantages, and potential challenges of implementing their assigned strategy.</p> <p>Ask learners to create role-play scenarios depicting situations where the clan system is strengthened through effective communication, collaboration, and cultural preservation.</p> <p><u>Assessment</u> Match the Strategy:</p> <ol style="list-style-type: none"> <li>1. Promoting cultural education and awareness within clans</li> <li>2. Encouraging inter-generational dialogue and understanding</li> <li>3. Creating opportunities for youth involvement and leadership roles</li> <li>4. Fostering collaboration and networking among clans for collective development</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B9	<b>Class Size:</b>		<b>Sub Strand:</b> Tones
<b>Content Standard:</b> B9.2.4.1 Demonstrate knowledge and understanding in the use of the basic tones correctly in speaking and reading		<b>Indicator:</b> B9.2.4.1.1 Apply the idea of tones correctly when speaking and reading in contexts.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can engage in a conversation on a given topic using the basic tones correctly.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 41			
<b>New words:</b> Tone, conversation, Pronunciation, role play			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Review the basic tones (high, mid, and low) with the learners using examples and audio clips.</p> <p>Ensure they understand the differences in pronunciation and meaning that tones can convey.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that using tones correctly is essential for effective communication in languages.</p> <p>Emphasize the importance of tone in conveying meaning and avoiding misunderstandings.</p> <p>Introduce a conversation topic related to Ghanaian culture or daily life, such as greetings, family, food, or hobbies.</p> <p>Provide vocabulary and phrases related to the topic for learners to use in the conversation.</p> <p>Divide learners into pairs or small groups and give each group a specific conversation prompt based on the chosen topic.</p> <p>Encourage learners to use the correct tones while speaking.</p> <p>Have learners role-play conversations based on the given topic.</p> <p>Circulate among the groups to provide feedback on tone usage and pronunciation.</p> <p>Provide sentences with incorrect tone usage and ask learners</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>to identify and correct the tones. For example:</p> <p>Incorrect: "Mede abofra." Correct: "Meye abofra."</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Ghanaian Language</b>	
<b>Duration:</b>		<b>Strand: Reading</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Translation</b>	
<b>Content Standard:</b> B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language		<b>Indicator:</b> B9.3.2.1.1 Decode the meaning of texts and translate from source to target language.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can translate texts of about one hundred words from source to their language		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References: Ghanaian Language Curriculum Pg. 61</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Brainstorm learners to explain the importance of translation and how it helps us understand different languages and cultures.  Discuss the challenges and rewards of translation.		
<b>PHASE 2: NEW LEARNING</b>	Define translation as the process of converting text from one language (source language) to another (target language).  Explain that translators must consider linguistic nuances, cultural context, and meaning.  Introduce different translation techniques such as literal translation, idiomatic translation, and cultural adaptation.  Discuss when each technique is appropriate.  Provide learners with short texts (about 100 words) in the source language and ask them to translate the texts into the target language.  Encourage them to use dictionaries and online resources if needed.  Divide learners into pairs or small groups to work on their translations.  Encourage collaboration and discussion on language choices and cultural nuances.  Have learners exchange their translated texts with peers for review.  Ask them to provide feedback on clarity, accuracy, and cultural appropriateness.  Facilitate a class discussion on the challenges encountered,	Examples of prose, poetry, and drama texts with strong characterizations	

	interesting linguistic differences, and cultural insights gained during the translation process.	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 4

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Adjectives	
<b>Content Standard:</b> B9.4.2.2 Demonstrate knowledge of how adjectives are combined in a sentence.		<b>Indicator:</b> B9.4.2.2.1 Discuss how adjectives follow each other in a sentence	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and form sentences with two or three adjectives		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 62			
<b>New words:</b>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Brainstorm learners to define adjectives as words that describe or modify nouns. Give examples of adjectives such as "happy," "big," and "beautiful."</p> <p>Discuss how adjectives add detail and enhance the meaning of sentences.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Provide learners with short passages or sentences from texts and ask them to identify adjectives. Encourage them to look for words that describe nouns (e.g., "green" apple, "tall" building).</p> <p>Introduce different types of adjectives such as descriptive adjectives (color, size, shape), qualitative adjectives (opinions or judgments), and demonstrative adjectives (pointing out specific nouns).</p> <p>Explain how adjectives can be used to create descriptive sentences. Model forming sentences with two or three adjectives (e.g., "The fluffy, white cat slept peacefully").</p> <p>Provide learners with a worksheet containing sentences or passages with missing adjectives.</p> <p>Ask them to fill in the blanks with appropriate adjectives.</p> <p>Divide learners into pairs or small groups and give them sets of noun cards and adjective cards.</p> <p>Have them create sentences using two or three adjectives to describe each noun.</p>	Pictures and charts	

	<p>Have learners exchange their sentences with peers for review.</p> <p>Encourage them to discuss the effectiveness of the adjectives in creating vivid descriptions.</p> <p><u>Assessment</u> Adjective Hunt Worksheet:</p> <p>The _____ car sped down the _____ road. She wore a _____ dress to the _____ party. The _____ student received an _____ award for her hard work.</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Argumentative Writing	
<b>Content Standard:</b> B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types		<b>Indicator:</b> B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can write argumentative essays to present a claim or argument and support it with evidence		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			
<b>New words:</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Brainstorm learners to discuss the purpose of argumentative writing and its importance in expressing opinions and persuading readers.</p> <p>Show examples of argumentative essays and discuss their structure.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that argumentative essays present a claim or argument and support it with evidence.</p> <p>Discuss the structure, including an introduction with a clear thesis, body paragraphs with supporting arguments, and a conclusion.</p> <p>Select a topic relevant to grade 9 learners, such as "Should Learners Have Homework Every Day?" or "Is Social Media Beneficial or Harmful?"</p> <p>Guide learners in brainstorming arguments for and against the chosen topic.</p> <p>Have learners create an outline for their argumentative essay, including the introduction with a strong thesis statement, body paragraphs with arguments and evidence, and a conclusion that reinforces the thesis.</p> <p>Ask learners to write a draft of their argumentative essay based on the outline.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Emphasize the use of persuasive language and evidence to support their claims.</p> <p>Divide learners into pairs or small groups for a debate session where they present their arguments orally and respond to counterarguments.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.	<b>Indicator:</b> B9.6.1.2.1. Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can Explore ways that writers use a wide range of literary devices in a range of prose, poetry and drama texts		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 65		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Introduce the concept of literary devices and their role in enhancing the quality of writing.</p> <p>Discuss with learners the importance of using literary devices to create vivid imagery and convey emotions.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that literary devices are techniques used by writers to create specific effects in their writing.</p> <p>Introduce three key devices: personification, alliteration, and assonance.</p> <p>Provide examples of each literary device from different types of texts (prose, poetry, drama). Show how these devices add depth and meaning to the writing.</p> <ul style="list-style-type: none"> <li>• Personification: Giving human qualities to non-human objects or abstract ideas.</li> <li>• Alliteration: Repetition of initial consonant sounds in words close to each other.</li> <li>• Assonance: Repetition of vowel sounds within words.</li> </ul> <p>Discuss why writers use these devices and how they contribute to the overall tone, mood, and imagery of a piece of writing.</p> <p>Provide learners with excerpts from prose, poetry, and drama texts.</p> <p>Ask them to identify and label examples of personification, alliteration, and assonance in each excerpt.</p> <p>Divide learners into small groups and assign each group a different literary device.</p>	Excerpts from prose, poetry, and drama texts that exemplify literary devices.

	<p>Have them analyze how the device is used in a specific text and present their findings to the class.</p> <p><u>Assessment</u> Ask learners to write a short paragraph or poem using one or more of the literary devices discussed.</p> <p>Encourage them to be creative and use the devices effectively to enhance their writing.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 5

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Clan System	
<b>Content Standard:</b> B9.1.3.1 Demonstrate understanding and knowledge of the factors that militate against the clan system		<b>Indicator:</b> B9.1.3.1.1 Discuss trends affecting the clan system.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss ways by which the clan system can be strengthened		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship.	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 52			
<b>New words:</b> Clan, Lineage, Kinship, Patriarchal			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Ask learners to brainstorm what they know about the clan systems in Ghana.</p> <p>Encourage them to think about the different types of clans and any similarities or differences they perceive.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that Ghana has diverse clan systems, including matrilineal and patrilineal clans, as well as other clan structures based on regional, ethnic, or historical factors.</p> <p>Discuss the importance of clans in Ghanaian culture and society.</p> <p>Identify and discuss common features or similarities among various clan systems in Ghana, such as:</p> <ul style="list-style-type: none"> <li>• Importance of ancestral lineage and heritage</li> <li>• Role of clan leaders or elders in decision-making</li> <li>• Emphasis on communal values and support networks</li> <li>• Preservation of cultural traditions and customs</li> </ul> <p>Highlight differences between different types of clan systems in Ghana, such as:</p> <ul style="list-style-type: none"> <li>• Matrilineal clans tracing lineage through the mother's side vs. patrilineal clans tracing lineage through the father's side</li> <li>• Variations in naming conventions, totems, and</li> </ul>	Pictures and Videos	

symbolic rituals

- Regional or ethnic differences influencing clan structures and practices

Divide learners into small groups and provide each group with a comparison chart template.

Ask them to write similarities and differences between different clan systems in Ghana based on their research or prior knowledge.

Assessment

Copy and complete the table

Aspect	Matrilineal Clan System	Patrilineal Clan System	Ethnic Clan System
Linage			
Leadership			
Cultural traditions			
Role in community			

**PHASE 3:  
REFLECTION**

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Presentation	
<b>Content Standard:</b> B9.2.6.1 Describe their everyday experiences on more complex topics using appropriate presentational skills		<b>Indicator:</b> B9.2.6.1.1 Discuss complex topics related to everyday activities.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can read and analyze topical issues in Ghana example deforestation, same sex marriage, insecurity, etc.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 59			
<b>New words:</b> deforestation, same sex marriage, insecurity, illegal mining.			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Ask learners to brainstorm everyday activities and issues they encounter or hear about in their communities.</p> <p>Introduce the concept of complex topics and explain that these are important issues that require thoughtful discussion.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Define complex topics as issues that are multifaceted and have various perspectives.</p> <p>Provide examples such as deforestation, same-sex marriage, insecurity, etc.</p> <p>Provide learners with a short text on one of the complex topics (e.g., deforestation in Ghana).</p> <p>Ask them to read the text individually and highlight key points and arguments.</p> <p>Facilitate a class discussion on the text. Encourage learners to share their thoughts, questions, and opinions on the topic.</p> <p>Discuss different viewpoints and explore the causes and effects of the issue.</p> <p>Divide learners into small groups and assign each group a different complex topic to discuss. Provide guiding questions to help them analyze the topic from various angles.</p> <p>Organize a debate or role-playing activity where learners take on different perspectives related to the complex topics.</p> <p>Ask learners to reflect on the discussions and write a short paragraph expressing their views on the topic. Encourage them to consider different arguments and evidence.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

<b>PHASE 3:</b> <b>REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	
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<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reading	
<b>Content Standard:</b> B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage.		<b>Indicator:</b> B9.3.1.1.2 Summarize passages read in given number of sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can arrange the main ideas in a range of passages logically and coherently		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 60			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Discuss the importance of organizing ideas in writing.</p> <p>Show learners an example of a paragraph with jumbled main ideas and ask them to identify the main idea and supporting details</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that organizing ideas in writing helps readers understand the message clearly.</p> <p>Discuss the structure of a well-organized paragraph, including the topic sentence, supporting details, and concluding sentence.</p> <p>Provide learners with passages containing multiple main ideas.</p> <p>Ask them to read the passages and identify the main idea of each paragraph.</p> <p>Give learners a set of sentences related to a specific topic.</p> <p>Ask them to arrange the sentences in a logical order to form a coherent paragraph.</p> <p>Emphasize the importance of transitional words and phrases for smooth transitions between ideas.</p> <p>Provide learners with paragraphs where the main ideas are out of order.</p> <p>Ask them to rearrange the sentences to create a well-</p>	<p>Examples of prose, poetry, and drama texts with strong characterizations</p>	

	<p>organized paragraph with a clear main idea and supporting details.</p> <p><u>Assessment</u>          Arrange the Sentences to Form a Coherent Paragraph:</p> <p>(Topic Sentence) - "Healthy eating habits are essential for overall well-being."          (Supporting Detail) - "Eating a balanced diet provides essential nutrients for the body."          (Supporting Detail) - "Regular exercise complements healthy eating habits."          (Concluding Sentence) - "By adopting healthy habits, individuals can lead a happier and more fulfilling life."</p> <ol style="list-style-type: none"> <li>1. How did you determine the main idea of each passage?</li> <li>2. What strategies did you use to organize the sentences in the activities?</li> <li>3. Why is it important to have clear organization in writing?</li> </ol>	
<p><b>PHASE 3:          REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 6

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Verbs	
<b>Content Standard:</b> B9.4.3.1 Exhibit knowledge and understanding of the use of auxiliary verbs.		<b>Indicator:</b> B9.4.3.1.1 Discuss auxiliary verbs in sentences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify types of verbs and construct sentences with auxiliary verbs		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 63			
<b>New words:</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Brainstorm learners to explain that verbs are action words that show what someone or something is doing.</p> <p>Ask learners to think of examples of verbs and write them on the board. Discuss the importance of verbs in forming sentences.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce different types of verbs such as action verbs (e.g., run, jump), linking verbs (e.g., is, appear), and helping verbs or auxiliary verbs (e.g., can, will).</p> <p>Explain how each type functions in a sentence.</p> <p>Provide learners with a recorded or read passage and ask them to identify and underline the verbs.</p> <p>Encourage them to categorize the verbs into action verbs, linking verbs, and auxiliary verbs.</p> <p>Explain that auxiliary verbs (helping verbs) assist the main verb in a sentence.</p> <p>Discuss common auxiliary verbs like can, will, should, have, and be. Give examples of sentences using auxiliary verbs.</p> <p>Provide learners with a passage and a worksheet where they have to identify and categorize the verbs into action, linking, and auxiliary verbs.</p> <p>Ask learners to construct sentences using auxiliary verbs. Provide prompts or topics to guide them (e.g., "I can swim," "She will write a letter").</p>	Text passage with varied verbs.	

	Have learners exchange their sentences with peers for review. Encourage them to discuss how auxiliary verbs change the meaning or tense of a sentence.	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing	
<b>Content Standard:</b> B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types		<b>Indicator:</b> B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss and write on the different types of letters, such as formal letters, informal letters, and business letters		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			
<b>New words:</b>			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	Brainstorm learners to discuss the purpose of letter writing and the importance of clear communication in letters.  Introduce the format of a letter, including the heading, salutation, body, closing, and signature.		
PHASE 2: <b>NEW LEARNING</b>	Explain that a letter is a written communication addressed to a specific person or organization.  Discuss the different types of letters, such as formal letters, informal letters, and business letters.  Break down the structure of a letter and explain the purpose of each part (heading, salutation, body, closing, signature).  Emphasize the importance of addressing the recipient appropriately and maintaining a formal or informal tone based on the type of letter.  Provide learners with a prompt or let them choose a topic for their letter. Encourage them to consider the purpose of their letter and the audience they are addressing.  Ask learners to draft a letter based on the chosen topic or prompt.  Provide guidelines on formatting, tone, and content. Emphasize the importance of coherence and clarity in expressing ideas.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	

	<p>Pair learners up to exchange their draft letters for peer review.</p> <p>Encourage peers to provide feedback on the organization, language use, and overall effectiveness of the letter.</p> <p>Guide learners through the process of revising and editing their letters based on peer feedback.</p> <p>Discuss how to improve coherence by rearranging ideas, and adding transitions.</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Literature
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Literature
<b>Content Standard:</b> B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.	<b>Indicator:</b> B9.6.1.2.1. Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss how writers use language to create mood and tone in an increasing range of prose, poetry and drama		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)
<b>References:</b> Ghanaian Language Curriculum Pg. 65		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Engage learners to discuss the importance of settings, mood, and tone in literature.</p> <p>Ask learners to think about their favorite books, poems, or plays and how the settings and language used by the authors impacted their reading experience.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce the concept of settings as the time and place where a story takes place.</p> <p>Explain how different settings can create different effects on the story and characters.</p> <p>Discuss how settings can contribute to the mood and tone of a literary work. For example, a dark and gloomy setting might create a sense of suspense or fear, while a bright and cheerful setting might evoke happiness or optimism.</p> <p>Provide examples of settings from prose, poetry, and drama texts.</p> <p>Analyze how these settings influence the overall mood and tone of the works.</p> <p>Provide learners with excerpts from various texts along with descriptions of the settings.</p> <p>Ask them to identify the effects of each setting on the mood and tone of the text.</p> <p>Discuss how authors use language (such as descriptive words, imagery, and figurative language) to create specific moods and tones in their writing.</p>	Excerpts from prose, poetry, and drama texts that exemplify literary devices.

	<p>Provide examples from different types of literature.</p> <p><u>Assessment</u>          Divide learners into small groups and assign each group a different setting and literary work.</p> <p>Have them analyze how the setting contributes to the mood and tone, and present their findings to the class.</p>	
<p>PHASE 3:  <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 7

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Chieftaincy	
<b>Content Standard:</b> B9.1.4.1 Exhibit knowledge and understanding of the traditional governing structure (chief/ queenmother, chief priest, traditional military, sub chiefs, king makers) of their society and their duties		<b>Indicator:</b> B9.1.4.1.1 Explore the traditional governing structure of their community and discuss the duties of the functionaries.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can <ul style="list-style-type: none"> <li>• Read and discuss a text on traditional governance.</li> <li>• Identify the traditional governing structure of their community.</li> </ul>		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 54			
<b>New words:</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Ask learners what they know about traditional governance and how communities were traditionally governed in the past.</p> <p>Introduce the topic of traditional governing structures and their importance in communities.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that traditional governance refers to the systems and structures through which communities were governed before modern government systems.</p> <p>Discuss the roles of chiefs, elders, and community councils in traditional governance.</p> <p>Provide learners with a text or passage about traditional governance in a specific community.</p> <p>Ask them to read the text individually and highlight key information about the governing structure, roles of leaders, decision-making processes, and community involvement.</p> <p>Guide learners in identifying and discussing the traditional governing structure of the community mentioned in the text.</p> <p>Encourage them to identify key leaders, their roles, and how decisions were made.</p>	Text passage with varied verbs.	

	<p>Divide learners into small groups and assign each group a different aspect of traditional governance to discuss (e.g., roles of chiefs, decision-making processes, community participation).</p> <p>Have groups present their findings to the class.</p> <p>Ask learners to role-play scenarios based on traditional governance, such as a community meeting to resolve a dispute or make a decision.</p> <p>Encourage them to embody the roles of chiefs, elders, and community members.</p> <p>Provide learners with information about traditional governing structures from different communities or cultures.</p> <p>Ask them to compare and contrast these structures, highlighting similarities and differences.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Presentation	
<b>Content Standard:</b> B9.2.6.1 Describe their everyday experiences on more complex topics using appropriate presentational skills		<b>Indicator:</b> B9.2.6.1.1 Discuss complex topics related to everyday activities.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss some of the everyday activities in the factory, traditional occupational shops, settlement of cases at the palace, etc.		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 59			
<b>New words:</b> factory, traditional, occupational, shops, settlement			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Ask learners to list common everyday activities they observe or participate in at different locations, such as a factory, traditional occupational shops, or a palace where cases are settled.</p> <p>Discuss the significance of these activities in each setting.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce the three settings—factory, traditional occupational shops, and palace—and briefly describe the activities that typically take place in each setting.</p> <p>Provide learners with short descriptions or scenarios of activities in each setting.</p> <p>Ask them to read and identify key elements and purposes of these activities.</p> <p>Facilitate a class discussion on the similarities and differences between the activities in each setting.</p> <p>Encourage learners to consider the roles of workers, customers, and decision-makers in these activities.</p> <p>Divide learners into groups and assign each group a different setting (factory, traditional shops, palace).</p> <p>Ask them to role-play typical activities in their assigned setting and present their role-play to the class.</p> <p>Provide learners with a case study related to each setting (e.g., a workplace safety issue in a factory, a trade negotiation in traditional shops, a dispute resolution at the palace).</p> <p>Ask them to analyze the case study and propose solutions or actions.</p> <p>Have learners create a chart comparing the activities, roles, and</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	outcomes in each setting. Encourage them to identify common themes and differences.	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b>		<b>Strand:</b> Reading	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reading	
<b>Content Standard:</b> B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarize the passage.		<b>Indicator:</b> B9.3.1.1.2 Summarize passages read in given number of sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can summarize a passage of two hundred words in fifty words		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 60			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Discuss the purpose of summarizing and its importance in understanding complex information.		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that summarizing involves condensing key information while retaining essential details.</p> <p>Teach learners to identify main points, eliminate redundant information, and use concise language.</p> <p>Provide a 200-word passage and ask learners to summarize it in 50 words.</p> <p>Divide learners into groups to summarize different passages. Encourage peer review for accuracy and conciseness.</p> <p>Have learners write their own 50-word summaries of provided passages.</p> <p>Discuss the challenges and strategies used in summarization. Review examples of effective summaries.</p> <p><u>Assessment</u> Provide a passage of 200 words for learners to summarize in 50 words.</p>	Examples of prose, poetry, and drama texts with strong characterizations	
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 8

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Language & Usage	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Verbs	
<b>Content Standard:</b> B9.4.3.1 Exhibit knowledge and understanding of the use of auxiliary verbs.		<b>Indicator:</b> B9.4.3.1.1 Discuss auxiliary verbs in sentences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify types of verbs and construct sentences with auxiliary verbs		<b>Core Competencies:</b> CC 7.3: CC 8.2: DL 5.3:	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 63			
<b>New words:</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Brainstorm learners to explain that verbs are action words that show what someone or something is doing.</p> <p>Ask learners to think of examples of verbs and write them on the board. Discuss the importance of verbs in forming sentences.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce different types of verbs such as action verbs (e.g., run, jump), linking verbs (e.g., is, appear), and helping verbs or auxiliary verbs (e.g., can, will).</p> <p>Explain how each type functions in a sentence.</p> <p>Provide learners with a recorded or read passage and ask them to identify and underline the verbs.</p> <p>Encourage them to categorize the verbs into action verbs, linking verbs, and auxiliary verbs.</p> <p>Explain that auxiliary verbs (helping verbs) assist the main verb in a sentence.</p> <p>Discuss common auxiliary verbs like can, will, should, have, and be. Give examples of sentences using auxiliary verbs.</p> <p>Provide learners with a passage and a worksheet where they have to identify and categorize the verbs into action, linking, and auxiliary verbs.</p> <p>Ask learners to construct sentences using auxiliary verbs. Provide prompts or topics to guide them (e.g., "I can swim," "She will write a letter").</p>	Text passage with varied verbs.	

	Have learners exchange their sentences with peers for review. Encourage them to discuss how auxiliary verbs change the meaning or tense of a sentence.	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Composition Writing	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Argumentative Writing	
<b>Content Standard:</b> B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types		<b>Indicator:</b> B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can write argumentative essays to present a claim or argument and support it with evidence		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 55			
<b>New words:</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Brainstorm learners to discuss the purpose of argumentative writing and its importance in expressing opinions and persuading readers.</p> <p>Show examples of argumentative essays and discuss their structure.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that argumentative essays present a claim or argument and support it with evidence.</p> <p>Discuss the structure, including an introduction with a clear thesis, body paragraphs with supporting arguments, and a conclusion.</p> <p>Select a topic relevant to grade 9 learners, such as "Should Learners Have Homework Every Day?" or "Is Social Media Beneficial or Harmful?"</p> <p>Guide learners in brainstorming arguments for and against the chosen topic.</p> <p>Have learners create an outline for their argumentative essay, including the introduction with a strong thesis statement, body paragraphs with arguments and evidence, and a conclusion that reinforces the thesis.</p> <p>Ask learners to write a draft of their argumentative essay based on the outline.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>	

	<p>Emphasize the use of persuasive language and evidence to support their claims.</p> <p>Divide learners into pairs or small groups for a debate session where they present their arguments orally and respond to counterarguments.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b>		<b>Strand:</b> Literature	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Literature	
<b>Content Standard:</b> B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.		<b>Indicator:</b> B9.6.1.2.1. Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can discuss the ways writers structure texts in a range of prose, poetry and drama texts		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
<b>References:</b> Ghanaian Language Curriculum Pg. 65			

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Engage learners to discuss the concept of text structure and why it is important in understanding and analyzing literature.</p> <p>Show examples of different text structures such as chronological, cause and effect, problem and solution, and compare and contrast.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that text structure refers to how a piece of writing is organized.</p> <p>Discuss common structures used in prose, poetry, and drama.</p> <p>Explain the typical structure of a narrative or expository prose, including introduction, body paragraphs, and conclusion.</p> <p>Discuss how authors use paragraphs, transitions, and logical sequencing.</p> <p>Introduce the structure of poems, such as stanzas, lines, rhyme schemes, and meter.</p> <p>Discuss how poets use these elements to create rhythm and convey meaning.</p> <p>Explain the structure of a play, including acts, scenes, dialogues, and stage directions.</p> <p>Discuss how playwrights use these elements to develop plot and characters.</p>	Excerpts from prose, poetry, and drama texts that exemplify literary devices.

	<p>Provide learners with excerpts from prose, poetry, and drama texts.</p> <p>Ask them to identify and label the text structures used in each excerpt (e.g., narrative structure in prose, rhyme scheme in poetry, dialogue structure in drama).</p> <p><u>Assessment</u> Divide learners into small groups and assign each group a different text structure to analyze in a specific text.</p> <p>Have them present their findings to the class and discuss how the structure contributes to the overall meaning of the text.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 9

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60MINS		<b>Strand:</b> Customs & Institutions	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Chieftaincy	
<b>Content Standard:</b> B9.1.4.1 Exhibit knowledge and understanding of the traditional governing structure (chief/ queenmother, chief priest, traditional military, sub chiefs, king makers) of their society and their duties		<b>Indicator:</b> B9.1.4.1.1 Explore the traditional governing structure of their community and discuss the duties of the functionaries.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can <ul style="list-style-type: none"> <li>• Discuss and write down the duties of the functionaries.</li> <li>• Discuss and write the importance of the functionaries</li> </ul>		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>Reference:</b> Ghanaian Language Curriculum Pg. 54			
<b>New words:</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Ask learners to brainstorm what they think functionaries are and their roles in a community.</p> <p>Introduce the concept of functionaries in traditional governance and their significance in maintaining order and decision-making.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that functionaries are individuals who hold specific roles and responsibilities in the traditional governance structure of a community.</p> <p>Discuss the different types of functionaries, such as chiefs, elders, council members, and religious leaders.</p> <p>Provide learners with a list of common functionaries and their duties (e.g., chiefs ensure justice and resolve disputes, elders provide wisdom and guidance, council members make decisions for the community).</p> <p>Discuss each duty in simple terms and its importance in maintaining community harmony.</p> <p>Discuss the importance of functionaries in traditional governance, emphasizing their roles in preserving cultural heritage, resolving conflicts, making collective decisions, and promoting unity among community members.</p> <p>Divide learners into groups and assign each group a role of a functionary (e.g., chief, elder, council member). Ask them to create scenarios where they fulfill their duties and resolve</p>	Text passage with varied verbs.	

	<p>community issues.</p> <p>Provide learners with case studies or scenarios related to traditional governance and functionaries.</p> <p>Have them analyze the role of functionaries in each scenario and propose solutions or actions.</p> <p>Ask learners to write short paragraphs or essays about the duties of functionaries and their importance in traditional governance.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Ghanaian Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Listening & Speaking	
<b>Class:</b> B9	<b>Class Size:</b>		<b>Sub Strand:</b> Presentation
<b>Content Standard:</b> B9.2.6.1 Describe their everyday experiences on more complex topics using appropriate presentational skills		<b>Indicator:</b> B9.2.6.1.2 Compose their own group report on some topical issues	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can develop a report on a range of suitable familiar and unfamiliar, concrete and abstract topics		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References:</b> Ghanaian Language Curriculum Pg. 59			
<b>New words:</b> report, organization, communication, research			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Brainstorm learners to discuss what a report is and why it's important to research and write about different topics.</p> <p>Introduce the concept of familiar and unfamiliar topics, as well as concrete and abstract topics.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that a report is a structured document that presents information on a specific topic.</p> <p>Discuss the purpose of reports, which is to inform, analyze, and make recommendations.</p> <p>Introduce learners to a range of topics related to Ghana, such as pollution, food production, and main industries.</p> <p>Explain the difference between familiar topics (those they may know about) and unfamiliar topics (new and less known).</p> <p>Guide learners on how to research their chosen topic using reliable sources such as books, articles, and websites.</p> <p>Emphasize the importance of gathering accurate and relevant information.</p> <p>Divide learners into groups and assign each group a different topic (pollution, food production, main industries).</p> <p>Have them research and gather information about their assigned topic.</p> <p>Ask learners to create an outline for their report, including key points, subtopics, data, and sources.</p> <p>Emphasize the importance of organizing information logically</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library</p>

	<p>and coherently.</p> <p>Provide time for learners to write their reports based on the outline and research.</p> <p>Encourage them to use clear language, provide evidence and examples, and structure their report with an introduction, body, and conclusion.</p> <p>Make a presentation on the topics above to the class for discussion</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Ghanaian Language</b>	
<b>Duration:</b>		<b>Strand: Reading</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Translation</b>	
<b>Content Standard:</b> B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language		<b>Indicator:</b> B9.3.2.1.1 Decode the meaning of texts and translate from source to target language.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can translate texts of about one hundred words from source to their language		<b>Core Competencies:</b> Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)	
<b>References: Ghanaian Language Curriculum Pg. 61</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Brainstorm learners to explain the importance of translation and how it helps us understand different languages and cultures.  Discuss the challenges and rewards of translation.		
<b>PHASE 2: NEW LEARNING</b>	Define translation as the process of converting text from one language (source language) to another (target language).  Explain that translators must consider linguistic nuances, cultural context, and meaning.  Introduce different translation techniques such as literal translation, idiomatic translation, and cultural adaptation.  Discuss when each technique is appropriate.  Provide learners with short texts (about 100 words) in the source language and ask them to translate the texts into the target language.  Encourage them to use dictionaries and online resources if needed.  Divide learners into pairs or small groups to work on their translations.  Encourage collaboration and discussion on language choices and cultural nuances.  Have learners exchange their translated texts with peers for review.  Ask them to provide feedback on clarity, accuracy, and cultural appropriateness.  Facilitate a class discussion on the challenges encountered,	Examples of prose, poetry, and drama texts with strong characterizations	

	interesting linguistic differences, and cultural insights gained during the translation process.	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	