MINISTRY OF EDUCATION

Republic of Ghana

TEACHING SYLLABUS FOR GHANAIAN LANGUAGES
(SENIOR HIGH SCHOOL 1 - 3)

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TEACHING SYLLABUS FOR GHANAIAN LANGUAGES AND CULTURE
SHS 1-3

RATIONALE FOR TEACHING GHANAIAN LANGUAGES AND CULTURE

Language is not only a medium of communication, it is a library in which the other elements of culture - customs and institutions, the philosophy, technology, architecture, medicine, medical practice, etc. of a people are stored. Language remains the secret of the continued existence of all ethnic groups, and the most reliable means through which these other elements of culture are transmitted from generation to generation. Culture defines who and what a people were; who and what they are, and who and what they are likely to be. The teaching and learning of a language and its culture is therefore the way for ensuring the continued existence of an ethnic group into the future. The study of with Ghanaian Language and culture will therefore:

i)   equip and enhance their linguistic and performance competencies
ii)   deepen their insights for using the skills acquired in their languages and culture for functional literacy.
iii)   help them to understand and appreciate the uniqueness of their cultural norms and values and to promote and preserve them.
iv)   help them to appreciate the social, economic and political problems of their communities and the nation as a whole.
v)   help them to respect and appreciate other languages and cultures.

GENERAL AIMS

This syllabus has been written in a way that will encourage students to improve their reasoning skills and improve their ability to contribute to the solution of the problems of a dynamic society. The subject is designed to help students to:

i)   apply the mechanics and elements of their language more effectively in speaking and writing their language.

ii)   appreciate their linguistic, historical and cultural heritage.

iii)   realize that oral literature is the source of habits and behaviours that help to fully integrate the individual into the community.

iv)   re-examine and where necessary revise aspects of their customs and institutions that may need to be modified.

ORGANIZATION AND STRUCTURE OT THE SYLLABUS

The syllabus for each year's work consists of four sections:

Section 1:   Phonology
Section 2:   Reading Comprehension
Section 3:   Writing
Section 4:   Literature and Customs and Institutions

These divisions reflect the various skills and knowledge that students are expected to acquire in Ghana Language and Culture. The structure of the syllabus is presented on the next pages:

STRUCTURE AND ORGANIZATION OF THE GHANAIAN LANGUAGES AND CULTURE SYLLABUS

YEAR ONE (SHS 1)	YEAR TWO (SHS 2)	YEAR THREE (SHS 3)
SECTION 1 : PHONOLOGY Unit 1 : Language Unit 2 : Organs of Speech Unit 3 : Distinguishing between speech sound symbols and the letters of the alphabet Unit 4 : Vowel Description Unit 5 : Vowel distribution	**SECTION 1 : PHONOLOGY** Unit 1 : Vowel sequence and elision Unit 2 : Consonant Description and Distribution Unit 3 : Oral, nasal and nasalized sounds Unit 4 : The Syllable Unit 5 : Tone	**SECTION 1 : PHONOLOGY** Unit 1 : Vowel harmony / mutation Unit 2 : Assimilation and Coalescence Unit 3 : Double and Secondary articulation

SECTION 2 : READING COMPREHENSION
Unit 1 : Intensive Reading
    a) skimming
    b) scanning
Unit 2 : Topic and Supporting sentences
Unit 3 : Idioms/ Literary Device
Unit 4 : Translation
	SECTION 2 : READING COMPREHENSION
	Unit 1 : Intensive Reading
	Unit 2 : Extensive Reading
	Unit 3 : Literary Devices
	Unit 4 : Translation
		SECTION 2 : READING COMPREHENSION
		Unit 1 : a) Skimming with practice
		    b) Scanning with practice
		Unit 2 : Summary
		Unit 3 : Translation (revision)

SECTION 3 : WRITING
Unit 1 : Word Classes
Unit 2 : The Sentence
Unit 3 : The Clause
Unit 4 : Pluralization
Unit 5 : Word formation
Unit 6 : Punctuation
Unit 7 : Essay
    a) Narrative
    b) Descriptive
    c) Expository
	SECTION 3 : WRITING
	Unit 1 : Transitive and Intransitive Verbs
	Unit 2 : Tenses (simple present/past/future)
	    (present/past continuous)
	    (present/past perfect)
	Unit 3 : The Noun Phrase
	Unit 4 : The Verb Phrase
	Unit 5 : The Adverb Phrase
	Unit 6 : The Adjective Phrase
	Unit 7 : Detailed study of the minor word classes
	    (determiners, post-positions, auxiliaries Conjunctions, emphatics, etc.)
	Unit 8 : Essay : Narrative
	    Descriptive
	    Expository
	    Argumentative
	    Informal letters
		SECTION 3 : WRITING
		Unit 1 : Sentence analysis
		Unit 2 : Serial Verb Construction
		Unit 3 : Negation
		Unit 4 : Reported Speech
		Unit 5 : Essay:
		    i. Narrative
		    ii. Descriptive
		    iii. Argumentative
		    iv. Expository
		Unit 6 : Speeches
		Unit 7 : Semi-formal letters
		Unit 8 : Debates
		Unit 9 : Dialouges
		Unit 10 : Articles

YEAR ONE (SHS 1)	YEAR TWO (SHS 2)	YEAR THREE (SHS 3)

SECTION 4 : LITERATURE, CUSTOMS AND INSTITUTIONS
 	
Unit 1: Introduction to literature:
    a) definition
    b) tpyes- oral , written.
    c) characteristics
    d) elements- subject matter,
       theme, setting, characters, etc
Unit 2 : Literary Devices
Unit 3 : The Folktale
Unit 4 : Initiation rites/Rites of Passage
Unit 5 : Manners and Etiquette
Unit 6 : Set Books: Prose, Drama, Poetry
	SECTION 4 : LITERATURE, CUSTOMS AND INSTITUTIONS
	
	Unit 1: Dirges
	Unit 2: Riddles and Puzzles
	Unit 3: Historical Narratives-myths and Legends
	Unit 4: Songs-occupational/cradle/war/ etc
	Unit 5: Taboos and Oaths
	Unit 6: Traditional Administration of Justice
	Unit 7: Authority
	Unit 8: Non-verbal Communication: drum, horn,
	    Xylophone, signs and symbols, body
	      Language Set books: prose, Drama,
	Poetry
		SECTION 4 : LITERATURE, CUSTOMS AND INSTITUTIONS
		
		Unit 1: Proverbs
		Unit 2: Libation (traditional prayer)
		Unit 3: Funeral Rites
		Unit 4: Inheritance
		Unit 5: Contemporary social, moral, economic
		    issues
		Unit 6: Marriage and Divorce
		    Set Books : Prose, Drama, Poetry

SECTION 1:   PHONOLOGY

This section covers principles underlying speech production and some processes that occur in live speech.

SECTION 2:   READING COMPREHENSION

This section deals with intensive and extensive reading as well as translation. It is aimed at improving the already acquired reading skills and enhancing further reading and comprehension. The inclusion of translation in this section is justified by the fact that reading and comprehension skills are pre-requisites for meaning-based translation.

SECTION 3:   WRITING

This section comprises grammar and composition writing.

SECTION 4:   LITERATURE/CUSTOMS AND INSTITUTIONS

This section consists of topics on oral literature, customs and institutions and contemporary issues. Students are also introduced to set books in their language and techniques for literary criticism.

METHODOLOGY

Suggestions for making lessons more learner-centred have been given in the Teaching/Learning Activities (TLA). The evaluation column is also designed to make practical application of new knowledge acquired to real life situations the focus. Teachers are free to use any participatory method that is essentially learner centred and challenging

SUGGESTIONS FOR TEACHING THE SYLLABUS

General Objectives
General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives flow from the general aims for teaching Ghanaian Languages and Culture listed on page (i) of this syllabus. The general objectives specify the knowledge, skills and values a student should acquire and demonstrate after learning the units of a section. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units. Each year's work focuses on a Section and each Section deals with a genre. A section consists of a fairly homogenous body of knowledge within the subject. Within each section are units. A unit consists of a more related and homogeneous body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 - Units: The units in Column 1 are divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branch to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5. or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For example, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance, that Unit 2 of Section 2 has five specific objectives: 2.2.1 -2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *What the student will be able to do after instruction and learning in the unit.* Each specific objective hence starts with the following. "The student will be able to." This in effect, means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

Column 3 - Content: The "content" in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add more information to the content presented. In a few cases the content space has been left blank for you to develop.

Column 4 - Teaching and Learning Activities (TLA): Teaching and Learning activities that will ensure maximum student participation in the lessons are presented in column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose of teaching and learning is to make students able to use their knowledge in Language and Culture in a variety of ways. There may be a number of units where you need to re-order specific objectives to achieve such required effects. The emphasis is to encourage students to develop the skills for critical thinking, analysis and to appreciate any type of literary work, people and situations. The activities should also help them to unearth and develop their creative potentials.

Column 5 - Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work role play, dramatization. Ask questions and set tasks and assignments that will challenge your students to develop excellent skills in literary appreciation as a result of having undergone instruction in this syllabus. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit. For evaluation during class lessons, determine the mastery level you want students to achieve in their answers and responses. If for instance, you take 80% as the mastery level, ensure that each student's answer to questions asked in class achieve this level of mastery.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

PROFILE DIMENSIONS

Profile dimensions describe the underlying behaviours or abilities students are expected to acquire as a result of having gone through a period of instruction. Each of the specific objectives in this syllabus contains an action verb that specifies the type of learning or skill that the student should acquire by the end of the instructional period. A specific objective as follows: The student will be able to describe …etc. contains an action verb "describe" that indicates what the student will be able to do after teaching and learning have taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarise, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct etc, means that the student has learnt to create, innovate or synthesize knowledge. Each of the action verbs in the specific objectives of the syllabus describes the behaviour the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching, learning and assessment in schools. Read each objective carefully to know the profile dimension towards which you have to teach.

In Ghanaian Language and Culture, two profile dimensions and four skills have been selected for teaching, learning and testing. The profile dimensions are:

Knowledge and Understanding	-	30%
Use of knowledge	-	70%

The four (4) skills are as follows:

Listening Comprehension	-	10%
Reading Comprehension	-	20%
Speaking	-	30%
Writing	-	40%

The profile dimensions and the skills may be combined as follows:

Reading	-	Knowledge and Understanding
Speaking	-	Use of knowledge
Writing	-	Use of Knowledge

Learning language and culture implies the acquisition of two major abilities or behaviours. These are "Knowledge and Understanding", and the "Use of Knowledge". "Knowledge and Understanding" may be taught through "Listening" and "Reading", while "Use of Knowledge" may be taught in "Speaking" and "Writing". Listening and Reading are "receptive skills" while, Speaking and Writing are "productive skills". In Ghanaian Language and Culture where the learner is born into the particular language and culture, the stress on "listening" is rather less, especially for students at the SHS level. It is expected that by the Junior High School level, the student would have acquired proficiency in "listening" such that this skill would require only about 10% of instructional time at the SHS. For this reason, only the skills of "Speaking", "Reading" and "Writing" are stressed in this syllabus. Every language and culture has a store of body language and certain intonations which give particular meaning to spoken words. These are referred to as the "kinesics" and "paralang" of the language. These are some of the sub-skills that must be taught in "Listening Comprehension", especially for the very young classes.

Each of the dimensions and the skills has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions and skills on the previous page, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the dimensions and the four skills in the teaching and learning process will ensure that Ghanaian Languages and Culture is taught and studied competently in school.

The explanation of the key words used in each of the profile dimensions is as follows:

Knowledge and Understanding (KU)

Knowledge
The ability to:
Remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts.
Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

Understanding
The ability to:
Explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend.
Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, innovation or creativity, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use of Knowledge' is a summary dimension for all four learning levels. Details of each of the four levels are as follows:

Application
The ability to:
Apply rules, methods principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.

Analysis
The ability to:
Break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts etc. Analytical ability underlies discriminate thinking.

Innovation/Creativity
The ability to put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas and solutions, design and create new things.

Evaluation The ability to:

appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

FORM OF ASSESSMENT

It is important that both instruction and assessment be based on both the profile dimensions and skills of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure you use i.e. class tests, home work, projects etc., must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The following diagram on the next page shows the relationship between the profile dimensions and the four learning skills:

Relationship Between Profile Dimensions and Learning Skills

Profile Dimensions	Receptive Skills		Productive Skills		
	Listening	Reading	Writing	Speaking	Total
Knowledge and Understanding	10	20	-	-	30
Use of knowledge	-	-	40	30	70
Total	10	30	30	30	100

"Knowledge and Understanding" has a weight of 30%, and "Use of Knowledge" has a weight of 70% as shown in the last column of the table. The last row shows the weight or relative emphasis that should be given each of the four skills in the teaching and learning process. The productive skills are weighted 70% as against 30% for the receptive skills. The explanation and key words involved in each of the profile dimensions are as follows:

The relationships shown in the above diagram have been used to produce the recommended examination structure for SHS2 – 4 shown below. The structure consists of two examination papers and School Based Assessment (SBA). Paper 1 will be an objective test paper, while Paper 2 will consist of comprehension and essay questions. The last column shows the weights for "Knowledge and Understanding" and "Use of knowledge". Note the last row shows the weights of each examination paper and the weight of the School Based Assessment (SBA). The objective test paper is weighted 20%; the structured question paper is weighted 50%, and the SBA is weighted 30%, making a total of 100%.

The objective test paper may be constructed to consist of 40 or more items, but since the paper is weighted 20%, the total marks allocated to the paper, whether 40, 50 or more, will have to be scaled down to 20%. Similarly, the paper two could be scored out of 100 or any convenient number, and scaled down to 50% to derive the final total mark.

Distribution of Examination Paper Weights and Marks

Dimensions	Paper 1	Paper 2	Total
Knowledge and Understanding	30	20	50
Use of Knowledge	10	40	50
Total	40	60	100

The objective test items are distributed in the following way in Paper 1: 15 items (or marks) for "Knowledge and Understanding" and 5 items or marks for "Use of knowledge", making a total of 20 items or 20 marks.

The mark distribution for questions in Paper 2 is as follows: 15 marks for "Knowledge and Understanding", and 35 marks for "Use of knowledge". Paper 2 is essentially a "productive paper" and this is indicated by the rather large marks for the essay in the paper. Paper 2 is weighted more than Paper 1 and the School Based Assessment because it is a more intellectually demanding paper.

Note that at the WASSCE the objective test, the comprehension test and essay test are all components of one examination paper. The examination has two parts: Section A is the objective test component and Section B consists of the comprehension and essay questions. The teacher at SHS 3 should however, advise his/her students on the structure of the WASSCE examination paper and how to prepare for it.

End-of-Term Examination
The end-of-term examination is a summative assessment system and should consist of a sample of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an end-of- Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of the objectives studied in Term 2, and 60% of the objectives studied in Term 3.

The third diagram below shows the recommended end-of-term examination structure. The structure consists of one examination paper with two sections, A and B and the School-Based Assessment. The end-of-term Test Paper will be a blend of objective-type and structured questions (i.e. short answers). The paper will test "Knowledge and Understanding" and "Use of knowledge".

    SHS 1: 30 items for 45 minutes
    SHS 2: 40 items for 60 minutes
    SHS 3: 40 items for 60 minutes

The teacher should consider the ability level of the class and determine the number of items to use for the end-of-term assessment. The above is only a guide.

Distribution of Examination Marks and Examination paper Weights

Dimensions	Section A (Objective Test) Grammar, Writing and Composition	Section B (Structured Questions) Reading, Writing and Composition	SBA All Five Sections	Total Marks	%Weight of dimensions
Knowledge and Understanding	10	10	40	60	40
Use of knowledge	10	10	60	80	60
Total Marks	20	20	100	140	
% Contribution of Test Papers	10	40	50		100

The assessment model above consists of one paper with two sections. Section A, the objective test paper will consist of no less than 20 items and contribute 10 percent of the total marks. Section B is the structured questions section made up of 20 questions, each carrying 2 marks and totalling 20 marks. The total marks of 20 marks under Section B should be multiplied by 2 to obtain 40 as the percentage contribution of Section B. SBA will cover all five sections of the syllabus and will be marked out of 100 and scaled down to 50% as indicated in the last row. Each of the marks in the last but one row will be scaled to the percentage contribution marks indicated in the last row. While the actual marks will be 140, the total scaled marks will be 100. The ranking of students on examination performance will hence be based on 100 marks.

GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

SBA may be conducted in schools using the following: Mid-term test, Group Exercise, End-of-Term Test and Project

1.   Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year,

The projects may include the following:
i)   investigative study (including case study)
iii)   practical work assignment

A report must be written for each project undertaken.

2.   Mid-Term Test: The mid-term test following a prescribed SBA format

3.   Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus

4.   End-of-Tem Test: The end –of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

Marking SBA Tasks

The following guidelines are provided for making SBA reports.

1.	Introduction	10%
2.	Data analysis	50%
3.	Conclusions	20%
4.	Acknowledgements and references	20%

The emphasis is to improve students' learning by encouraging them to produce detailed writing, make important conclusions and generalizations and also show the sources of their data.

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

SENIOR HIGH SCHOOL – YEAR 1

SECTION 1:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
PHONOLOGY

General Objective: The student will:
i.   acquire knowledge about what language is and its components.
ii.   identify the speech organs, sounds and letters of the language and state how they are organised.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1: **LANGUAGE**	The student will be able to: 1.1.1 explain language.	A system of conventional vocal sounds used for communication among human beings.	Teacher to lead students to brainstorm on: conventional, system, vocal sounds and communication.	Students to define language and list its aspects.
	1.1.2 identify three functions of language.	<u>Functions of language</u>: Communication Cultural identification Transmission of culture Source of morals and values, etc.	Teacher to put students into groups to identify and discuss other functions of language	Groups to present their reports for discussion in class.
UNIT 2: **ORGANS OF SPEECH**	1.2.1 explain the term organs of speech and identify any four.	<u>Organs of speech</u>. Any part of the body that contributes to speech production. e.g. lungs, larynx, trachea, lips, tongue, etc. Articulators are the organs of speech that contribute to the production of specific speech sounds e.g. tongue, lips, larynx, teeth, velum, etc.	Teacher to explain articulation and leads students to produce some consonant sounds to enable them identify the speech organs involved e. g. /p, b, m, s, t/ Teacher to lead students through questions to establish the difference between speech organs and articulators.	Teacher to write some sound symbols on the blackboard for students to identify the organs involved in their production

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3: **DISTINGUISHING BETWEEN SPEECH SOUND SYMBOLS (PHONETIC SYMBOLS) AND LETTERS OF THE ALPHABET WITH WHICH THEY ARE SPELT AND WRITTEN**	The student will be able to: 1.3.1 identify consonant sounds of the language. 1.3.2 distinguish between consonant sounds and the consonant letters of the alphabet of the language with which they are spelt.	Vowel sounds and letters vl vss /æ/ lal /e//i/ e /ɛ/ ɛ /i/ i /ɜ/ o /u/ u	Teacher to discuss words containing vowel sounds that are spelt with the same letters. Teacher to discuss vowel sounds that are spelt with different letters. Do the same with consonant wound symbols and letters	Teacher to provide some words with a vowel underlined for students to write the phonetic symbol e.g. atadeɛ (Twi) wo4 (Dagaare)
UNIT 4: **VOWELS: DESCRIPTION AND DISTRIBUTION**	1.4.1 define and describe the vowel sounds of the language 1.4.2 distinguish between vowel sounds and the vowel letters of the alphabet.	Speech sounds produced without an obstruction of the speech air in the mouth. Description of vowels Lip shape: – rounded/unrounded/spread Tongue height: – close, mid-close, mid open, and open. Tongue part: – front ,central, back Tongue root: – advanced and unadvanced	Teacher leads students to give the definition of a vowel. Teacher discusses the description of vowels with students. Teacher guides students to draw the vowel chart.	Students to give the phonetic description of four vowels in some words in their language. Students to draw the vowel chart.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5: **DISTRIBUTION OF VOWELS**	The student will be able to: 1.5.1 determine the position of vowel sounds in words.	Position of sounds at word initial, word medial and word final.	Teacher to use words to explain the idea of sounds at word initial, word medial and word final positions. Teacher to use words to explain the position of sounds at word initial, word medial and word final	Table <table><tr><td>WI</td><td>WM</td><td>WF</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> Students to fill in the table above with words which have the following sounds in the positions indicated where applicable: 7, 4, o, 0, i, e, u,

SENIOR HIGH SCHOOL – YEAR 1

SECTION 2:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
READING COMPREHENSION

General Objective: The student will:

i) acquire skills in reading comprehension.
ii) identify idioms and use them appropriately.
iii) acquire basic skills in translation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1: **INTENSIVE READING** **a) SKIMMING** **b) SCANNING**	The student will be able to: 2.1.1 read any text or book with or without supervision. a) identify the main ideas in the text or the book read. b) do an indepth reading and answer questions.	Read text, passage or book.	Teacher to assist students to use titles, topics, pictures, diagrams, maps, etc to predict the content of a passage/book. Teacher to discuss words, phrases, idioms and other devices in the text as oral/written comprehension drill. Model reading where necessary. Silent reading	Students to answer questions from text.
UNIT 2: **THE TOPIC AND SUPPORTING SENTENCES**	2.2.1 identify the topic sentence in any paragraph. 2.2.2 identify a supporting sentence in a paragraph.	Topic and supporting sentences.	Teacher to put a statement on the chalkboard. Students to say or write something to support or disagree with the statement. After three or four of such examples, teacher explains topic and supporting sentences.	Students to identify the topic sentence in a paragraph or a text.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3: **IDIOMS** **UNIT 4:** **TRANSLATION**	The student will be able to: 2.3.1 explain the term idiom, give examples of idioms and use them in sentences. 2.4.1 explain the term translation and acquire some skills for translating simple sentences and paragraphs.	Examples of idioms to be provided by the various language areas. A process of converting a message from a source language into a target language. Source language Target language Knowledge of the syntax and semantics in both languages. Knowledge of the cultural background of both languages Translation should be context based. (meaning based translation)	Teacher to cite an example of an idiom and explain it to students. Teacher to lead students to give some examples of idioms. Teacher to ask students to give examples of idioms in relation to the announcement of the death of a chief, an ordinary citizen and for any other purpose. i. Teacher to assist students to give equivalent names and meanings of some nouns, adjectives, adverbs, verbs from English into their language. ii. Teacher to do more exercises on word, phrase, sentence and paragraph translation with students.	Students to write examples of five idioms and use them in sentences. Students to translate English sentences and paragraphs into their language and vice versa.

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SENIOR HIGH SCHOOL – YEAR 1

SECTION 3:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
WRITING

General Objective: The student will:
i)   grasp and apply the grammar of his/her language
ii) develop skills in essay writing

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **WORD CLASSES**	The student will be able to: 3.1.1 identify and explain word classes.	Word classes: nouns, verbs, adjectives, adverbs, post-positions, conjunctions, etc.	Teacher, through questions and answers, assists students to identify a word class e.g. What name do we give to words that label/name places, people, ideas, things, etc? What name do we give to words that have singular and plural forms? What name do we give to words that express actions, processes, events and states? What name do we give to words that take tenses? What is the label for words that describe nouns? What is the name given to words that have comparative and superlative forms?	Teacher to write some words including nouns, verbs, adjectives, adverbs, etc and students to regroup them into the word classes.

	3.1.2 regroup the word classes into major and minor.	Major and Minor word classes
		1. Major 2. Minor
		    Noun post-position
		    Verb conjunction
		    Adverb determiners,
		    Adjective etc.
			Teacher to lead students to distinguish between the major and minor word classes.	Students to regroup the words in three given sentences into major and minor word classes.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2: **PLURALISATION**	The student will be able to: 3.2.1 explain the concept of pluralisation. 3.2.2 identify the plural markers in the language.	Singular : one Plural: more than one Nouns that do not take plural markers (language specific) TO BE FILLED IN BY THE SPECIFIC LANGUAGE AREAS	Teacher to write nouns in the singular and plural forms and assist students to see the difference between the two forms. Teacher to explain that singular means one unit of a thing and plural means more than one unit of a thing.	Teacher to write down some nouns and ask students to write their plural forms. Teacher to assists students to come out with nouns which do not take plural markers.
UNIT 3: **NEGATION**	3.3.1 distinguish between positive and negative sentences. 3.3.2 identify how negation is marked in their languages.	Positive sentence Negative sentence Negation markers in the specific language	Teacher to write verbs in the various tense forms and assist students to write them in the negative form. Teacher to lead students to identify the negative markers in the various sentences.	Students to change positive statements into negative statements.
UNIT 4: **WORD FORMATION**	3.4.1 explain how word-forms and new words are generated in their languages. 3.4.2 identify the classes of the new words and word-forms.	Word formation: affixation, derivation, compounding, etc.	Teacher to explain how new words are formed through: i. Affixation ii. Compounding iii. Nasalization iv. Tone v. Reduplication	Students write two examples each of words formed through affixation, compounding, tone, nasalization, reduplication, etc

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **PUNCTUATION** **UNIT 6**	The student will be able to: 3.5.1 use the full stop, question mark, colon and the comma appropriately in writing.	Punctuation marks i. question mark (?) ii. colon (:) iii. comma (,) iv. full stop (.)	Teacher to explain the uses of these marks, through questions and answers and chalkboard demonstration.	Teacher to write sentences or a short text to be punctuated.
ESSAY **NARRATIVE**	3.6.1 retell or write their experiences or events in a sequential order using the appropriate tense types.	Sequential ordering of ideas/events Sequence of tenses.	Teacher to assist the students to retell a past experience. Teacher to pay attention to logical sequencing of events that make up the experience.	Students to write a two hundred and fifty word essay on any given narrative topic.
DESCRIPTIVE	3.6.2 describe objects, events, scenes in a systematic and accurate manner.	Systematic description using the appropriate register, adjectives and adverbs.	Teacher to lead students through discussion to describe any object, structure, personality, occasion, etc.	Students write on a given descriptive essay topic.
EXPOSITORY	3.6.3 use the appropriate register to explain processes.	A stage by stage explanation of a process using the appropriate register e.g. how to prepare groundnut soup.	Teacher to discuss a sample topic with students going through the stages involved and the samples used to be written on the chalkboard.	Students to write an essay on any given topic (350 words).

SECTION 4:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
LITERATURE AND CUSTOMS AND INSTITUTIONS

General Objective: The student will:

i) understand the concept of literature, both oral and written and determine their characteristics and elements.
ii) identify and describe initiation rites in his/her area.
iii) understand the essence of good manners and etiquette.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **INTRODUCTION TO LITERATURE**	The student will be able to: 4.1.1 explain the term literature.	Literature – It is the artistic use of language in other words literature is a piece of writing in which a composer is felt to have made use of words to excite the minds of the audience.	Teacher to give and explain a proverb and assist students to appreciate the beauty in the choice and arrangement of the words and how these together excite the mind e.g. "Patience moves mountains". Teacher to analyse the following words: patience, moves, mountain.	Students to attempt a definition of literature on their own.
	4.1.2 state the two types of literature.	Oral and written literature.	Teacher to assist students to identify the two forms of literature.	Students to write the names of some written literature books in the language.
	4.1.3 list the characteristics of literature (oral and written).	Characteristics of literature <u>Oral literature</u> i. Has no identifiable composer ii. It is dynamic iii. There is a performer v. It is a societal property, etc. <u>Written literature</u> i. Has an author ii. It is static iii. Documented iv. No performer, etc	Teacher to assist students to mention some characteristics of both oral and written literature through questioning.	Students to write three characteristics of both oral and written literature.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **INTRODUCTION TO LITERATURE**	The student will be able to: 4.1.4 identify the features that are common to both written and oral literature.	Features i. Subject matter ii. Theme iii. Setting iv. Characters v. Plot vi. Conflict vii. Suspense viii. Flashback, etc.	Teacher to lead students to brainstorm on the features.	Students to identify and write down the following features: character, setting, conflict in a given story.
UNIT 2 **LITERARY DEVICES**	4.2.1 identify some literary devices in spoken and written texts.	Literary Devices i. Metaphor ii. Simile iii. Personification iv. Irony, etc.	Teacher to use examples to explain these devices.	Students to give examples of some selected devices.
UNIT 3 **FOLKTALE**	4.3.1 define or explain a folktale. 4.3.2 describe the structure of the folktale.	A story in which human beings or non-human entities are made to behave like human beings in order to teach a moral lesson. Structure i. The opening formula (s – r) ii. The body iii. The closing formula iv. Interludes	Teacher to give a sample story and invite students also to give their examples. Teacher to discuss the importance of each part of the story using a sample folktale.	Students to write some folktales to be edited and pasted in the classroom.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **INITIATION RITES (PUBERTY)**	The student will be able to: 4.4.1 describe how puberty rites are performed.	Define initiation/puberty.	Teacher may invite a resource person to give a talk on initiation/puberty rites of the locality.	Students to role – play an initiation/ puberty ceremony.
	4.4.2 state the relevance or otherwise of initiation/ puberty rites in contemporary society.	Our cultural heritage. It identifies the people who do it. Some aspects that need to be modified.	Teacher to organise a debate on, "In the light of present day developments, are puberty rites still important?"	Students to set the stage for a debate on the motion in T.L.A.
UNIT 5 **MANNERS AND ETIQUETTE (POLITENESS)**	4.5.1 state three reasons why one must be polite. 4.5.2 identify three ways of showing or expressing politeness.	Forms and ways of showing politeness. 1. <u>Verbal</u> Prefacing statements, request, with politeness markers like: "please" "I beg to/for…….."	Teacher to organise a short sketch of instances of: a) Verbal impoliteness b) Non-verbal impoliteness Teacher to lead a discussion on the two role-plays. Students to be encouraged to cite more instances of verbal and non-verbal impoliteness.	Students to write three ways of making a polite request. Students to write three sentences to decline a request.
		2. <u>Non-verbal</u> i. Bowing to give or receive something ii. Body posture iii. Silence iv. Smiles, etc.	Teacher to lead a discussion on the possible effects of impoliteness on i. the individual ii. the offended iii. the individuals' relations iv. the society	Students to state what behaviour one should put up when provoked.
		<u>Manners</u> i. a mark of good up - bringing. ii establish cordial relationship iii earns you self respect, etc.	Teacher to discuss the appropriate behaviour in request situations or situations of provocation.	

SENIOR HIGH SCHOOL - YEAR 2

SECTION 1:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
PHONOLOGY

General Objective: The student will:

i) describe the sounds (vowels and consonants) and explain vowel harmony.
ii) understand the concept of the syllable and explain its structure in the language.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **VOWEL SEQUENCE AND ELISION**	The student will be able to: 1.1.1 explain the term vowel sequence.	A situation where a vowel follows another vowel without a consonant occurring between them. e.g. Twi /pii/ Dagaare /pie/ Ewe /fia/	Teacher through discussion, assists students to explain what vowel sequence is.	Teacher puts students in groups to write down ten words, six words within vowel sequence within and 4 between words Teacher puts students in groups to write ten words – six words with vowel sequence within and four words with vowel sequence between.
	1.1.2 Identify vowel sequence within words and between words	Vowel sequence within words. e.g. Twi /pii/ Dagaare /piiri/ Ewe /fia/ Dangme /tue/ Vowel sequence between words e.g. Twi ⌈kofi opoku⌋ Dagaare /iri abe/ Ewe /ade avu/ Dangme /baa 7m0/	Through demonstration and practice, teacher assists students to identify words with vowel sequences within and between words. Teacher assists students to identify vowel patterns in vowel sequence	

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **VOWEL SEQUENCE AND ELISION**	The student will be able to: 1.1.3 explain vowel elision	A situation where a vowel is lost in a process of pronouncing a word. Languages to insert examples	With examples, teacher assists. students to work through some instances of vowel deletion in words during live speech. Students to be cautioned that elision is a feature of the spoken language and not the written language in some languages.	Students to write words or phrases with vowel elision. Students to identify three different instances where vowel elision occurs.
UNIT 2 **CONSONANT DESCRIPTION AND DISTRIBUTION**	1.2.1 describe the consonant sounds of the language.	Position of sounds at word initial, word medial and word final.	Teacher leads students to give examples of words with consonants at word initial, word medial and word final position.	<table><tr><td>Initial</td><td>Medial</td><td>Final</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> Students to fill the table above with words which have the following sounds in the positions indicated where applicable /b, d, g, m, n, w/

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **THE SYLLABLE**	The student will be able to: 1.3.1 identify and explain some syllables in four words of their language. 1.3.2 identify the syllable structure of the language.	The syllable Syllable structure e.g. V CV CCV CVC (where applicable) CVV " " C " "	Using flash cards, teacher assists students to pronounce the words, paying attention to the natural breaks in the words Teacher to use more words to assist students to identify different structures of syllables in the language.	Students to give their own words and break them into syllables. Teacher writes words on the chalkboard for students to copy and indicate syllable junctures with dots.
UNIT 4 **TONE**	1.4.1 explain tone.	Tone refers to pitch levels in words, phrases and sentences.	Teacher to write words with different pitch patterns and through drills help students to distinguish between the different pitch levels.	More drills with words with different pitch patterns.
	1.4.2 identify tone types of the language.	Tone types: e.g. high, mid, low Functions: i) to distinguish between dialects	Teacher, through demonstration uses voice modulation to assist students to differentiate between different levels of pitch. e.g. High (/), mid (-), low (\)	Teacher to write eight words on the chalkboard; students copy them with the appropriate tone marks.
	1.4.3 list two or three functions of tone.	ii) to distinguish between two different words with the same spelling (lexical functions) iii) to distinguish between : words, phrases and clauses that have different grammatical interpretations	Through discussion, teacher guides students to identify the functions of tone in the language.	

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SENIOR HIGH SCHOOL - YEAR 2

SECTION 2:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
READING COMPREHENSION

General Objective: The student will:
i) acquire more skills in reading comprehension.
ii) acquire more skills in translation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **INTENSIVE READING**	The student will be able to: 2.1.1 read a text or a book with or without supervision.	Read text, passage or book	Teacher to assist students to use titles, topics, pictures, diagrams, maps, etc to predict the content of a passage/book. Discuss words, idioms, phrases and other devices in the text. Model reading where necessary. Silent reading	Students to answer questions from the text.
EXTENSIVE READING	2.1.2 effectively apply the reading skills acquired to read library books, journals, the dailies, etc.	Helping students to choose a suitable text or book from the library.	Teacher to guide students on how to read books, journals, etc.	Students to write reports on books, journals, etc.
UNIT 2 **THE TOPIC AND SUPPORTING SENTENCES (IN CONTEXT)**	2.2.1 identify the topic sentence in any paragraph. 2.2.3 identify a supporting sentence in a paragraph.	Topic and supporting sentences	Teacher to put a statement on the chalkboard. Students to say or write something to support or disagree with the statement. After three or four of such examples, teacher explains topic and supporting sentences.	Students to identify the topic sentence in a paragraph or a text.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **LITERARY DEVICES (IN CONTEXT)**	The student will be able to: 3.1.1. explain the term literary devices, give examples and use them in sentences.	Examples of literary devices to be provided by the various language areas.	Teacher to provide a comprehension passage and cite example of literary devices. Teacher to lead students to give some examples of literary devices.	Students to write examples of five literary devices and use them in sentences.
TRANSLATION	2.2.1 apply translation skills acquired to translate simple texts from English to Ghanaian language and vice versa.	A process of converting a message from a source language into a target language. Source language Target language Knowledge of the syntax and semantics in both languages. Knowledge of the socio-cultural background of both languages. Translation should be context based. (meaning based translation)	Teacher to assist students to do more translations on paragraphs. i. Teacher to assist students to give equivalent names and meanings of some nouns, adjectives, adverbs, verbs from English into their language. ii. Teacher to do more exercises on word, phrase, sentence and paragraph translation with students.	Student to translate English sentences and paragraphs into their language and vice versa.

SENIOR HIGH SCHOOL – YEAR 2

SECTION 3:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
WRITING

General Objective: The student will:

i) acquire further knowledge in grammar.
ii) acquire advanced skills in writing a variety of essays.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **TRANSITIVE AND INTRANSITIVE VERBS**	The student will be able to: 3.1.1 distinguish between transitive and intransitive verbs. 3.1.2 use transitive and intransitive verbs in speech and writing.	Transitive and intransitive verbs Transitive verbs take an object; intransitive verbs do not take an object. <u>Transitive</u> <u>Intransitive</u> eat rest write sleep throw swim see fly die	Teacher uses questions to elicit some answers/statements from students e.g. i. What did you take for supper yesterday? ii. When did you go to bed yesterday? iii. Who did you meet on your way to school? iv. How did you get to school today? Teacher writes students' responses on the chalkboard and discusses them to explain the differences between transitive and intransitive verbs.	Students to construct five sentences each using transitive and intransitive verbs.
UNIT 2 **TENSE (SIMPLE PRESENT/ PAST, PRESENT/PAST CONTINUOUS; SIMPLE/PAST FUTURE; PRESENT/PAST PERFECT)**	3.2.1 identify the various tense markers and use them appropriately.	LANGUAGE SPECIFIC EXAMPLES	Teacher to write pairs of simple sentences on the chalkboard. Each pair to comprise the simple present/past tenses. Teacher discusses these sentences to help students distinguish between the uses of the simple present and past tenses. Do same with other tense forms but give more explanation where necessary. e.g. distinguish between the simple past and present perfect.	Students to write two sentences each with given verbs using some given tense types.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 3
 	
NOUN PHRASE
	The student will be able to:
	
	3.3.1 describe a phrase.
	
	3.3.2 identify the elements of a noun phrase.
	
	3.3.4 determine the position of a noun phrase in a clause and discuss its function.
		A phrase is a word or a group of words which can occur together within a clause.
		
		One-word noun phrase:
		Kofi, Amina
		
		Expanded noun phrase:
		the boy, my sister,
		the tall boy,
		the short girl
			Through discussion, teacher assists students to define a phrase. Teacher to write examples of simple sentences on the chalkboard and ask students to identify the nouns and discuss their functions based on position.
			
			  i. Kofi called Amina
			  ii. The boy called my sister.
			  iii. The tall boy is calling the short girl
				Students to compose three single word noun phrases and three expanded noun phrases.
				
				Students to determine the function of some noun phrases in given sentences.

UNIT 4 **VERB PHRASE**	3.4.1 describe a verb phrase. 3.4.2 identify the elements of a verb phrase. 3.4.3 determine the position of a verb phrase in a clause.	i. Main verb alone ii. Auxiliary + main Main verb: Kofi <u>called</u> Amina Auxiliary + main verb: The tall boy <u>is calling</u> the short girl.	Teacher to write examples of simple sentences on the chalkboard and assist students to identify the verb phrase and discuss its structure and position.	Students to compose six verb phrases to complete the noun phrases composed in the previous lesson.
UNIT 5 **SERIALIZATION**	3.5.1 explain the concept of serialization. 3.5.2 construct clauses with serial verbs and also identify serial verbs in clauses.	Two or more verbs occurring in sequence without any conjunction in a sentence.	With examples on the chalkboard, teacher assists students to identify and practise the use of serial verb structure in sentence constructions.	Students to write down five sentences using the serial verb structure.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **ADVERB PHRASE**	The student will be able to: 3.6.1　describe an adverb phrase. 3.6.2　identify other phrases that can function as adverbs. 3.6.3　identify and use adverb phrases appropriately.	Adverbs only Adverb + adverb Adverb + adverb + adverb (where applicable)	Teacher to write examples of sentences on the chalkboard and ask students to identify the adverb phrase and discuss its structure, function and position.	Students compose six adverb phrases to complete the verb phrases composed in the previous lesson.
UNIT 7 **ADJECTIVES**	3.7.1　give a functional or positional definition of an adjective. 3.7.2　identify the types of adjective. 3.7.3　use the two types of adjective appropriately.	<u>Function</u> Adjectives modify nouns <u>Positional types</u> Attributive Predicative	With the help of the noun phrase and the clause, teacher assists students to identify. i.　the position and function of attributive adjectives in a phrase ii.　the position and function of predicative adjective in a clause	Students to compose four sentences with attributive adjectives and four with predicative adjectives.
UNIT 8 **DETAILED STUDY OF MINOR WORD CLASSES (CONJUNCTIONS, EMPHATICS, POST-POSITIONS INTERJECTIONS ETC.)**	3.8.1　determine the functions of the minor word classes.	<u>Minor word classes</u> Conjunctions, emphatics, interjections, determiners, auxiliaries, post-positions, etc.	Teacher, through discussion of sample sentences, assists students to determine the functions of various minor word classes. For example, the conjunctions and, but, or i. and : used to express addition, 　　e.g. Kofi and Ama ii. and : used to express sequence, 　　e.g. The man came and left. iii. or: used to express choice, 　　e.g. black or white iv.　but: used to express contrast, 　　e.g. Ama attended the party but Esi 　　did not. v. Post-positions: express location/ 　　relation	Teacher to write ten sample sentences with minor word classes underlined.　Students should determine the function of these minor word classes. .

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **ESSAY** **Narrative** **Descriptive** **Expository** **(Revision)**	The student will be able to: 3.9.1 recall techniques for writing Narrative, Descriptive and Expository Essays.	Narrative, Descriptive, Expository	Revision – refer to Senior High School (SHS) 2 section 3 unit 6.	Students write on a given topic
Argumentative	3.9.2 express their opinions for or against a general statement (motion).	Argument for or against.	Teacher may use the values clarification approach to introduce the lesson e.g. Teacher makes a popular statement on the chalkboard e.g. "Women are more responsible than men" Teacher assists students to acquire the skills of presenting their views using the appropriate register.	i. Students to set a stage for a debate. ii. Teacher to provide a topic for an argumentative composition for students to write on.
Letter Writing (Informal)	3.9.3 write friendly letters using appropriate format and register.	Informal: Tone, mood of the letter is informal. Structure of informal letters.	Teacher to assist students to discuss the format of friendly letters. i. Address ii. Date iii. Salutation iv. Body of the letter v. Subscription vi. Name	Students to write a friendly letter on a given topic.

SENIOR HIGH SCHOOL – YEAR 2

SECTION 4:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
LITERATURE/CUSTOMS AND INSTITUTIONS

General Objective: The student will:

i)   understand and appreciate some cultural practices and literary arts in his/her locality.
ii)   develop skills in analysing a textbook and be introduced to the set books.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **DIRGES**	The student will be able to: 4.1.1 explain the nature and characteristics of dirges. 4.1.2 state the importance of dirges to the community.	<u>Things to discuss</u> I The language/ literary devices. i. Linguistic devices e.g. repetition, ii. Pauses, movement of the singer, impact on the audience, etc. <u>Importance</u> a) To honour the dead b) Sharpens the musical skill of the performer. c) A training session for the young ones. d) Ensures continuity of tradition. e) Time to condemn and rebuke evil doers. f) Helps to create the right mood for sympathizers, etc.	Teacher to lead a discussion on why people compose and sing dirges. Teacher to assist students to discuss the lyrics of a particular dirge. (Teacher may invite a resource person to handle the topic.)	Students to write a short dirge of about eight lines.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **RIDDLES AND PUZZLES**	The student will be able to: 4.2.1　distinguish between riddles and puzzles. 4.2.2　state the importance of riddles and puzzles.	Riddles are oral games that are meant to test the intelligence of a person. It is usually played by children. They have answers that may be logical or illogical. Puzzles: Oral games whose answers are arrived at through serious thinking. Structure i.　opening ii.　statement iii.　question	Teacher to assist students to distinguish between riddles and puzzles. Teacher to give examples of riddles and students provide the answer. Teacher/ students to provide some examples of riddles for students to solve or answer. Do same to puzzles. Teacher to assist students to find the differences between riddles and puzzles. Teacher discusses the structure of riddles and puzzles.	Teacher organizes a riddle/puzzle competition among students
UNIT 3 **HISTORICAL NARRATIVES**	4.3.1　identify some historical narratives and discuss their importance.	<u>Historical Narratives</u> A story that talks about the historical past of a tribe or a group of people.	Teacher to give an example and invite students to narrate what they know of their tribe or other tribes. A discussion of the narrative as a literary art. Teacher to assist students to identify and list the values of historical narratives.	Students to go and find out about the origin of their tribe.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **SONGS (CRADLE, OCCUPATIONAL, WAR)**	The student will be able to: 4.4.1 explain the songs and state their importance in the community.	<u>Songs</u> i. Cradle songs are songs that are sung to entertain babies or lull them to sleep. ii. Occupational songs – Songs sung during work. iii. War songs – Songs sung at war or when disaster strikes. <u>Importance</u> i. To be inserted by each language group.	Teacher to give some examples and invite students to come out with theirs. Teacher to select some songs for class discussion.	Students to write samples of these songs.
UNIT 5 **TABOOS AND OATHS**	4.5.1 explain and identify some taboos.	Prohibitions of some verbal and non-verbal behaviours on religious grounds or for some other reason. <u>Types of taboo</u> i. <u>Verbal Taboos</u> Examples: Insulting the nakedness of your wife/husband. - a child calling the father/ mother wizard/ witch - calling someone by name at midnight, etc.	Teacher to invite students to name and classify some taboos into verbal and non-verbal. Teacher to discuss the origin of taboos with students.	Students to write four verbal taboos.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The student will be able to:	Non-verbal taboos: e.g. - poisoning someone's food/drink - destroying your wife's hearth and cooking utensils. - incest - having sex with a woman in her menstrual period or in the bush. - working on a sacred day - defecating in water bodies and in shrines, etc.	Teacher to invite students to name some taboos in the community. Teacher to assist students to classify taboos into verbal and non-verbal. Teacher to discuss the origin of taboos with students.	Students to write four non-verbal taboos.
	4.5.2 state three reasons why taboos should be maintained or discarded.	- Socio-moral control technique - health reasons - environmental protection, etc.	Teacher should lead a discussion on taboos in general. Teacher to assist students to classify taboos into sanctionable and non-sanctionable and discuss the relevance of the classification. Teacher to identify two taboos to be discussed in details in the light of present day development. Teacher can also invite a resource person from the community to give a talk on taboos.	A debate on the topic "The relevance of taboos" or an assignment on the same topic could be given to students to work on.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) **OATHS**	The student will be able to: 4.5.3 identify and explain some oaths.	A swear word related to a god, event, or stool, etc. used to affirm one's commitment to a critical issue.	i. Teacher to invite students to mention some oaths of the locality and discuss them	Students to write two oaths each relating to gods, events, and stools (whichever is applicable).
	4.5.4 identify and discuss some sanctions for oaths.		Teacher to discuss sanctions for oaths.	Students to write two oaths and state the sanctions.
UNIT 6 **TRADITIONAL JUDICIAL PROCEDURES**	4.6.1 identify conflicts and types.		Teacher leads a discussion on the relevance of the oaths identified. i. Teacher to assist students to identify the types of conflict that usually occur at the various levels mentioned in content	Students to write two types of conflict that usually occur at the family, community levels and the people involved.
	4.6.2 identify methods of conflict resolution.	At home In the community, in the state, between communities. The individual and the community. At home In the community In the state	Teacher to discuss the various methods of conflict resolution at the various levels mentioned under content	Students to describe how a conflict should be managed at any of the levels.
	4.6.3 state three advantages of the traditional judicial system.	Between communities. Individual and state More conciliatory and reconciling, less expensive, a platform for teaching and learning conflict management techniques.	Teacher to lead a discussion on the strengths and weaknesses of the traditional judicial system.	Students should debate on, "The traditional judicial procedures are more reliable than the legal system."

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **AUTHORITY**	The student will be able to: 4.7.1 explain authority and identify the levels of authority.	Authority – the entity to whom the individual surrenders parts of their rights to enable him/her control them for peace and stability <u>Levels of Authority</u> i. home ii. school iii. community iv. work place v. the state	Teacher through questions and answers helps students to brainstorm on the concept of authority, for example. Who controls the affairs; i. at home? ii. at school? iii. in the community? iv. at workplace? v. in the state?	Students to explain why parents control affairs at home. Students to explain why the (headmaster/headmistress) controls affairs in school.
	4.7.2 list at least three duties of people in authority.	i. To ensure that people observe rules and regulations. ii. Controls the affairs of the community for peace and stability. iii. Caters for the general welfare of the people, etc.	Teacher to discuss some general duties performed by people in leadership positions.	Students to list five duties of the: i) School prefect ii) Headmaster/ Headmistress iii) Chief iv) MP/DCE/Assembly member, etc.
	4.7.3 list five reasons why there is the need to respect authority.	- it makes way for peace - It brings about mutual respect - It ensures individual safety and welfare. - It ensures that every individual performs his duties (obligation) - It ensures judicious use of resources for the benefit of all. - It strengthens confidence in the leader to perform his /her duties.	Teacher, through discussion, assists students to state why there is the need to respect authority.	Students to write five reasons why students must comply with school regulations.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8: **COMMUNICATION:**	The students will be able to: 4.8.1 identify and demonstrate other ways of communication apart from that of the word of mouth.	Body language signs and symbols Drum/Xylophone/Horn texts.	Teacher to lead students to identify some non-verbal forms of communication	State four signs and symbols of your language and their interpretations.
	4.8.2 demonstrate and interpret some non-verbal forms of communications.	Body language, signs and symbols: Nodding the head, waving the hand, frowning, hanging a bottle on a tree, tying a red band, etc.	Demonstration of some non-verbal forms of communication by teacher and students with their interpretations.	
	4.8.3 state functions of drum/xylophone/ horn language.	Drum/Xylophone/Horn texts: For alertness, praise, call to assembly, etc.	Through questions and answers, teacher guides students to identify some functions of drum/xylophone/horn language	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9: **WTITTEN LITERATURE (PROSE & DRAMA)**	The students will be able to: 4.9.1 distinguish between prose and drama.	Prose and Drama Prose: Continuous writing: it is organised into chapters and paragraphs. Drama: Written to be acted on stage. It is organised into acts and scenes with stage directions, etc.	Teacher to assist students to mention some books which are on prose in their language. Teacher to assist students to mention some books on drama in their language. Teacher to lead students to identify the main features that distinguish prose from drama.	Students to write two features that distinguish prose from drama.
WTITTEN LITERATURE (FICTION AND NON FICTION)	4.9.2 distinguish between fiction and non friction.	Fiction: an imaginary story. Non- fiction a story that is the true life experience of a person or a people. Biography: a story written by someone about another person. Autobiography: a story written by the writer about himself or herself	Teacher to lead students to regroup story books identified into fiction and non-fiction. Teacher to assist students to regroup non-fiction into biography and autobiography.	
WTITTEN LITERATURE (SUBJECT MATTER AND THEME)	4.9.3 determine the subject matter and the theme of a given poem.	Subject matter: A summary of a story expressed in one word or in a phrase. Theme: Any lesson / moral learnt in the course of reading a story. Themes are deduced from the subject matter. They are expressed in a sentence	Teacher to take a text, short story, short poem, analyse it and use it to distinguish between subject matter and theme.	Students to analyse a simple poem and state the subject matter and theme.

SENIOR HIGH SCHOOL – YEAR 3

SECTION 1:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
PHONOLOGY

General Objective: The student will:

i)   identify and explain some phonological processes that occur in spoken and written language.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **ORAL, NASAL AND NASALIZED SOUNDS**	The student will be able to: 1.1.1 describe how oral, nasal and nasalized sounds are made.	<u>Oral sounds</u> Speech air passes through the mouth only /a, e, i…..p, f, z …/ <u>Nasal sounds</u> Speech air passes through the nose only /m, n, ŋ…/	Teacher, through demonstration, explains the differences between the three sound types, that is, the oral, the nasal, and the nasalized. i. Teacher leads students to attempt nasalizing some oral consonants. e.g. /s, k, f…. /	Teacher to have oral drills with students on oral, nasal and nasalized sounds.
	1.1.2 identify sounds that can be nasalized.	<u>Nasalized sounds</u> Speech air passes through both the mouth and the nose Only vowels may be nasalized e.g. /a, i, ɛ, …/	ii. Teacher leads students to produce nasalized vowels e.g. /a (ã) ɛ, (0) 4 (4) u (u)	Students to listen to teacher and write out the nasal or nasalized sounds in words dictated by teacher.
	1.1.3 identify the functions of nasalization in the languages.	Functions of nasalization i. to generate new words – lexical ii. to indicate dialectal difference	Teacher, through discussion, assists students to list some functions of nasalization.	In groups, students identify and write twenty words with nasalized sounds.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **ASSIMILATION AND COALESCENCE**	The student will be able to: 1.2.1　give situations where assimilation and coalescence take place in words and phrases in the language.	Assimilation: adjacent sounds influencing one another. Coalescence – adjacent sounds giving way to a different sound.	i.　Teacher to provide instances of one adjacent sound influencing its neighbour. ii.　Teacher to use the instances to explain the concept of assimilation. iii.　Teacher to provide where applicable two adjacent sounds replaced with a different sound. iv.　Students to be cautioned that assimilation is a feature of the spoken language in some languages. v.　Teacher uses this to explain the concept of coalescence.	Students to write five words or phrases which feature assimilation and or coalescence.
UNIT 3 **DOUBLE AND SECONDARY ARTICULATIONS**	1.3.1　give examples of sounds that are produced with double or secondary articulations.	i.　<u>sounds with double articulation</u> 　e.g. /kp gb ŋm/ ii.　<u>sounds with secondary articulation</u> 　e.g. / hw kw nj sw…./	Through demonstration and practice with students, teacher assists students to identify sounds with double or secondary articulations.	i.　Students to write six words with double articulation. ii.　Students to write six words with secondary articulation.
UNIT 4 **DELETION (VOWELS ONLY)**	1.4.1　cite instances of vowel deletion in the language.	Languages to insert their own examples.	With examples, teacher assists students to work through some instances of vowel deletion in words during live speech. Students to be cautioned that deletion is a feature of the spoken language and not the written language in some languages.	Students to write words or phrases with vowel deletion. Students to identify three different instances where vowel deletion occurs.

SENIOR HIGH SCHOOL – YEAR 3

SECTION 2:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
READING COMPREHENSION

General Objective: The student will:

i)   consolidate the reading skills acquired.
ii)   acquire some skills in summary writing.
iii)   consolidate the translation skills acquired.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1: **a) SKIMMING WITH PRACTICE (REVISION)** **b) SCANNING WITH PRACTICE (REVISION)**	The student will be able to: 2.1.1 read more extensive texts for skimming. 2.1.2 read more extensive texts for scanning.	Read text, passage or book.	Teacher to assist students to read first paragraph and the first two lines of subsequent paragraphs to strengthen their prediction. Teacher to guide students to read the entire passage through to the end and also read steadily for details.	Students to read unseen passages and answer questions.
UNIT 2: **SUMMARY**	2.2.1 acquire the techniques of summary writing. 2.2.2 do more exercises on summary writing.	Topic sentences and supporting sentences and their different functions.	Teacher, through discussions, assists students to do more advance work on how to identify topic sentence and supporting sentences. Through questions and answers, teacher assists students to identify the functions of the supporting sentences. Teacher to assist students to practise using different structures to express the same idea.	Students to do a summary exercise.
UNIT 3: **TRANSLATION (REVISION)**	2.3.1 acquire more skills in translation as in SHS UNIT 2.	Revise techniques and go on to do more practice in translation.	Teacher to assist students to do more translations on paragraphs and given texts.	Students translate short English texts into their language.

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SENIOR HIGH SCHOOL – YEAR 3

SECTION 3:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
WRITING

General Objective: The student will:
i) acquire further knowledge about the clause and its constituents.
ii) acquire the skill of writing direct and indirect speech.
iii) have more practice to develop the skills acquired in essay writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **THE CLAUSE**	The student will be able to: 3.1.1　define clause. 3.1.2　distinguish between main and subordinate clauses.	The clause i. the main clause ii. the subordinate clause	The teacher through questions and answers assists students to identify the main features of a clause. i. A clause may consist of two or more words with a subject and a finite verb. e.g. 　1. God knows. 　2. John relaxed. 　3. The girls are washing the bowls. The clauses above have a subject and a finite verb and express a complete thought. ii. The subordinate clause is a main clause with subordinating particles: 　e.g. main clause: Kofi killed the snake. 　Subordinate clause = 　Subordinate conjunction + main clause 　If/when/After/As soon as + 　Kofi killed the snake. NB: The method of reducing a main clause into a subordinate clause may differ in your language area. Find out the subordinating particles and teach or practise with students.	Students write five examples each of the main and subordinate clauses.
	3.1.3　Identify the various clause types and their functions.	Types of clause: Noun clause Adverb clause Relative/Adjective clause	iii. Teacher to use the functional positions in a clause to assist student to identify e.g. Noun clause, adverb clause and adjective/relative clause.	Students write two sentences each containing. i.　Noun clause ii.　Adjective clause iii.　Adverb clause

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **THE SENTENCE TYPES** **UNIT 3**	The student will be able to: 3.2.1 identify the sentence types by form/structure and function.	Sentence: Types Form/Structure i. Simple sentence ii. Compound sentence iii. Complex sentence By Function i. Declarative/Statement ii. Interrogative/question iii. Imperative/command iv. Exclamatory	Teacher to revise the concept of clause with students and through this assist students to know that the simple sentence is the same as the main clause. Teacher to write examples of sentences and assist students to identify the types by form/ structure and function. b) By function: i. Declarative, Interrogative, Imperative, Exclamatory, etc.	Students write ten simple sentences. Students construct ten sentences each of a compound sentence and a complex sentence.

REPORTED SPEECH	3.3.1 distinguish between direct speech and reported speech.	Direct Speech
		- Verbatim or exact words
		- Use of quotation marks or the colon.
		
		Reported Speech
		- Changes tense, pronouns, adverbs of time and place
		- No quotation marks
			Teacher to lead students to give sentences in direct speech e.g.
			i) I will travel tomorrow.
			    He said, "I will travel tomorrow"
			ii) We are hungry.
			    He said, "We are hungry".
			
			Teacher guides students to change the sentences from the direct speech into reported speech.
			i) He said (that) he would travel the next day
			ii) He said (that) they were hungry
				Teacher to write some sentences in direct speech for students to rewrite in reported speech

UNIT 4
 	
SENTENCE ANALYSIS (ELEMENTS OF THE STRUCTURE)
	3.4.1 identify the various grammatical functions that may be found in the sentence.
	
	3.4.2 break sentences into their various elements.
		Grammatical functions
		
		Subject (S)
		Verb (V)
		Object (O)
		Complement (C)
		Adjunct (A)
			Teacher assists students to identify these functional positions in a clause by a practical analysis of the structure of a variety of sentences. e.g.
			Kofi danced
			  (s) (v)
			Kofi killed the snake
			  (s) (v) (o)
			Yesterday, we met the president.
			  (A) (S) (V) (O)
			
			The boy in the blue shirt stole the pen
			             (S) (V) (O)
				Teacher to write five sentences for students to label using (S V O…) for sentence elements.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **a) ESSAY:** **i) Narrative** **ii) Descriptive** **iii) Expository** **iv) Argumentative**	The student will be able to: 3.5.1 recall the technique for writing Narrative Descriptive Expository Argumentative essays	Narrative Descriptive Expository Argumentative	Revision – Refer to Senior High School (SHS3) Section 3 unit 9.	Students to write an essay on a given topic.
b) Speech writing	3.5.2 to prepare a format for speech writing. 3.5.3 write a good speech.	A speech must have a i. Heading ii Body iii Conclusion Observing protocol e.g. Mr. Chairman, Nananom, etc. Transition markers and their use, concluding formula e.g. I'm done, thank you.	Teacher finds out whether they have ever heard or read a speech before and use students responses to start a discussion on speech writing. Teacher and class discuss the items under content. Teacher discusses the importance of the format with students.	Students to write on a given topic.
c) Letter writing **(formal letters)**	3.5.4 prepare a format for formal letters. 3.5.5. use the appropriate register for formal letters. 3.5.6 write a formal letter on any topic.	<u>Format</u> a. Address b. Date c. Recipients address d. Salutation e. Heading f. Body g. Conclusion h. Subscription i. Signature j. (name)	Teacher gives a topic to be discussed in class. Teacher discusses the importance of the format with students.	Students to write on any given topic.
Semi-Formal Letters	3.5.7. use the appropriate register for semi-formal letters.	Letters to older persons, acquaintances and/or not too familiar friends or colleagues <u>Format</u> Address Date Salutation Language (indicating politeness) Subscription Tone should neither be too familiar nor too formal	Teacher discusses the format, style, mood and structure of semi-formal letters.	Students to write on a given topic

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) **d) Debates**	The student will be able to: 3.5.8 write out the procedure in debates. 3.5.9 write a debate on any given topic.	Opening + motion, Pros and Cons, occasional use of protocol, polite language. Concluding statement to reinforce a stand on a motion or debunk any claims.	Teacher gives a motion for students to speak for or against.	Students to write out a debate on a given motion.
e) Dialogues	3.5.10 mention the conventions and stages involved in writing dialogues and be able to apply them.	<u>Format</u> Name of speaker; Exactly what the person says Interventions/interludes	Teacher provides a scenario and two students invited to come and role-play in the scenario. Class is invited to restate verbatim what the role players said in the dialogue.	Students to write their own dialogue.
f) Articles	3.5.11 mention the conventions and stages involved in writing articles and be able to apply them.	<u>Format</u> Heading Body Conclusion Name and address (mobile no) Formal language Appropriate register Use of polite language	Teacher to provide a topic for discussion. Body of article to be broken into suitable paragraphs. Each paragraph to focus on a particular aspect of the topic. Conclusion with reference to topic sentence in first paragraph.	Students to write an article on a given topic.

SENIOR HIGH SCHOOL – YEAR 3

SECTION 4:

GHANAIAN LANGUAGES AND CULTURE (ELECTIVE) SYLLABUS
LITERATURE/ CUSTOMS AND INSTITUTIONS

General Objective: The student will:

i)   be introduced to more literary art forms and contemporary issues.
ii)   develop in-depth understanding of set books.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1: **PROVERBS**	The student will be able to: 4.1.1. state what a proverb is.	A short expression that states a general truth that has a moral lesson.	Teacher gives a simple proverb and assists students to analyse it. Teacher can give proverbs and assist students to say situations under which these proverbs could be used.	Students to write two proverbs each and indicate the situations in which they can be used.
	4.1.2 state the nature and characteristics of proverbs.	A proverb: a) is a short expression b) expresses a general truth c) has a moral lesson d) has a hidden meaning, etc.	Teacher, through discussions, assists students to identify some of the features of a proverb stated in the content.	Students to write two proverbs and state the moral lesson in each.
	4.1.3 identify and discuss types of proverbs.	Thematic classification of proverbs.	Teacher to invite students to give many proverbs and assist students to classify them according to themes e.g. i. humility ii. greed iii. patience iv. arrogance, etc.	Students write two proverbs on each of the following themes; humility and greed.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **PROVERBS**	The student will be able to: 4.1.4 state the importance of proverbs.	They help to: - cut a long story short. - spice the language in speech - teach a lesson - help to modify behaviour - also earn respect for the users - state general truths, etc.	Teacher discusses the relevance of proverbs with students.	Students write five uses of proverbs.
UNIT 2 **LIBATION** **(Traditional Prayer)**	4.2.1 explain libation.	A traditional prayer involving a practical demonstration of faith	Teacher to organise a practical demonstration of libation performance after which he assists class to discuss the text in the performance.	Students to consult elders to learn more about libation and write a libation text.
	4.2.2. identify occasions for libation performance.	Occasions for libation performance - marriage ceremonies, child birth, death and burial rites, periods of purification, ill-health, festivals, etc	Teacher, through discussion, assists students to cite occasions that demand libation performance.	Students list ten occasions when libation is performed
	4.2.3 state the relevance of libation.	- A practical demonstration of faith - Gives spiritual conviction and communion to the people - An occasion for teaching and learning, etc.	Teacher assists students to discuss the relevance of libation and its performance.	Students discuss the relevance of libation in the context of modern day developments.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **FUNERAL RITES AND THEIR SIGNIFICANCE**	The student will be able to: 3.1.1 state three reasons why funeral rites are celebrated in their community	Belief in life after death. It is an honour. It is a rite of passage. It is an obligation.	Students to brainstorm on the significance of funeral rites.	In groups, students are to identify any two reasons for celebrating funerals and write for or against it.
	3.1.2 compare the organistion of funerals of the past and the present.	Orgnisation of funeral celebration in the past and the present.	Teacher leads students in a discussion on the organisation and the celebration of funerals in the past and present and make comparism.	Students to debate on present day organisation and celebration of funerals and that of the past
	3.1.3 explain the traditional concept of death.	Transition of the spirit/soul etc.	In groups students discuss the concept of death among the people. Each group presents the report for discussion.	In groups, students find out how our concept of death influences our way of life.
	3.1.4 explain different types of deaths.	Natural and Unnatural.	Teacher leads students in the discussion of types of deaths. (A resource person may be invited)	Students to write two instances of natural deaths that are not celebrated. Two instances of unnatural deaths that may be celebrated.
UNIT 4 **INHERITANCE**	4.1.1 state and explain the two types of inheritance in Ghana and give examples.	A practice whereby the property and role of a deceased is passed on to a successor. Patrilineal inheritance Matrilineal inheritance.	Teacher leads students to brainstorm on the concept of inheritance. Teacher leads students to distinguish between patrilineal and matrilineal inheritance.	Students to group and discuss the two systems of inheritance.
	4.1.2 explain the traditional inheritance.	Choice of successor. Advantages and disadvantages of traditional inheritance.	Teacher lead a discusses with students on how to choose a successor. Teacher discuss the advantages and disadvantages of traditional inheritance.	Students to go into groups to discuss the advantages and disadvantages of traditional inheritance and report their findings for class discussion.
	4.1.3 state how the property of someone who dies intestate is shared under the PNDC Law 111 and make some comparism with the traditional one.	PNDC LAW 111 Advantages and disadvantages.	Teacher leads a discussion on the advantages and disadvantages of the intestate law. Refer to PNDC LAW 111.	A debate on PNDC LAW 111 is better than the customary one. Discuss.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **CONTEMPORARY SOCIAL, MORAL AND ECONOMIC ISSUES**	The student will be able to: 5.1.1 identify some current social, moral and economic problems.	Social, moral and economic problems likely to be identified. - armed robbery - drug menace - child prostitution - occultism - child trafficking - alcoholism, - slander, etc.	Students to identify some of the causes of the problems mentioned. Students may break into groups to discuss the causes of the problems identified.	Students in their groups present their findings on the causes of the problem.
	5.1.2 identify some causes and effects of some selected social, moral and economic problems.	Causes of some selected social problems e.g. - poverty - unemployment - lack of parental care - adventurism - peer pressure etc	Discuss some possible solutions to the most prevalent contemporary problems.	Group work: students in their groups select a problem, discuss its causes and effects and suggest solutions.
	5.1.3 identify and discuss some possible solutions to the problems.	Possible solutions - parental control - education - attachment to role models, etc	Students to be encouraged to identify some problems in the community.	Students to be grouped to discuss some of the problems identified.
UNIT 6 **MARRIAGE AND DIVORCE**	6.1.1 explain the concept of marriage and state its importance.	Marriage: a union between a man and a woman as husband and wife with the consent of the families of the spouses, with the necessary rites performed. Importance - for procreation - exclusive sexual rights - prestige - mutual support/companionship, etc	Teacher to lead students to determine the kind of relationship that is considered as marriage in the locality.	Students role-play a marriage ceremony.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 (CONT'D) **MARRIAGE AND DIVORCE**	The student will be able to: 6.1.2 identify types of marriages.	Customary marriage Legal/court marriage Christian/Moslem marriage	Teacher to lead students to identify the different types of marriages in their locality.	Students to write five examples of customary marriages in their locality.
	6.1.3 list some appropriate ways of choosing a partner.	<u>Things to consider</u> - age of partner - interest - ethnic background - religious background - character, etc.	Teacher to lead a discussion on things to consider in choosing a partner.	Students discuss in groups any five things to consider when choosing a partner.
	6.1.4 identify four causes of divorce.	<u>Some possible causes of divorce</u> - wrong choice of partner - immaturity - economic problems - diverse religions - stealing - infertility - sexual incompatibility - arrogance - expensive life – style, etc.	Teacher to assist students to discuss possible causes of divorce.	Students to list six ways of sustaining a marriage.
UNIT 7 **WRITTEN LITERATURE (POETRY)**	7.1.1 classify a text as a poem.	Features of a poem - Written in stanzas and lines - Economy of words - Free verse - Full of literary and dramatic devices, etc. - It occupies the centre page Each line normally begins with a capital letter.	Teacher to bring to the class books on drama, prose and poetry. Teacher to put students into groups and give them a copy each of prose, drama and poetry to identify their difference in structure. Teacher to lead students to discuss the features of poetry under content.	Students to state four features of poetry.

SOME SUGGESTED TOPICS FOR ESSAY WRITING

→REGENERATIVE HEALTH AND NUTRITION

TOPICS: 1.   Source Of Water:

                                Rain
                                Rivers
                                Lakes
                                Borehole
                                Pipe-Borne
                                Running Water

       2.   Importance of water to the individual and the community.

       3.   Rest and health

→RELIGIOUS, MORAL AND CRITICAL ISSUES OF OUR TIME (RMCI)

TOPICS: 1.   Drug Abuse among teenagers: Causes
                                                            Effects
                                                          Interventions

       2.   Health and Sanitation

       3.   Teenage Pregnancy: Causes, effects and Solutions

       4.   Single Parenting

       5.   Pollution: Water, air, soil, environment etc.

       6.   Aforestation and Deforestation

       7.   Food Poison

       8.   Accident: Motor, road, boat, fire outbreak etc.

       9.   Conservation

     10.   Dress mode among the youth.