

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

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

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

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

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

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

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

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

# THIRD TERM

## WEEKLY LESSON NOTES – B9

### WEEK 1

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



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

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

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

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

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

#### Assessment

Identify the trend:

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

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

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

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

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

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