

**COURSE TITLE: CURRICULUM STUDIES IN
GHANAIAN LANGUAGE
COURSE CODE: EBS 241
COURSE LECTURER: MR. ADU DAVID TUFFOUR
TI 1**

Ɛdeɛn ne Karikɔlɔm?

- Ɛye adesua nhyehyɛɛ/ Ɛye nhyehyɛɛ a wɔnam so sua adeɛ/ Ɛye adesuadeɛ.
- Biribiara a ɔko so wɔ sukuu mu sɛ adesuadan mu anaa mpo dwumadie foforo bi te sɛ adesua ho akwankyerɛ, asuafoɔ ho nkitahodie ne adekyerɛ wɔ adesua akyi/ Suahunu pii a osuani fa mu wɔ n'adesua mu wɔ sukuu mu.
- Ankoreankore suahunu a wɔnya ɛnam sukuu adesua a wafa mu nti.

Nimdefoɔ binom nso adwenkyerɛ:

Tyler, (1949) Kyerɛ karikɔlɔm ase sɛ, Biribiara a wɔahyehyɛɛ ato ho na wɔnam nnwomasua so de ma asuafoɔ sɛ deɛ ɛbeyɛ a wɔɛduru adesua botaeɛ ho.

Wheeler, (1978) kyerɛ mu sɛ ɛye nhyehyɛɛ suahunu a asuafoɔ nam sukuu ntetee so nya.

Saylor, (1981) nso kyerε karikɔlɔm ase sε ξyε nhyehyεεε a εde adesua ho akwan ahodoɔ ma onipa wɔ nnwomasua kwan so.

Oluoch, (1982) Nhyehyεεε biara a εma osuani atu mpon/ anyini wɔ nyansa , nimdeε ne suban pa.

Wiles & Bondi, (1989) nom nso kyerε Karikɔlɔm ase sε, Botaeε a εsom bo yenya nkakrankakra wɔ suadan mu suahunu mu bere a yεrenyini sε asuafoɔ

Print (1993) kyerε mu sε, ξyε nhyehyεεε biara a adesua akwannya de ma asuafoɔ wɔ sukuu ntetεbea na osuahunu no ne asuafoɔ no nya nkitahodie wɔ bere a yεde karikɔlɔm no bεdi dwuma.

Εδεεn ne Mudie nnyinasoɔ karikɔlɔm? (standard- Based Curriculum)

- ξyε deε εsε sε asuafoɔ hunu, te aseε na wɔtumi de di dwuma wɔ gyinapen no a woresua adeε no mu.
- Karikɔlɔm a εwie pεyε (Standard – Based Curriculum) kyerε ɔkwan a yεbenya nimdeε(kɔmpitensi) na yεsesa yen ma yεbɔ abrabo pa.

Karikɔlɔm nkyekyεmu ahodoɔ anaa Karikɔlɔm afaafa ahodoɔ (Key Components of Curriculum)

- ✚ Botaeε ahodoɔ: (botaeε puduo ne botaeε pɔtee) General & Specific Aims
- ✚ Kɔntente (Content)
- ✚ Adekyere kwan ahodoɔ: (Instructional Approaches / Methods)

✚ Mmɔakyire/ Nkarii akwan ahodoɔ; (Assessment/ Evaluation Approaches)

BOTAEƐ AHODOƆ (BotaeƐ puduo ne botaeƐ pɔtee).

- Wei kyere senti a karikɔlom yi wɔ ho no, mu da ho ma sukuu anaa kɔlegyi no.
- Ɛde sɛdeƐ karikɔlom no tee ne ne nhyehyee nyinaa ma sukuu anaa kɔlegyi no.

Kontente

- ✚ Ɛkyere deƐ ɛse se yekyere wɔ sukuu anaa kɔlegyi mu./ nnoɔma a ɛsom bo, nnyinasoɔ ahodoɔ ne adesuaƐdeƐ pɔtee a ɛse se yekyere.
- ✚ Nyansa ne nimdeƐ suban pa ne nnoɔma a ɛsom bo adesuaƐdeƐ ahodoɔ a asuafoɔ fa mu sɛdeƐ ɛbeyɛ a wɔɛduru karikɔlom botaeƐ ho.

Adekyere kwan ahodoɔ:

- Wei akwan ahodoɔ ne dwuamdie ahodoɔ a yɛbɛfa so akyerɛ adesuaƐdeƐ no ama nteaseƐ ayɛ adwuma wɔ adekyere ne adesua no mu, na ɛnam so ama botaeƐ a ɛwɔ karikɔlom no mu no, yɛaduru ho na adekyere no nsunsuansoɔ no nso ayɛ pɛpɛ.
- Se yɛrepaw adesua mu suahunu papa ne n'akadeƐ a ɛfata de aboa ama sukuu, kɔlegyi anaa asua adan mu dwumadie no ayɛ nkunimdie.

Mmɔakyire/ Nkarii akwan ahodoɔ;

- Mmɔakyire no na ma yɛhunu sɛ yɛbɛtoa so de karikɔlɔm bi adi dwuma anaa sɛ yɛbɛyɛ nsakramu anaa nso sɛ yɛbɛgyae mu koraa a yɛmfa nni dwuma bio.

Nhwɛsoɔ ne: sɛ yɛresesa afiri karikɔlɔm a na nnyinasoɔ yɛ botaa ho akɔ karikɔlɔm foforo a ɛwie pɛyɛ ho yi.

- Ɛyɛ mmɔakyire / nkarii na ɛma yɛhunu asuafoɔ mmɔdenmmɔ, sɛdɛɛ yɛsi di yɛn dwuma wɔ sukuu mu, adekyerɛ aboadɛɛ (materials) ne nhyɛhyɛɛ ahodoɔ nso.

TI 2

KARIKɔLɔM AHODOɔ

- Adesuadɛɛ Nnyinasoɔ Karikɔlɔm (subject centred curriculum)
- Ɔkyerɛkyerɛni Nnyinasoɔ Karikɔlɔm (teacher centred curriculum)
- Osuani Nnyinasoɔ Karikɔlɔm (learner centred curriculum)
- Agodie Nnyinasoɔ Karikɔlɔm (play- based curriculum)
- Adesuadɛɛ Nkabom Nnyinasoɔ Karikɔlɔm (integrated curriculum)

Adesuadɛɛ nnyinasoɔ Karikɔlɔm (subject centred curriculum)

- Wei yɛ karikɔlɔm a wɔn a wɔwɔ ntoasoɔ sukuu ne Asuapɔn mufoɔ na ɛtaa de di dwuma.

- Ɛye karikolom nhwesoo a wɔakyekye mu adesua nkorabata nkorabata.
- Wɔye fa adesuadee pɔtee bi ho.
- Ne nnyinasoo ye adesuadee ne kontente a ewo mu no, na mmom nnyinasoo nye asuafoɔ no.
- Adesuadee biara gyina ho se ankoraankora. Ne ɔkyerekyereni biara no kyere n'adesua a wode ama no. Obi nkyere obi dee
- Akwannya nni ho se wobesakra mu.
- Dee saa karikolom yi twe adwene si so ne babadie anaa nnwenguwotiri wo adesua pɔtee bi kontente ho.

Adesuadee nnyinasoo Karikolom su (Characteristic of subject centred curriculum)

- **Ɛkyekye adesuadee mu:** (Subject are Segregated) wɔkyere adesuadee se ankoreankore. Ne nnyinasoo ne se asuafoɔ bete dee wɔrekyere no ase anaa wobete ho asem. Akyerekyerefoo kyere adesuadee(subject) wode ama won a won ne afoforo ntenase nye ho nhyehyee biara. Adesuadee nnyinasoo karikolom yi ma adesua ye asiniasini
- **Osuani mmɔdenmmɔ gyina sedee watumi asua adesuadee pɔtee bi:**(Progress is Determined by the Extent Students Master the Subject.) Adesuadee no na ehia pa ara wo adesuadee nnyinasoo karikolom yi mu. Wɔgyina sedee osuani bi anye adesuadee bi mu suahunu so na kari adesua.(Wɔgyina dee wɔasua so na esɔ won adwene hwe) Ɛnti wɔso won hwe mpɛn pii hwe won

mmodenmmmɔ wɔ adesuadaɛ no ho. Saa adesuadaɛ karikɔlɔm yi bɔ sɔhwɛ ho dawuro. Wɔde sɔhwɛ na ɛhunɔ sɛ osuani bi mmodenmmmɔ sɔ ani anaa.

- **ɛkyerɛ nimdeɛ ntimu.**(Practice in Skills is Emphasized) ɛma akwannya ma osuani ti deɛ wasua no mu de pɛ nimdeɛ pɔtɛ bi. ɛhyɛ asuafoɔ wɔ nnɔɔma pɔtɛ ɛsɛ sɛ wɔhunɔ wɔ berɛ pɔtɛ bi mu. ɛnam saa botaeɛ yi nti adekyerɛ kwan ahodoɔ na wɔde di dwuma; mmɔakyire, dwuma a wɔde wɔ asuadan mu ne adekyerɛ nyinaa nnyinasoɔ ne sɛ asuafoɔ no nyinaa bɛnya akwnnya koro de wɔn ho ahyɛ mu.
- **Nimdefoo bi na wɔhyehyɛ adesuadaɛ ne deɛ ɛsɛ sɛ wɔsua nyinaa;** (Subject Matter is Selected by Adults/ Experts for Teaching and Learning) Deɛ ɛwɔ adesuadaɛ no mu nyinaa a ɛsɛ sɛ asuafoɔ sua no wɔahyehyɛ no dada de ama adekyerɛ ne adesua. Wɔahyehyɛ firi deɛ ɛnye den mu ko deɛ ɛye den mu anaa sɛ ɛfiri tiawayɛ mu ko kuntannyɛ mu.(simple to complex) Deɛ wɔn gyina so pa ara ne pɛpɛɛpɛyɛ.
- **ɛsɛ sɛ wɔsua adesuadaɛ a wɔde ama no nyinaa wie;**(Learning Subject Matter is An End in Itself) Karikɔlɔm a ɛgyina adesuadaɛ so botaeɛ baako nso ne sɛ akyerɛkyerɛfoɔ ne asuafoɔ bɛwie biribiara a wɔde ama wɔn sɛ wɔnkyerɛ anaa wɔnsua no wɔ berɛ pɔtɛ bi mu. Enti karikɔlɔm dwumadie wie pɛyɛ berɛ a akyerɛkyerɛfoɔ awie wɔn nwoma a wɔhwɛ mu kyere adeɛ no nyinaa wɔ berɛ ano. Adekyerɛ kwan a wɔde di dwuma wɔ saa karikɔlɔm yi mu pa ara ne ɔkakyerɛ adekyerɛ kwan (lectures method) na asuafoɔ nso

sua nwoma a wɔapaw ama saa adesuadee no. Saa karikɔlɔm yi hye akyerɛkyerɛfoɔ ma wɔn adekyere no gyina sɔhwɛ so.

- **Ɛye amanebo a yede bedi dwuma daakye;** (Information for Future Use) Ɛbo nimdee a yebɛnya de adi dwuma daakye. Adesuadee karikɔlɔm botaeɛ ne sɛ adesuadee a ɛsom bo na ɛbehia ankɔɛankɔɛ daakye nko ara na ɛtwe adwene si so. Ɛtwe adwene si mpanin haw so sene asuafoɔ yiedie.
- **Ahiadee wɔ adesuadee karikɔlɔm dwumadie mu** (Requirement)
 - Akyerɛkyerɛfoɔ a wɔagye ntetee na wɔnim adesuadee no mu ahintasɛm na wɔwɔ adekyere kwan (Methodology) na wɔma no kwan sɛ ɔnkyere adeɛ
 - Bere nhyehyeeɛ (time table) ma adesuadee ahodoɔ a wɔagyina bo ɛsom so hyehye no nnidisoo nnidisoo ne asuafoɔ mfee nso karikɔlɔm yi hunu no sɛ akadeɛ.
 - Nwoma a asuafoɔ hwɛ mu sua adeɛ(text book), nwoma ɛtenetene akyerɛkyerɛfoɔ (Teacher's guide), asuafoɔ dwumadie nwoma(learner workbook) ma adesuadee ahodoɔ no nyinaa ye akadeɛ.
 - Asuadan ma gyinapɛn biara na mpo sɛ ɛbetumi a adesuade biara nso behia baabi a dwumadie sononko bi betumi ako so.(labs, studio, etc).
- **Ɔkyerɛkyerɛni nnyinasoo Karikɔlɔm su** (characteristics of teacher centred curriculum)

- Saa karikolom yi mu no okyerɛkyerɛni no na dwumadie no nyinaa gyina ne so.
- Asuafoɔ de wɔn adwene nyinaa si okyerɛkyerɛni no so. Okyerɛkyerɛni no kasa berɛ a asuafoɔ tie.
- Saa karikolom yi mu no okyerɛkyerɛni no ye nyansa nyinaa wura. Enti okyerɛkyerɛni no de nimdeɛ anaa nyansa no ma asuafoɔ no.
- Karikolom yi kasa fa okyerɛkyerɛni dwumadie wɔ adekyerɛ nhychyɛɛ mu.
- Saa karikolom mma kwan mma asuafoɔ nnyina biribi a asi so nsua adeɛ.
- Karikolom yi kyere sɛ okyerɛkyerɛni ne nimdeɛ nyinaa farebea/wɔ no
- Saa karikolom yi mu no okyerɛkyerɛni no kasa boro sɛdeɛ asuafoɔ kasa berɛ a adekyerɛ ne adesua rekɔ so.
- Asuafoɔ a wɔwɔ asuadan no mu nyinaa bom sua adeɛ/ ɔmfa akuo nkumaa nni dwuma / ankoreankore dwumadie nkɔ so.
- Okyerɛkyerɛni no na mpen kyere berɛ a adekyerɛ ne adesua bekɔ so.
- Wɔde wɔn ho to nwoma a wɔhwɛ mu sua adeɛ no so dodo
- Mpen pii no wɔhyehye suadan nkonnwa ne apono teeye mu a asuafoɔ no nyinaa ani kyere twerepono no a okyerɛkyerɛni no pono ben twerepono no.
- Ahohyɛsoɔ ne ne botae titire

- Tɛɛm no kɔ awieɛɛ na wɔsɔ asuafoɔ hwɛ (summative) assessment of.

➤ **Osuani nnyiasoɔ Karikɔlɔm su (characteristics of learner centred curriculum)**

- Saa karikɔlɔm yi kyerɛ sɛ osuani no bɛnya n’ahiadeɛ nyinaa
- Asuafoɔ fa adesua sɛ wɔn asɛdeɛ. Asuafoɔ de wɔn ho hyɛ adekyerɛ ne adesua mu. Ɛboa ma wɔsua adeɛ yie(promotes active learning)
- Akyerɛkyerɛ boa ma adesua kɔ so.(facilitate/ support learning)
- Karikɔlɔm no ka sɛ yɛnhyɛ asuafoɔ nkuran ma wɔnsua adeɛ wɔ akuoakuo kwan so/ apɛnfoɔ adesua/ ɛma osuani - ɔkyerɛkyerɛni ayɔnkofa ne osuani - osuani ayɔnkofa mu yɛ den.
- Karikɔlɔm yi ma kwan ma asuafoɔ gyina biribi a asie so sua ade foforo.
- Osuani no na adekyerɛ ne adesua no nyinaa gyina ne so.
- Osuafoɔ no ahiadeɛ anaa apɛdeɛ ne adeɛ a ɛsom bo pa ara wɔ adekyerɛ ne adesua no mu.
- Ɔkyerɛkyerɛni asɛdeɛ ne atenetene
- Saa karikɔlɔm yi bɔ ankasa- adesua ne ankasa - schwe ho dawuro (Self-directed and Self- assessment)
- Ɛma asuafoɔ akwannya pii wɔ wɔn adesua mu,

- Karikolom yi boa ma yeka yen ho bom sua adee se nnipa mmien
mmien anaa akuo a eboro saa.

➤ **Agodie nnyinasoo Karikolom su (characteristics of play- based curriculum)**

- ✓ Saa karikolom yi mu no wode adesua no afa binom ahyehye agodie mu.
Enti wotumi gyina agoro bi so kyere asuafo adee (oware, Ludu, Mpempenaa ne ade)
- ✓ Akyerakyerefo hye mmofra nkuran se wonni agoro. Agodie boa de ayonkofa ne adwene nimdee ma mmofra. Agodie ma mmofra apomuden, adwene mu foforoye na ema wonyini yie.
- ✓ Saa karikolom a enam agodie so yi ma mmofra akwannya ma wopaw dwuama a wope se wodi ne won ani gye ho.
- ✓ Agoro ye okwan baako a mmofra fa so ye nhwehwemu wo wiasa na wohye ase hunu nnooma a atwa won ho ahyia enti sukuu ye okwan baako a wobetumi afa so aduru saa botae yi ho.
- ✓ Saa karikolom yi yetaa de di dwuma wo mmofra no sukuu koro ahyeasee.(early years of education)
- ✓ Saa karikolom yi hye yen se yemfa adekyere ne adesua mu suahunu ahodo so boa mmofra nyinaa ma wonsua adee.

- ✓ Hye mmofra nkuran ma wonye ankoreankore nhwehwemu(explore) wo won atenace bere a okyerekyereni no retenetene won.
- ✓ Mmofra rehyehye won ankasa agoro ye adehiadee baako ma suahunu a yanya firi sukuu mu.
- ✓ Ehye mmofra nkuran ma wosi gyinee a okyerekyereni no ye ne tenetenfoo eno akyi ehye mmofra nkuran ma woye nhwehwemu na wosua adee sedgee won ankasa pe.
- ✓ Se wonam suahunu so de ankasa nimdee wo adesua mu to dwa no ye adehiadee kesee pa ara.
- ✓ Asetena mu ayonkofa ne adwenemu nkoso wo mmofra mu ye adee a eho hia yie pa ara enam se mmofra nam agoro nya nimdee nti.
- ✓ Adesua nkorabata bi te se; akenkan, nkontanbuo, asetena ho nimdee adesua nyinaa wode awura sukuu adesua mu wo agodie kwan a efata so.
- ✓ Ayonkofa a eda mmofra no hwefoo a wowo fie ne okyerekyereni no ntam no ye adehiadee kesee.

Adesuadee Nkabom nnyinasoo Karikolom su (characteristics of integrated curriculum)

- Saa karikolom yi keka adesua nkorabata pii bom wo adesua dee baako a woresua no mu.
- Adesua mmeaee pii na ekeka bo mu ye saa karikolom no. Wogyina timm so na ekyere adee.

- Ɗnyɛ ne botaaɛ ne sɛ yɛrekyɛɛ adesuaɛɛ no sɛ ankoreankore na mmom sɛ yɛbebo mmɔden sɛ yɛde nimɛɛ a yɛwɔ wɔ adesuaɛɛ baako mu besi ɔhaw a ɛwɔ adesuaɛɛ foforo mu ano.
- Ɗma asuafoɔ hunu nsawɔsoɔ ne ayɔnkofa a ɛwɔ adesuaɛɛ ahodoɔ ntem kyɛn sɛ wɔde wɔn adwene besi karikɔlom no so asua adesuaɛɛ no sɛ ankoreankore.
- Ɗma asuafoɔ tumi dwene kɔ nkan ɛfiri sɛ asuafoɔ de wɔn ho hyɛ adesua nhyɛhyɛɛ no mu.

ADWENE A ƊTAA KARIKɔLOM FOFORO A WɔDE AMA MFITIASEɛ YI AKYI

Sɛ yɛbetie ɔman no ahiadeɛ adane nhyɛhyɛɛ ne nnoɔma a ɛwɔ sukuu nhyɛhyɛɛ mu no afiri ɔshwe botaaɛ ho no; na yɛasesa suban, ama yen mudie so, atete akenkanfoɔ a yɛwɔ wɔn mu awerɛhyɛmu na yɛaboa ɔmanfoɔ ama wɔn adwene yie.

Saa Karikɔlom yi Su

- Reyɛ nhyɛhyɛɛ ama asuafoɔ anya “**R**” nan (4Rs) Akenkan, Atwerɛ, Nkontanbuo ne sɛ wode wo nsa reyɛ biribi.(4Rs= **R**eading , **wR**iting, **aR**ithmetic, and **cR**eativity.
- Rema Ghanafoɔ ani agye nkontanbuo ho
- Resen de Ghana abakoɛm aba adesua mu

- Rema yeatu mpɔn wɔ osuahunu nimdee mapa (Core Competencies) a ebɛboa yen ama yeatena ase daa wɔ nimdee mu.
- Rehye French adekyere mu kena na yeahye Arabic ase se amannɔne kasa ahodoɔ no bi
- Ekyerɛkyere adekyere kwan a adesua ne ne fapem.(Use of ICT as a Pedagogical Tool, scaffolding and differentiation)
- ɛma yɛka asuafoɔ bom nanso yɛhunu wɔn se ankoreankore.

Suban a ɛsom bo a karikɔlom no de to dwa (Core Values)

- ✓ Dee yɛhia pa ara wɔ mfitiasɛ sukuu karikɔlom foforo yi mu ne gyidie a yɛbɛnya se yɛbetete nkyirimma ama wɔadi nokore, wɔde wɔn nsa aye adwuma, (kretif) na wɔaye ɔman mma pa ama Ghana. ɛnam wei nti karikɔlom no fa biara no adekyere kwan no ne dee edidi soɔ yeyinom na ɛko bo mu.
- Obuo
- Hunu se nnipa nyinaa nye pɛ
- Pɛpɛpɛye
- Ahofama a ebɛma yɛawie pɛye
- ɛne afoforo reka abɔ mu aye adwuma
- Nokoredie ne ɔmanba pa ye.

Suban a Karikɔlom no pɛ se asuafoɔ nya.

Karikolom yi botaee ne se ebeboa asuafoɔ ama wɔanya deɛ edidi soɔ yi:

- ✚ Tuwohoakyɛ/ ahofama(commitment), nnwentaasoɔ se wobɛboa ama ɔman yi atu mpon.
- ✚ Regye afoforɔ atom/ rete afoforɔ ase(tolerance) wowɔ ɔpe se wobɛgye afoforɔ nsusuiɛ ato mu/ wobɛma afoforɔ kwan ama wɔakyere won adwene.
- ✚ ɔman ba pa ye(Patriotism) wobɛye krado se wobɛko agye wo man/ wobɛbe wo man ne n'agyapadeɛ ho ban
- ✚ Wowɔ adwene se wɔ suban sesa ho(Flexibility in ideas) wowɔ ɔpe se wobɛsesa w'adwene wɔ bere a mfomsoɔ aba.
- ✚ Nkɔmpɔbuo(reflection) se woɛsan ahwe biribi a woaye bio ahwe mfomsoɔ a ebaa ho na woahwe ɔkwan pa a wobɛfa so asi ano.
- ✚ Ahobraseɛ(comportment) se worebre wo ho ase ahyɛ mmara a ɔman no ahyɛ ato ho na woadi so pɛpɛɛɛ.
- ✚ Asɛdeɛ- ye(responsibility) ɛse se wotumi ye w'asɛdeɛ a obiara mmoa nni mu. Se eyɛ ananmɔntuo bi anaa abrabo mu kankɔ mu.
- ✚ Ayɔnkofa(cooperation) Se wobɛtumi ne afoforɔ ayɛ adwuma abɔ mu.
- ✚ Ahobraseɛ a yede di mmara so.(respect for the Rule of Law) se yeredi Ghana mmara ahodoɔ nyinaa so.

NIMDEɛ MAPA A ɛWɔ KARIKOLOM FOFORɔ NO MU.

- Se yɛredwene yie na yeasi ɔhaw ano(critical thinking and problem solving)
- ɔkasa ne dwuma a yedi bo mu(communication and collaboration)

- Yɛn Amammerɛ so die wɔ wiase nyinaa nipayɛ mu(cultural identity and global citizenship)
- Ayɛdɛɛ ho nimdɛɛ ne nsesamu(creativity and innovation)
- Digitaɛ adesua(digital literacy)
- Akannie ne ankasa mpɔntuo(leadership and personal development)

Deɛ Ghana rehwe anim wɔ mfitiasɛɛ sukuu nnwomasua mu

- ❖ Nsɛm a resisi siesɛɛ bi te sɛ; bɔbɛa nyiyimu (gender equality) ne sɛ yɛbɛhwɛ obiara ahiadɛɛ aboa wɔn (equity), nnwomasua a nyiyimu nni mu(inclusive education), anyinam ahodoɔ dodoɔ(energy efficiency) ne anyinam ahodoɔ ho banbɔ(energy conservation), kɛtɛasehyɛ asetuo ho dawubɔ (anti-corruption), ahonidie (sanitation), wiem mu nsakraɛɛ(climate change) ne Ɔdomankoma agyapadɛɛ(kwaɛɛ) (green economy).
- ❖ Nimdɛɛ mapa ne susudua wɔ karikɔlɔm no mu (competencies and standards in the curriculum).
- ❖ Karikɔlɔm adesuadaɛɛ ne adesua afaafa (curriculum subjects and learning areas).
- ❖ Sɛ yɛbɛnya filɔsɔfi a ɛdi mu na yɛde adi dwuma.

Adekyerɛ kwan ne mmɔakyire/nkarii

- Ɔsi gyinaɛɛ sɛ adesua no nyinaa yɛ sohyia kɔnstrativisim
- Ɔsɛ sɛ adesua no gyina asuafoɔ so wɔ adesuadan mu.(learner-centred classrooms)

- Ɔse se sukuu dwumadie no gyina akyerɛkyerɛfoɔ so.(teacher- centred school)
- Ɔse se adesua no gyina pɛdagɔgyi papa so. (learning centred pedagogy)
- Fa mmɔakyire anaa nkarii a Ghana sukuu nyinaa de di dwuma na aboa ama mpɔntuo aba adesua no mu sɛdeɛ ɛbɛye a ɛbɛtenetene adekyerɛ nhyehyɛɛ no.
- Fa ɔman mudie mmɔakyire sɔhwɛ (National Standards Assessment Test) (NSAT) di dwuma wɔ gyinapɛn mmienɔ B2, gyinapɛn nan B4, gyinapɛn B6 ne gyinapɛn JHS 2.

TI 3

GHANAIAN LANGUAGE FOFORO NO ADEKYERɛ NHYEHYɛɛ SU

(The components or the characteristics of the new Ghanaian Language Curriculum in Twi)

- Adesua nniketɛse (learning indicators with Ref. Number)
- Mmɔdenmmɔ nniketɛse (performance indicators)
- Adekyerɛ ne adesua akadeɛ(Teaching/ learning Resources)
- Nawɔtwe awieɛ (Week ending)
- Mmoa nwoma (Reference)
- Adesuadeɛ (Subject)
- Nimdeɛ Mapa (Core Competencies)

- Feesi 1 sitata; Resiesie adwene ama adesua (Preparing the Brain For Learning)
- Feesi 2 Adesua foforo no ankasa ne Nkarii (New learning including Assessment)
- Feesi 3 Mmɔakyire (Reflection)

Sɛdɛɛ wɔahyehyɛɛ Karikɔlɔm foforo no

- Sitran: Ɛyɛ beaɛ /ɔfa kɛsɛɛ wɔ adesuadaɛ bi a osuani bɛsua
- Sob- sitran: Atifiasɛm a ɛwɔ sitran a wɔreyɛ nhyehyɛɛ afa ho no.
- Kɔntɛntɛ mudie:(content standard) osuani nimdɛɛ a ɔwɔ dada / ne suban wɔ nnwomasua a ɔrebɛsua no ho.
- Ahyɛnsodeɛ/ susudua; (indicators) Nnoɔma a ɛsɛ sɛ asuafoɔ hunu anaa tumi yɛ wɔ afe no mu kyerɛ sɛ wɔaduru botaɛ a wɔde sii wɔn ani so no ho.
- Nhwɛsoɔ / mfantoho: (Exemplar) Mmoa ne atenetene a ɛde nkyɛɛkyɛɛmu a ɛmu da hɔ fann worehwehwe no ho sɛdɛɛ ɛbɛyɛ a wɔbɛhunu ahyɛnsodeɛ no na akyerɛ adekyɛɛ dwuamdie a ɛbɛboa ama woatumi aboa wɔn bɛɛ a wode karikɔlɔm no redi dwuma no.

Ghanaian Language Karikɔlɔm no Nhyehyɛɛ

- Nimdɛɛ mapa (Core Competencies)
- Adesua nkyɛkyɛmu (Learning Domains) (Expected Learning Behaviours)

✚ Nimdee, Nteasee ne sɛdee wode nimdee no beye adwuma.

(Knowledge, Understanding and Application)

✚ Okasa ho nimdee (Language Skills)

✚ Suban ne ahotɔsoɔ (Attitudes and Values)

- Mmɔakyire anaa nkarii (Assessment)
- Adwenkyere wɔ bere a wode ma ho. (Suggested Time Allocation)
- Pedagogyi nhyehyɛɛ ahodoɔ (Pedagogical Approaches)
 - ɛsɛ sɛ adesua no gyina pedagogyi papa so (learning –centred pedagogy)
 - Adekyere kwan a nyiyimu biara nni mu (inclusion)
 - Nsem ne okasa (information communication)
 - Tekinologyi (technology)
 - Karikɔlom nhyehyɛɛ (organization of the curriculum)
 - Dee ekɔpem ne ne nnididisoo (scope and sequence)

BOTAEƐ PUDUO: (Aims)

Ɛye ade a adesua nhyehyɛɛ no de si ɔkyerekyerɛni no ani so sɛ ɛde nsesaɛ beba osuani no abraɔ mu wɔ bere tenten a ɔde bewie n'adesua no nyinaa. Saa botaeɛ yi mu na ɛbere tiawa mu botaeɛ firi ba. Ebi ne sɛ:

- Osuani betumi de Akan kasa adi dwuma wɔ n'asetena mu ase ɔhaw ahodoɔ binom ano.

- Sɛ osuani bɛhunu bo a Akan kasa som wɔ Akanfoɔ asetena mu.
- Nam ɔkasa no so ate Akanfoɔ amammerɛ ne wɔn amanneɛ binom ase.
- Nam ɔkasa no so atu Ghana mpon.
- Sɛ ɛbɛyɛ a asuafoɔ yi bɛnya adwenemuteɛ a ɛnam ɔbrapa kwan so.
- Wɔbɛhunu wɔn ho sɛ wɔfiri Ghana ha na wɔatumi afa saa kwan no so de anidie a ɛfata ama ɔman yi ne emu nnipa.
- Ɛne sɛ wɔbɛtumi ahwɛ ɔman yi agyapadeɛ a wɔabɛtoɔ no so yie adi no ni na atumi agyina ama nkyirimma abɛto so.
- Afei sɛ ɛbɛyɛ a asuafoɔ yi bɛhunu wɔn amammerɛ yie na wɔatumi atena asetena pa wɔ wɔn man mu.
- Sɛ wɔhunu wɔn amammerɛ a ɛbɛboa wɔn ama wɔate afoforo amammerɛ ase na wɔde obuo ne anidie ama wɔn.
- Sɛ asuafoɔ sua ɔkasa yi a ɛbɛma wɔanya suahunu wɔ nhwehwɛmu ne mpensempɛsɛmu dwumadie mu. Saa nimdeɛ yi bɛboa wɔn ama wɔatwere nwoma aboa ɔkasa no nkɔsoɔ

Adwenemusem nimdeɛ / Filɔsofi) (PHILOSOPHY)

Adekyerɛ ho Filɔsofi

- Yɛwɔ filɔsofi mmienɛ wɔ wei ho.

- Mpɔntuo tiɔri(developmental theory) ne Asetena mu nhyehyɛɛ tiɔri(social constructivism)
- Mmɔfra nam adesua ho sua kasa wɔ wɔn ankasa nteaseɛ mu berɛ a wɔde nnoɔma a atwa wɔn ho ahyia redi dwuma. Nnoɔma atwa yɛn ho ahyia boa ma yɛtumi sua kasa yie.

Adesua ho filɔsɔfi

- Sɛ ɔkyerɛkyerɛni / fasiliteta, ɛsɛ sɛ akyerɛkyerɛfoɔ boa ma asuafoɔ de wɔn ho hyɛ adesua ne adekyerɛ mu berɛ a asuafoɔ no ankasa resua adeɛ wɔ timatik nhyehyɛɛ kwan so(thematic approaches) a ɔkyerɛkyerɛni no yɛ kwankyerɛfoɔ kekɛ.
- Nsononsonoeɛ a ɛdeda asuafoɔ ntam wɔ kasasua adesuabea ma ɔkyerɛkyerɛni no hunu asuafoɔ no gyinaberɛ wɔ na ɛno akyi ɔboa wɔn.

BOTAEɛ AHODOɔ A ɛWɔ GHANAIAN LANGUAGE KARIKOLɔM NO MU.

Botaeɛ Puduo no

- Sɛdeɛ ɛbeyɛ a ankoreankore betumi akenkan, asɔ ɔhaw ano, wɔwɔ suban/ nneyɔɛɛ a ɛbɛma wɔatumi adwene de wɔn nsa ayɛ biribi, wɔwɔ gyidie ne nimdeɛ a wɔbetumi de aboa Ghanaman sɛ ɔman ba pa wɔ ne kurom ne wiase afaana nyinaa.

Botaeɛ Pɔtee ahodoɔ.

- Sɛ yɛbɛma asuafoɔ ahunu hia a ɛhia sɛ wɔsua wɔn kasa (Ghanaian Language).
- Wɔbɛnya nimdeɛ a ɛbɛboa ama wɔatumi akyerɛ mfeɛ pɔtɛɛ ɛsɛ sɛ wɔde Ghanaian Language di dwuma.
- Akenkan mfeɛ gyinapɛn/ pɔtɛɛ a ɛsɛ sɛ asuafoɔ ho kokwa akenkan mu na wɔtumi yɛ akenkan ne nteaseɛ.
- Wɔbɛnya mfesanten akenkan suban de akenkan nsem biara afei de akenkan bi nso agye wɔn ani.
- Sɛ wɔbɛnya nsemfua pii na wɔanya nteaseɛ wɔ ɔkasa no nhyehyɛɛ ne lengwesteks amanedeɛ na ama wɔate otie, kasa, akenkan ne atwerɛ ase yie.
- Botaeɛ no baako ne sɛ wɔbɛtumi atwerɛ yie na atwerɛ no ne nsemfua afɔforɔ bɛdi nsawɔsoɔ wɔ wɔn kasa mu ama n'atiefɔɔ ate ne tirimpɔ no ase.

Deɛ yerehwɛhwɛ firi adekyerɛ mu.

- Wɔbɛtumi akenkan nwoma anaa akenkansɛm bi wɔ anigyɛɛ so, na wɔatumi apɛnsɛmpɛnsɛm akenkansɛm bi mu, wɔayɛ asuafoɔ wɔ wɔn n'asetena nyinaa mu.
- Wɔbɛsiesie nimdeɛ dada na wɔde lengwesteks nimdeɛ ne suahunu no adi dwuma sɛ asuafoɔ.
- Sɛ wɔbɛhununu sɛ wɔn amammerɛ di mu na wɔn ani agye wɔn amammerɛ no ne afɔforɔ deɛ ho nso.

➤ Sɛ wɔbɛhunɔ sɛ lɛngwɛstɛks, abakɔsɛm nɛ amammɛrɛ dɪ mu na ɛyɛ ɔman mma agyapadɛɛ.

➤ **Dɛɛ ɛsɛ sɛ akyerɛkyerɛfoɔ yɛ nɛ sɛ;**

✚ Tenetene na boa asuafoɔ bɛrɛ a wɔrɛhyɛ asuafoɔ nkuran ama wɔn adi nkɔmmɔ wɔ dɛɛ wɔresua no ho. Ma wɔn gye asɛdɛɛ wɔ wɔn ankasa adesua ho ntɔm bɛrɛ wɔmma wɔn wɛrɛ mfiri ankɔrɛankɔrɛ sononko yɛ.

✚ Paw Ghanaian Language adesua na yɛ adekyerɛ nhyɛhyɛɛ pono a dɛɛ asuafoɔ ani gye ho, wɔ ho nimdɛɛ wɔbɛtɛ asɛɛ, wɔbɛtumi ayɛ na wɔwɔ ho suahunu mmara mu.

✚ Wo nɛ akyerɛkyerɛfoɔ a aka wɔkyerɛ adesuaɛɛ fɔforɔ no nkammɔ mu mmoa kuro wɔ Ghanaian Language kasasua ho. Wei bɛboa ama wɔn a wɔwɔ kasa no ho nimdɛɛ no ada suban pa wɔdɛ sua Ghanaian Language no adi.

✚ Fa akwan ahodoɔ pii wɔ nnidisɔɔ kwan so nyɛ asuafoɔ ho nɛm(data) sɛdɛɛ wɔbɛnyɛ nteasɛɛ wɔ wɔn ho na watumi atenetene wɔn wɔ wɔn Ghanaian Language adesua mu. Ɛno akyi ɛbɛboa ama dɛ mmuaɛɛ a ɛfata ama asuafoɔ no nɛ wɔn awɔfoɔ.

✚ Siesie beaɛɛ a wɔsua adɛɛ no yie sɛdɛɛ ɛbɛyɛ a ɛbɛboa asuafoɔ wɔ bɛrɛ, tenabea, nɛ adekyerɛdɛɛ a wɔhia wɔ Ghanaian Language adesua mu.

Kiretifu pedagogy (Creative Pedagogies)

Deen ne kiretifu adekyere akwan? What is creative pedagogies?

- ❖ Adekyere ne asuadan mu dwumadie a ebia nhyehyee nsakramu a eka asuafo ahye adesua no mu.
- ❖ Eyi okwan ne abodeenyansape nhyehyee yefa so kyere adee.
- ❖ Ekyere yen sedge yebesua adee wo kiretifu kwan so na aboa yen ama yeaye kiretifu asuafo
- ❖ Edane asuabea / asuadan mu ma ebye kiretifu beae.

Nsemmissa nsemfua a kiretifu adesua de di dwuma na edidi so yi:

- deen? (what)
- aden? (why)
- ebaa no sen? (how)

Kiretifu pedagogy nkyekyemu /afaafa (Components of creative pedagogy)

- ✚ Asuafo pere se wobehwehwe biribi, wonam agodie so sua adee wonye obi a onsesa n'adwene.
- ✚ Asuafo dwene tra dee wohnu
- ✚ Asuafo sua adee wo kiretifu kwan so
- ✚ Ema okyerekyereni no ne asuafo no nyinaa tumi
- ✚ Asuabea/asuadan mu bye beae a etwetwe kiretifu adesua ba.
- ✚ Asuafo so akwan ahodo a wobetumi afa so aduru botae bi ho.

Aden nti ne kiretifu pedagogy? (Why creative pedagogy)?

Boa ma yena:

- Akyerkyerefo woye kiretifu
- Kiretifu adekyere kwan ne kiretifu adesubea
- Ema asuafo nya odo ma mmeresenten adesua.
- Se yenam kiretifu so resi yen hwa ano

Akwan ahodo a yefa so nya kiretifu adekyere kwan

- Tematik kwan (thematic Approach): Se yerekeka adesua a ewo ayonkofa abo mu ama aye atifasem kese.
 - Asuafo de nimde ahodo pii keka adesua bobo mu de nya abrao mu suahunu
- Agodie nnyinaso kwan (Play – based Approach) Wohyehye adesua no wo agodie kwan so sode ebeye a asuafo adwene beko de woresua no so.
 - Adekyere ne adesua gyina de mmofra no hia so na dwumadie no ahoden gyina suahunu a ete apo so.
 - Adekyere a enam agodie, nnwom, anansesem, ogyekyer akwan so.
- De egyina asuafo no so (Learner – centred approach) Adekyere ne adesua dwumadie a wohyehye afa osuani no nimde ne n'ahiaade ho.
 - Wohyehye adesubea no sode ebeye a ebeboa osuani no ama wadi nkunim na okyerkyereni no nso ye osuani no bi.

- Asuafoɔ hyehye nimdeɛ na wɔsan hyehye no bio sɛdeɛ ebɛye a wɔbɛsua adeɛ.

Kiretifu a ɛgyina asuafoɔ akwan hodoɔ

- ✚ Deɛ wɔnam adwumadie so (Activity – based Learning) ie. Interesting / thought provoking hands –on tasks.
- ✚ Ɔyɛkyerɛ (Demonstration) ie. Show how something is done or performed
- ✚ Deɛ yɛnam nkitahodie so/ yɛde yɛn ho rehyɛ mu (Interactive/ Participative) ie. Communication –rich & active involvement of learners
- ✚ Deɛ ɛgyina nhwehwɛmu yɛ adesua so (Inquiry – based learning) ie investigative/ experiential learning
- ✚ Deɛ wɔnam akuoakuo so de ma (Group Work) ie. Pair/ buddy share, collaborative learning, problem-based learning, team based learning / discussions)
- ✚ Deɛ wɔnam litirekya kanko so de ma (Literature circle) ie. Reading/ study groups

Mmɔkyire /Nkarii akwan ahodoɔ (Assessment strategies)

Ɛdeɛn ne mmɔkyire anaa nkarii?

ƳƳe botaee a ƳƳe nnidisoo anaa ƳƳe nsem a yefa no se adansedie a eko so na yegyina so tumi bu osuani bi aten se obo mmoden anaa ommo mmoden.

Aden nti na yekari asuafo?

- Se yebetumi asi agyinaee bi wo osuani bi ho se ebia:
- ✓ yebesesa adesua nhyehyee (adjust learning strategies
- ✓ yebema won gyinabea / gyinapen (assign them to appropriate categories eg class, groups etc)
- ✓ yebeyiyi won ama nnwomasua akwannya (select them for educational opportunities)
- ✓ Se ebema yeagye won nimdee no ato mu.

Mmakyire anaa Nkarii ahodo (Types of Assessment)

Nkarii a eko so bere a adekyere ne adesua reko so. (Formative Assessment: AaL & AfL)

- Wode saa nkarii yi di dwuma bere a adekyere ne adesua reko so sedge ebeye a yebehunu asuafo sinto na yeaboa won.
- Eboa yen ma yehunu nnooma asuafo no biara ahiadee se:
 - obesan aye dwumadie no ntoatoaso
 - obesan adwene ho bio. Wei bema ne ho anammotuo aye kama
 - Dee ese se osan sua. Wei bema woatumi asiesie asuaeabae ho yei.

- Nkarii dwumadie wɔ nsunsuansoo kɛsɛ pa ara wɔ adesua ne mmɔdenmmɔ ho.

Mmɔakyire anaa Nkarii a wode di dwuma bere a adekyere ne adesua dwumadie nyinaa aba awiee (Summative/ Assessment of Learning: AoL)

- ✚ Saa nkarii yi ba wɔ adesua ne adekyere bere no awiee. Eba wɔ tɛm anaa uniti awiee de kyere wɔn a wɔsuaa adee ne wɔn a wɔansua wɔ asuafoɔ no nyinaa mu.
- ✚ Yɛnam so de asuafoɔ mmɔdenmmɔ toto ho.
- ✚ Yɛtumi de nsunsuansoo no ma asuafoɔ no anaa wɔn awofoɔ.
- ✚ Eyi ɔkwan dada a wɔfa so kari asuafoɔ dwumadie.

Nkarii bere a adekyere ne adesua reko so (Assessment as Learning: AaL)

- Rema asuafoɔ anya adwene wɔ botae a esi mo ani so no ho na woahye wɔn nkuran abɔ mmɔden sɛ mɔɛduru adesua no botae no ho. Eboa ma yɛhunu ankoreankore sɛ suani biara ahiadee ne wɔ sintɔ. (self/ peer assessment);
 - ɔɔtoɔ so aye decodee no ara bio, kɔsi sɛ ɔɔnya eho nimdee
 - wode w'ani redi n'akyi wɔ atenetene kwan so.
 - woreboa no ama wasua adee ahunu sɛdee yɛdi sua adee.

Nkarii bere a adekyere ne adesua reko so (Assessment for Learning AfL)

- Eyε adwuma berε a adekyerε ne adesua rekɔ so no, εboa yen ma yεhunu asuafoɔ no ho nsem a yetumi gyina so hunu;
 - ✓ asuafoɔ adesua su, sε eyε anaa sε enyε
 - ✓ adesuadeε no su, sε eyε den anaa enyε den ma asuafoɔ no.

Yεde AfL na εhwε asuafoɔ adesua nkɔanim ne wɔn mmɔdenmmɔ

AaL ne AfL ho nhwεsoɔ

- ✚ Berε tenten dwumadie (project)
- ✚ Efiε adwuma (homework)
- ✚ Adesua mu dwuamdie (learning tasks and Activities)
- ✚ Nhyiamu dwumadie (conferencing)
- ✚ Woreda nhwehwεmu adi wɔ w'ano (Oral presentation)
- ✚ Nkarii ho dwumadie (Assessment tasks)
- ✚ Pɔtufolio (portfolios)

TI 4

Ghanaian Language Karikolom foforo no Nhyehyeeɛ

- Nimdeɛ mapa (Core Competencies)
- Adesua nkyekyɛmu adesua su ahodoɔ a ɛye yen botaeɛ. (Learning Domains)
(Expected Learning Behaviours)
- Mmɔakyire anaa nkarii (Assessment)
- Adwenkyere wɔde ama wɔ bere a wɔmfa nni dwuma.(Suggested Time Allocation)
- Pedagogyi nhyehyeeɛ ahodoɔ (Pedagogical Approaches)

Afe afe bere mu adesua nhyehyeeɛ (Yearly scheme of learning)

Nawɔtwe	Tɛɛm 1 Sob Setrand	Tɛɛm 2 sub setrand	Tɛɛm 3 sub setrand
1	Nnwom	Nnyegyeeɛ nsisisoo	Retie abasɛm
2	Ɔyɛkyere	Nkɔmmodie	Me ho asɛm, M'abusuafoɔ,

			Nnipa ne mmeaee ho asem
3	Akenkan ne nteasee	Nsemmisa ne nsem anoyie	Rema akwankyerε anaa redi akwankyerε so
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

Ghanaian Language Karikolom foforo no Afe afe Berε mu adesua Nhyehyεε.

- Nawotwe ahodoɔ wo afe no mu
- Tεεm 1. Sob- setran
- Tεεm 2. Sob –setran
- Tεεm 3. Sob –setran

SILABOSO:

- Eyε adesua ho nhyehyεεε a wɔayε ama asuafoɔ ne akyerεkyerεfoɔ wɔ afe mu no nyinaa mu. Wei kyere sε eyε nwoma bi a deε εsε sε osuani nya mu suahunu wɔ gyinapɛn biara afe mu no nyinaa wɔ mu ne tiawa mu no.
- Silaboso yε afe afe adesua nhyehyεεε ma gyinapɛn biara a aban de ma asuafoɔ.

Wɔakyekye silaboso no mu;/ Silaboso su wɔ karikɔlom foforo yi mu.

- Εwɔ Atifiasεm
- Εwɔ Botacε
- Nimdeε mapa
- Adesua mu nniketεse
- Εwɔ adesua akadeε
- Εwɔ mmoa nwoma
- Mmɔdenbɔ nniketεse

Silaboso ho mfasoɔ

- εboa akyerεkyerεfoɔ ma wɔtumi yε nhyehyεεε ma wɔn adekyere wɔ afe biara mu.
- Bio εtenetene akyerεkyerεfoɔ wɔ wɔn dwumadie no mu.

- Ⴜfiri sႼ, sႼ wႼyi silabႼso si nkyႼn a ႼkyႼrႼkyႼrႼni no renhunႼ dႼkႼdႼႼ a ႼႼ sႼ ႼkyႼrႼ no afe no mu.
- Bio Ⴜboa ma ႼkyႼrႼkyႼrႼni no yႼ ne bႼrႼ mu adႼsua nhyႼhyႼႼႼ. (scheme of learning)
- Ⴜmma sukuu bi nkyႼrႼ dႼႼ n'ankasa pႼ
- ႼyႼ nhyႼhyႼႼႼ a ႼdႼ pႼpႼႼpႼyႼ ba adႼsua mu
- Ⴜno so na sukuufႼ nyinaa gyina yႼ sႼhwႼ korႼ.

Ghanaian Language KarikႼlႼm foforႼ no BႼrႼ mu adႼsua NhyႼhyႼႼႼ AhodႼ

- Sitran: ႼyႼ beaႼႼ /Ⴜfa kႼႼႼႼ wႼ adႼsuadႼႼ bi a osuani bႼsua
- SႼb- sitran: AtifiasႼm a ႼwႼ sitran a wႼrႼyႼ nhyႼhyႼႼႼ afa ho no.
- KႼntႼntႼ mudie / KႼntႼntႼ setandad (content standard) osuani nimdႼႼ a ႼwႼ dada / ne suban wႼ nnwomasua a ႼrႼbႼsua no ho.
- AhyႼnsodႼႼ/ susudua / nniketႼႼႼ (indicators) NnoႼma a ႼႼ sႼ asuafoႼ hunႼ anaa tumi yႼ wႼ afe no mu kyႼrႼ sႼ wႼaduru botႼႼ a wႼdႼ sii wႼn ani so no ho.
- NhwႼsႼႼ / mfantohႼ: (Exemplar) Mmoa ne atႼnႼtႼnႼ a ႼdႼ nkyႼrႼkyႼrႼmu a Ⴜmu da hႼ fann wႼrႼhwhႼwႼ no ho sႼdႼႼ ႼbႼyႼ a wႼbႼhunႼ ahyႼnsodႼႼ no na akyyႼrႼ adႼkyႼrႼ dwuamdie a ႼbႼboa ama woatumi aboa wႼn bႼrႼ a wode karikႼlႼm no redi dwuma no.

BERE MU ADESUA NYEHYEE (Scheme of learning);

- Eyε bere mu adesua nyehyee sononko bi a akyerεkyerεfoɔ yε de boa ma asuafoɔ nam so sua won adesuadae no n'apo so n'apo so, bere ano bere ano, deε εse se wɔsua no nawɔtwe biara mu.
- Scheme of learning: yε nnawɔtwe nnawɔtwe nyehyee a ɔkyerεkyerεni no yε na asuafoɔ nam so sua adeε. Ɔwom se ɔkyerεkyerεni na ɔyε deε nanso ne botaeε nyinaa gyina asuafoɔ so.
- Eyε tεem no nyinaa dwumadie a wɔahyehyε no nawɔtwe nawɔtwe. Wei ma adesua no kɔ so waanowaano.

Nnoɔma a ɛwɔ Ɔbere Adesua Nyehyee ase (scheme of learning)/ Scheme of learning su

- nawɔtwe dodoo
- setran
- sob - setran
- kontente setandad / kontente mudie
- Nniketεε / susudua
- Adesua ne adekyerε akadeε

Tεem: Bere Adesua Nyehyee (Scheme of learning) su.

NAWOT WE	SETRAN	SOB- SETRAN	KONTEN TE MUDIE/ SETAND AD	NNIKETE SE/ SUSUDU A	ADESUA/ ADEKYE RE AKADEE
1	Anom Kasadwini	Nkɔmmɔdi e kwan so: Ka wo ho asɛm, w'abusua ho asɛm, nnipa ne mmeaɛ bi no ho asɛm	B1. 1.6.1 B1. 1.7.1	B1.1.6.1. 2 B1.1.7.1. 1	Twene, Kasa wɔkyere agu afidie so, madila kaade. Mfonin
2	Anom Kasadwini	Nkɔmmɔdi e kwan so: Ka wo ho asɛm, w'abusua ho asɛm,	B1. 1.7.1 B1. 1.7.1	B1.1.7.1. 2 B1.1.7.1. 3	Twene, Kasa wɔkyere agu afidie so,

		nnipa ne mmeace bi no ho asem.			madila kaade. Mfonin.
3	Anom Kasadwini	Retie akenkan bi ate ase/ abisa nsem wo ho ayiyi nsemmissa ano	B1. 1.8.1 B1. 1.9.1 B1. 1.9.1	B1.1.8.1. 1 B1.1.9.1. 1 B1.1.9.1. 2	Mmoa ho mfonin, manila kaade, makese, kasa a yetwe agu afidie so.
4	Akenkan	Fonise: atwerede ne nnyegyee nimdee	B1.2.4.1 B1.2.4.2 B1. 2.4.2	B1.2.4.1. 3 B1.2.4.2. 1 B1.2.4.2. 2	Manila kaade, makese, kasa a yetwe agu afidie so

5	Akenkan	Fonise: atwerɛdeɛ ne nnyegyeeɛ nimdeɛ	B1. 2.4.2 B1.2.4.2 B1.2.4.2	B1.2.4.2. 3 B1.2.4.2. 4 B1.2.4.2. 5	Manila kaade, makeɛse, kasa a yetwe agu afidie so
6	Akenkan	Nsemfua nya/ anisoɔ deɛ ne deɛ ɛfa adesua ho.	B1.2.5.1 B1.2.5.1 B1.2.5.1	B1.2.5.1. 1 B1.2.5.1. 2 B1.2.5.1. 3	Manila kaade. Makeɛse
7	Atwerɛ	Retwerɛ atwerɛdeɛ nketewa ne akeɛseɛ	B1. 3.2.1 B1.3.2.1	B1.3.2.1. 2 B1.3.2.1. 3	Manila kaade, Makeɛse

8	Atwerɛ	Retwerɛ atwerɛdeɛ nketewa ne akɛsɛɛ	B1.3.2.1 B1.3.2.1	B1.3.2.1. 4 B1.3.3.1. 1	Nsɛmfua kaade, manila kaade, makɛsɛ nsɛmfua kaade, manila nsɛmfua kaade.
9	Atwerɛ	Retwerɛ nsɛmfua a ɛnyɛ den: nnipa din, mmeaɛɛ din, rekyerɛ nnoɔma bi a atwa wɔn ho ahyia	B1.3.3.1. 2	B1.3.3.1	Nsɛmfua kaade, makɛsɛ kaade, manila kaade

		wɔ wɔn adesua dan mu din.			
10	Atwerɛ ne kasa nhyehyɛɛ dwumadie	Yɛde kasa nhyehyɛɛ rewura atwerɛ mu	B1.5.3.1. 3 B1.5.4.1. 1 B1.5.4.1. 2	B1.5.3.1 B1.5.4.1 B1.5.4.1	Nsɛmfua kaade, manila kaade, makɛsɛ kaade
11	Atwerɛ ne kasa nhyehyɛɛ dwumadie	Atwerɛ ne kasa nhyehyɛɛ dwumadie Edinakyisi bia	B1.5.4.1. 3 B1.5.5.1. 1	B1. 5.4.1 B1.5.5.1	Dekodeɛ a wɔbɛken kan no
12	Akenkan ɛmfa mmɔfra adesua ho.	Mmɔfra yɛ ɔkyerɛkyer ɛni yɛ	B1.6.2.1. 1	B1. 6.2.1	Manila kaade, makɛsɛ

	Nnwomakora bea.	akenkanan o.			
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- Wahyehye no nawɔtwe nawɔtwe adesua.
- Ema yɛhunu deɛ ɔkyerekyerɛni no bekyere wɔ adesua bere no nyinaa mu.
- Ekyere mmoa nwoma
- Ekyere nkasaho nso.

Scheme of learning ho mfasoɔ

- ✚ Ema asuafoɔ no hunu deɛ ɔbekyere nawɔtwe biara
- ✚ Ema wɔhunu deɛ wɔbesua tɛɛm no nyinaa.
- ✚ Ema wɔsua adeɛ no nnidisɔɔ nnidisɔɔ
- ✚ Ema wɔye wɔn nhyehyɛɛ yie.
- ✚ Ema wɔhunu mmoa nwoma ahodoɔ a wɔbehia.

Nawɔtwe nawɔtwe bere mu adesua nhyehyɛɛ (Weekly scheme of learning)

Adesua nniketɛɛ/ Susudua	B1. 1.7.1.2 Ka w'abusua ho asem B1.1.7.1.3 Ka w'adamfo a wo ne no wɔ krase ho asem
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Mmɔdemmo nniketɛse / susudua	• Asuafoɔ kyere sɛdeɛ wɔn abusua tɛɛ • Asuafoɔ ka wɔn nnamfonom ho asem.
Adekyere ne adesua akadeɛ	Manila kaade, nsem a yeakyere agu afidie so, makɛse.

Nawɔtwe awieɛɛ: 15/05/2020

Krase: BS 1

ADEKYERE NHYEHYEE PONO

Adesua nniketɛse / susudua	B1. 1.7.1.2 Ka w’abusua ho asem B1.1.7.1.3 Ka w’adamfo a wo ne no wɔ krase ho asem
Mmɔdemmo nniketɛse / susudua	• Asuafoɔ kyere sɛdeɛ wɔn abusua tɛɛ • Asuafoɔ ka wɔn nnamfonom ho asem.
Adekyere ne adesua akadeɛ	Manila kaade, nsem a yeakyere agu afidie so, makɛse.

Nawɔtwe awieɛɛ	15/05/2020
Mmoa nwoma	Ghanaian Language Karikɔlɔm
Adesuadeɛ	Ghanaian Language
Nimdeɛ Mapa: Ɔkasa ho nimdeɛ, nkabom adwumayɛ ho nimdeɛ, akannie ho nimdeɛ.	

Da Biara Adesua Nhyehyɛɛ Pono

Days	Fesi 1: stitata sima du. (Siesie adwene no ma adesua).	Fesi 2: Adesua no ankasa sima aduanan (adesua foforo a nkarii ka ho).	Fesi 3: Mmoakyire sima du. (asuafoɔ ne akyerɛkyerɛfoɔ).
Dwoada	Hye asuafoɔ nkuran ma wɔto dwom bi a ene deɛ wɔrebɛsua no wɔ ayɔnkofa	Frɛ asuafoɔ no baako baako ma wɔmmra anim mmɛka wɔn maame, papa ne wɔn	Ɛdeɛn na yɛasua ɛnnɛ?

		nnuanom ho asem. • Twere deɛ wɔkaɛ no kakra bi gu twerepono no so nahye wɔn nkuran ma wontwere ngu wɔn nwoma mu. Berɛ a wo ne wɔn akenkan no awie no. Sɛ ebia; wɔn papa din baabi a ɔte, ɛne kuro a wɔfiri so. • Nkarii: Ma asuafoɔ nka	Wo ne asuafoɔ no mmo deɛ wɔasua no akyi
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		won abusuafoɔ ho asɛm.	
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Wukuada	Ma mmɔfra nto dwoma a ene won adesua no wo ayɔnkof nkayan wo ho	- Kyekye asuafoɔ no akuoakuo na wonka won ho asem - Fre mmɔfra no baako baako na wonka won ho asem nkyere krase no. se ebia: won din, won mfee ne baabi a wotee - Nkarii: Ma asuafoɔ no nka won ho asem se ankoreankore	Eden na yeasua enne? Wo ne asuafoɔ mmo adesua no akyi
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Fiada	Ma mmɔfra no nto dwom a ɛfa deɛ wɔrebɛsua no ho sɛ nkanyan dwom	- Kyekyɛ mmɔfra no mu akuoakuo na ma wɔnka wɔn ho asɛm - Frɛ mmɔfra no baako baako na wɔnka wɔn ho asɛm nkyerɛ krase no. sɛ ebia: wɔn din, wɔn mfɛɛ ne baabi a wɔtɛɛ - Nkarii: Ma asuafoɔ no nka wɔn ho asɛm sɛ ankorɛankorɛ	Ɛdeɛn na yɛasua ɛnnɛ? Wo ne asuafoɔ mmɔ adesua no akyi
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Nawɔtwe Awiee: 22/05/2020

Krase: 3

ADEKYERE NYEHYEE PONO

Adesua nniketɛse	B3. 1.7.1.2 Kyere nkyea ahodoɔ a Akan wɔ B3.1.7.1.3 Kyea wɔn nnamfonom
Mmɔdemmo nniketɛse	• Asuafoɔ bobɔ nkyea ahodoɔ Akanfoɔ de di dwuma. • Asuafoɔ kyea wɔn ho wɔn ho berɛ a wɔde anɔpa, awia ne annummerɛ asi wɔn ani so.
Adekyere ne adesua akadeɛ	Manila kaade, nsem a yeakyere agu afidie so, makɛse.
Nawɔtwe awiee	15/05/2020
Mmoa nwoma	Ghanaian Language Karikɔlom
Adesuadeɛ	Ghanaian Language
Nimdeɛ Mapa: Okasa ho nimdeɛ, nkabom adwumaye ho nimdeɛ, akannie ho nimdeɛ.	

Da Biara Adesua Nhyehyɛɛ

Days	Fesi 1: sitata sima du. (Siesie adwene no ma adesua).	Fesi 2: Adesua no ankasa sima aduanan (adesua foforo a nkarii ka ho).	Fesi 3: Mmɔakyire sima du. (asuafoɔ ne akyerɛkyerɛfoɔ).
Dwoada	Hyɛ asuafoɔ nkuran ma wɔto dwom bi a ɛne deɛ wɔrebɛsua no wɔ ayɔnkofa	Frɛ asuafoɔ no baako baako ma wɔmmra anim na wɔnkyerɛ deɛ wɔye berɛ a wahyia n'adamfo s.e. mekyea no, mefrɛ	Ɛdeɛn na yɛasua ɛnnɛ?

		no, mebo ne din • Hye mmofra no nkuran ma wommobo nkyea ahodoɔ a Akanfoɔ wɔ. s.e. maakye, maaha, maadwo, adwuma oo! • Ma mmofra no nkyere bere ahodoɔ a Akanfoɔ kya saa nkyea a wɔabobo	
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		din no. s.e. Anɔpa wɔkyea maakye, Awia wɔkyea maaha, Annummere wɔkyea maadwo ene wɔkyea obi a ɔreyɛ adwuma nso adwuma oo! • Nkarii: Ma asuafoɔ mmobɔ nkyea a Akanfoɔ wɔ ne bere	Wo ne asuafoɔ no mmo deɛ wɔasua no akyi
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		ahodoɔ a wode saa nkyea no di dwuma	
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Adekyere kwan ne mmoakyire/nkarii

- Esi gyinaee se adesua no nyinaa ye sohyia konstrativisim

- Ɔsɛ sɛ adesua no gyina asuafoɔ so wɔ adesuadan mu.(learner-centred classrooms)
- Ɔsɛ sɛ sukuu dwumadie no gyina akyerɛkyerɛfoɔ so.(teacher- centred school)
- Ɔsɛ sɛ adesua no gyina pɛdagɔgyi papa so. (learning centred pedagogy)
- Fa mmɔakyire anaa nkarii a Ghana sukuu nyinaa de di dwuma na aboa ama mpɔntuo aba adesua no mu sɛdɛɛ ɛbɛyɛ a ɛbɛtenetene adekyerɛ nhychyɛɛ no.
- Fa ɔman mudie mmɔakyire sɔhwɛ (National Standards Assessment Test) (NSAT) di dwuma wɔ gyinapɛn mmieniu B2, gyinapɛn nan B4, gyinapɛn B6 ne gyinapɛn JHS 2.

ADEKYERɛ NHYEHYɛɛ HO MFASOɔ

- Ɔboa ma ɔkyerɛkyerɛni kyere n’adeɛ n’apɔ so n’ apɔ so, nnidisɔɔ nnidisɔɔ a ɔnwaeɛ mfiri ne botaeɛ ho.
- Ɔboa ma osuani no sua n’adeɛ nnidisɔɔ nnisisɔɔ a ɔnwaeɛ mfiri n’adesua botaeɛ ho

- Ⴄma ၵkyerekyereni akwankyerε wၵ n'adekyerε mu ma ၵhunu ade pၵtee a εse se ၵkyerε berε pၵtee bi.
- Ⴄma osuani no akwankyerε wၵ deε ၵresua no ho.
- Ⴄboa ma ၵkyerekyereni hwεhwε adekyerεdeε ne mmoa ahodoၵ a ၵbεhia wၵ n'adeεkyerε mu.
- Ⴄboa ma ၵkyerekyereni de berε ye adwuma sεdeε εfata ma asuafoၵ a nya ho mfasoၵ.
- Ⴄma osuani no de berε ye n'adwuma pεpεpε.
- Ⴄye nkaεε adeε ma ၵkyerekyereni hunu nea wakyerε na bio edi adanseε se dwumadie bi akၵ so.
- Ⴄma ၵkyerekyereni nya kokoၵduro.
- Se ၵkyerekyereni bi nni hၵ a, ၵfoforo tumi gyina so kyerε asuafoၵ adeε sεdeε anka ၵkyerekyereni no ankasa wၵ hၵ a ၵbεye.
- Ⴄma osuani no hunu deε wၵasua ne deε wၵnnsuaε
- Ⴄma ၵkyerekyereni no ahotၵsoၵ wၵ n'adekyerε no mu.
- Ⴄma osuani no ahotၵsoၵ sononko
- Ⴄma ၵkyerekyereni no awεrεhyεmu wၵ n'adwumaye mu.
- Ⴄmma no mfom kwan wၵ n'adekyerε no ho.
- Ⴄma osuani no mfom kwan.

TI 5

Akwansideε a εwၵ Ghanaian Language Karikၵlၵm Foforo no Nhyehyεε mu

1. Aban mu nsakyeræ a yeyɛ no ntoasontoaso
2. Atikyafoɔ a wɔagyɛ nteɛ wɔ kasa ahodoɔ mu a wɔn ho yɛ den
3. Kyerɛ a wɔhyɛ da nkyerɛ ɔkwan anaa nhyɛhyɛɛ a ɛda Ghanaian Language adekyerɛ ne adesua no ho
4. Awofoɔ binom adwene a wɔwɔ de ti Ghanaian Language sua wɔ sukuu ahodoɔ mu.
5. Amanmmuo akwankyerɛ ɛɛ sɛ ɛde ɔhyɛ to so sɛ asuafoɔ bɛsua Ghanaian Language ahodoɔ no wɔ sukuu ahodoɔ mu a ɛnni ho
6. Kasahodoɔ nnipakuo
7. Nwoma ahodoɔ a wɔde bɛdi dwuma wɔ kasa ahodoɔ no ho sikasɛm
8. Kasahodoɔ man
9. Ɔhaw no baako ne sɛ kasahodoɔ no dodoɔ no ara nni nsɛnkɔrɛnkɔrɛ dodoɔ a yɛbɛtumi de agyina ho ama Borɔfo Kasa nsɛmfua bi. Sɛ ɛba no saa a ɛma adesua yɛ den yie pa ara.
10. Wɔyɛ mfitiasɛ sukuu, ntoasoɔ sukuu ne kɔlegyi mu no akyerɛkyerɛfoɔ no dodoɔ no ara ma asuafoɔ no te asɛ sɛ Ghanaian Language ho nhia. Wei yɛ adwenkyɛɛɛ. Wɔka sɛ wɔmfɛ Ghanaian Language nnyɛ hwɛɛ enti wei bu asuafoɔ no aba mu ma wɔnniyiri wɔn ho nsua. Wɔde wɔn ahooɔden nyinaa gu nkontabuo ne Borɔfo Kasa so.
11. Adeɛ baako a ɛbɛha Ghanaian Language Karikɔlɔm Foforo yi ne yɛn kasahodoɔ no atwerɛ. Kasa biara mmara de n'atwerɛ ho. Saa mmara yi

akyerɛkyerɛfoɔ dodoɔ no ara na wɔnnim. Enti ɛbɛma atwerɛ a ɛdi mu wɔ adesua mu no asuafoɔ anya ɔhaw wɔ ho.

12. Kyerɛkyerɛfoɔ dodoɔ no ara bɛbrɛ wɔ Ghanaian Language Karikɔlɔm foforo yi adesua nhyehyɛɛ no ho. Kane no na wɔyɛ adekyerɛ nhyehyɛɛ. Enti wɔn a wɔmpɛ nsesaɛ no ho bɛkyere wɔn.

Akwan Ahodoɔ a Yɛbɛtumi Afa so Asi Akwansideɛ Ahodoɔ yi Ano

1. Ɛsɛ sɛ yɛnya kasamafoɔ/ Akyitafoɔ sononko bi a wɔbɛbɔ dawuro afa hia a ɛhia sɛ asuafoɔ sua Ghanaian Language no firi adesua no ahyɛaseɛ no ara de kɔsi n'awieɛ
2. Ɛho bɛhia sɛ yɛde kasa ahodoɔ no ne wɔn amammerɛ ka nnoɔma a ɛsɛ sɛ wɔsua no sukuu mu no ho firi mfitiaseɛ sukuu de kɔsi Sukuupɔn
3. Ɛsɛ sɛ nnoɔma ahodoɔ a ɛbɛboa Ghanaian Language adesua no nyinaa wɔde kɔ sukuu ahodoɔ no mu. Wei na mɛfrɛ no adesua ho akadeɛ no.
4. Sɛ yɛbɛpa ahwɛsofoɔ a wɔde wɔn ani bɛdi akyirɛ ahwɛ sɛ wɔde saa nhyehyɛɛ yi reyɛ adwuma wɔ sukuu ahodoɔ no mu
5. Sɛ yɛbɛma sukuu biara tumi ama wɔn ankasa apa Ghanaian Language no mu kasa korɔ a wɔpɛ sɛ wɔde bɛkyerɛ adeɛ ne deɛ wɔbɛsua
6. Sɛ yɛbɛma abasobodeɛ bi na ayɛ nkanyan ne nkuranhyɛ ama wɔn a wɔbɔ mmɔden wɔ kasa ahodoɔ no mu biara sua ne ne kyere mu.
7. Ɛsɛ sɛ aban no de Ghanaian Language Kasasua no ka adesua ahodoɔ a ɛsɛ sɛ osuani bi nya ansa na wakɔ n'anim atoa so akɔ mpɛmpɛnsɔɔ foforo mu

8. Ɖɛɛ ɛ ɔɔn a ɔɔyɛ nɔmasua ho nhyehyɛɛ no hwɛ ɛ ɔɔɔtrɛ kasa ahodoɔ a ɔɔsua ɔɔ sukuu mu no ama afa kasa ahodoɔ no mu dodo no ara.
9. Yɛɔɔtumi afa nɛmfuayɛ kwan so anya nɛmfua afoforo abɛka dɛ Ghanaian Language kasa hodoɔ no ɔɔ dada no ho. Wei yɛ akyerɛkyerɛfoɔ ne nimdefoɔ asɛdɛɛ. Yɛ ɔɔ akwan bi tɛ ɛ asɛmfua ntwasoɔ, nɛmfuaɛm anaa boɛabɔ, nkakuho ne adɛ.
10. Ɖɛɛ ɛ akyerɛkyerɛfoɔ a ɔɔtu asuafoɔ saa afutubɔne no gyɛɛ. Ɖɛ ɔɔtoɔ so di saa anyanbransɛm no dɛ adwenkyɛɛ to mmɔfra no tiri mu a Ɖɛɛ ɛ ɔɔtwe ɔɔn aso.
11. Ghanaian Language Karikɔlɔm foforo yi bɛhia akyerɛkyerɛfoɔ a ɔɔɔtumi akyerɛ kasa no atwerɛ no yie na ama asuafoɔ nso ahunu atwerɛ na ɔɔdɛ adi dwuma sɛdɛɛ ɛfata.
12. Ɖɛɛ ɛ ɔkyerɛkyerɛni biara dɛ ne ho hyɛ adɛsua nhyehyɛɛ no mu na ama ɔɔatumi ayɛ adɛsua nhyehyɛɛ a ɛdi mu. Ɖɛɛ ɛ nɔmasua mpanimfoɔ dɛ ɔɔn ani di akɔirɛ hwɛ ɛ ɔkyerɛkyerɛni biara reyɛ n'asɛdɛɛ sɛdɛɛ ɛfata.

