

2. a. Define literacy Across the Curriculum. (4 Marks)
- b. You have been posted to a school where Literacy Across the Curriculum is not practiced. Discuss **FOUR (4)** ways in which you will argue for the implementation of Literacy Across the Curriculum in the school. (16 marks)
3. Discuss any **four (4)** listening and speaking instructional activities you would engage your students in during content area instruction. (20 marks)
4. (a) There are a lot of misconceptions that students have about Literacy Across the Curriculum. Mention **five (5)** of these misconceptions. (5 marks)
- (b) Explain **three (3)** ways you would want to deal with these misconceptions. (15 marks)
5. (a) How would you distinguish between Multi-disciplinary Integration and Transdisciplinary Integration? (4 marks)
- b. Discuss **four (4)** principles of Assessment of Literacy Across the Curriculum to your STS partner. (16 marks)



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UNIVERSITY OF EDUCATION, WINNEBA
INSTITUTE FOR TEACHER EDUCATION AND CONTINUING
PROFESSIONAL DEVELOPMENT (ITECPD)
END OF SECOND SEMESTER EXAMINATIONS, OCTOBER, 2024

ITE
CPD

LEVEL 300

COURSE CODE: JBB361

COURSE TITLE: LITERACY ACROSS THE CURRICULUM FOR JHS

TIME ALLOWED: 2 HRS

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SIGNATURE:

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GENERAL INSTRUCTIONS:

- This paper is made up of ONE SECTION.
- The Section is made up of five essay type questions.
- Answer **THREE** questions in your answer booklet.
- Each question carries equal marks. You are expected to start each question on a new page.
- You are expected to hand over your answer booklet to the invigilator before you leave the examination hall.

Instruction: Answer question ONE and any other two (2) questions in the answer booklet provided.

1. You have been invited to facilitate a workshop for teachers on Literacy Across the Curriculum. The aim is to help teachers demonstrate understanding of how to prepare a lesson plan with embedded literacy skill(s) to teach any subject at the Early Grade, Upper Primary or JHS levels. As the lead facilitator, walk them through what they should do at the starter, main and plenary phases of the lesson plan.
(20 marks)

