

GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

GHANAIAN LANGUAGE
COMMON CORE PROGRAMME CURRICULUM
(BASIC 7 - 10)

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Ghanaian Language Curriculum for B7- B10

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INTRODUCTION

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasizes a set of high, internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The (CCP) runs from Basic 7 through Basic 10.

The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to on the learner's lifetime values, well-being, physical development, metacognition and problem-solving. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core programme are shown in Figure 1. These are

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches
- learning context – engagement service and project
- learning areas – mathematics, science, computing, language and literacy, career technology, social studies, physical and health education, creative arts and design and religious and moral education.

These are elaborated subsequently:

Learning and teaching approaches

- *The core competences:* Describe the relevant *global skills for learning* that the CCP helps learners to develop in addition to the 4Rs. The global skills for learning allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, culturally and globally sensitive citizens who are life-long learners that have keen interest in their personal development.
- *Pedagogical approaches:* The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, and holistic learning as well as cross disciplinary learning.
- *The 4Rs across the Curriculum:* The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.

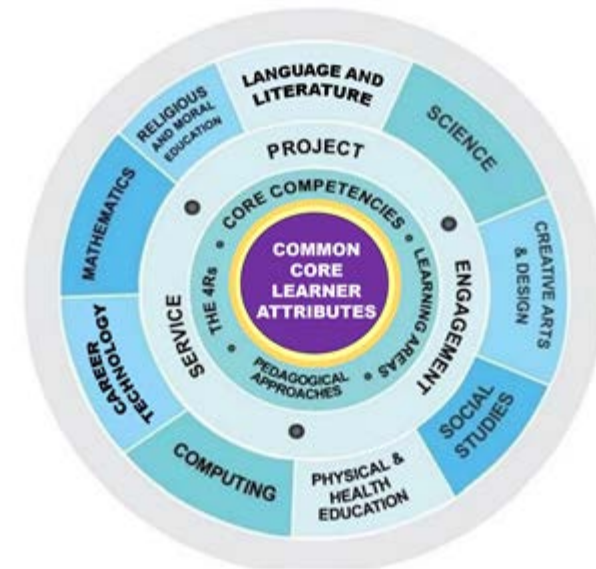


Figure 1: Features of the CCP

Learning context

The CCP places emphasis on engagement of learners in the classroom activities, projects (in and outside the classrooms). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 10. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavor. Community service offers opportunity for learners to nurture, love and care for their community and solve problems in the community.

Learning Areas:

The CCP comprises the following subjects:

1. Languages (English, Ghanaian Languages, French, Arabic)
2. Mathematics
3. Science
4. Creative Arts and Design
5. Career Technology
6. Social Studies
7. Computing
8. Religious and Moral Education (RME)
9. Physical and Health Education

This document sets out the standards for learning Ghanaian Language in the Common Core Programme (CCP). The standards in the document are posited in the expectation that CCP (B7 – B10) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasizes a set of high internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these competencies in Ghanaian Language for post-secondary education, the workplace training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

RATIONALE

Language is both a medium of communication and a library in which the elements of culture are stored. It remains the most reliable means through which elements of culture are preserved and transmitted from generation to generation. First, the study of learners' first language and culture will make them conscious about their identity and equip them with effective communication skills that will provide them with the ability to appreciate the values embodied in their language and culture. They will know their cultural values and practices to help them to become honest and responsible citizens in their communities.

Again, learners must be made to learn Ghanaian Language in their schools to enable them to access indigenous and educational knowledge. In the light of the current global development and technological advancement, the learning of a Ghanaian Language will help learners maintain their identity as Ghanaians. It will also help learners to integrate their knowledge in Ghanaian languages to the present-day global development and technological advancement.

In addition, research has proven that learners who are very good in their first language are able to learn a second language faster and better. This implies that emphasis must be put on the teaching and learning of Ghanaian Languages to serve as a foundation block to the effective learning of English as second language. This will therefore make learners bilinguals, which is crucial in the current global world.

PHILOSOPHY

The Ghanaian language learning curriculum is informed by two main philosophical ideas, namely the Developmental theory and the Social Constructivism.

Children go through developmental stages as they learn language and research. It is clear that children develop language at their own pace as they interact with the social environment around them. Therefore, when children are provided with a good social environment, they develop their language and culture faster.

In teaching language and culture, the curriculum adopts the socio-constructivists dimensions to learning. Children have in-built potentials to develop and acquire new language while approximating grammatical structures as they learn to speak. They invent names for the objects in their world from the beginning but gradually as they interact, they learn the appropriate language of the community

The social constructivist theory holds the notion that reading, and writing are active processes of constructing meaning from print; hence the use of their favourite phrase "meaning making" to describe how active the reader is in learning a first language and comprehending what s/he reads or hears. In this way, the teacher serves as guide and facilitator to enhance children's ability to decode text and support them to engage and make sense of what they read. This is to ensure that good readers constantly make hypothesis and predictions and modify them as they read along.

This calls for participatory and thematic approaches to help children to connect Ghanaian language learning in the classroom to solve real world problems. The teacher should therefore promote interaction and make learners active in constructing their own knowledge, thought and experiences. In this approach, teachers should recognize individual differences in language learning to ensure effective teaching of language in the classroom.

Language learning is not just listening, speaking, reading and writing but it also involves the appropriate use of the language in an appropriate context. Teachers should therefore develop the linguistic and sociolinguistic competence of the learners. Teachers should also promote effective use of verbal and non-verbal strategies in their communication. The Ghanaian language curriculum, therefore, assumes that learners who are knowledgeable in their first language are able to access indigenous and educational information effectively, construct their knowledge, thoughts and experiences efficiently and appreciate their language and culture and that of others and contribute meaningfully in the development of their communities as honest and responsible

AIMS

GENERAL AIMS

The curriculum is aimed to develop individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens.

SUBJECT AIMS

The overriding aim for Ghanaian Language curriculum in Basic Schools is to develop the linguistic and cultural awareness of the learner. The following aims may culminate into the achievement of this broad aim;

1. Heighten learners' sensitivity in their Ghanaian Language.
2. Acquire the basic skills that will help them decode appropriate age level text in the Ghanaian Language.
3. Read age level/appropriate text with ease, fluently, and with comprehension.
4. Cultivate life-long habit of reading widely for information and pleasure.
5. Acquire a wide stock of vocabulary and understanding grammatical structures as well as linguistic conventions for easy listening, speaking, reading and writing.

6. Write clearly, accurately and coherently in their first language in a range of contexts for varied purposes and audience.
7. Read with pleasure literary material and appreciate great stock of literary works and become lifelong learners.
8. Polish existing skills and extend the learner’s linguistic knowledge and experience.
9. Appreciate and value their culture and that of others
10. Appreciate the linguistic, historical and cultural heritage of their people

PROFILE OF EXPECTED LEARNING BEHAVIOURS

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are

- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

KNOWLEDGE, UNDERSTANDING AND APPLICATION

Under this domain, learners may acquire some knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as applying knowledge.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills, explain reasoning, and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

- Knowing:** The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts, concepts. Knowledge is the ability to remember or recall material already learned and this constitutes the lowest level of learning.
- Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, 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.
- Applying:** This dimension is also referred to as “Use of Knowledge”. Ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover etc.
- Analysis:** The ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts etc.
- Synthesising :** The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions etc.

Evaluating: The ability to appraise, compare features of different things and make comments or judgment, compare, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

Creating: The ability to use information or materials to plan, compose, produce, manufacture or construct other products. From the foregoing, creation is the highest form of thinking and learning skill and is therefore the most important behaviour. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioural skills beginning right from the Upper primary level, it is advised that you do your best to help your learners to develop analytic and application skills as we have said already.

SKILLS AND PROCESSES

These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning. It is evidently clear from the definition that four skills are to be developed. These skills are **Speaking, Listening, Reading, and Writing**. Explanation of the meaning of the four skills is as follows:

- Listening** : This is the ability to listen to, understand and follow directions, instructions etc. given in a language.
- Reading** : The ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently and must be able to answer questions arising from the passage read. He/she should also be able to summarize passages read in his/her own words to show understanding of the passage.
- Speaking** : The ability to speak language clearly and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practice to perfection.
- Writing** : The ability to express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.

ATTITUDES, VALUES AND PROCESS SKILLS

ATTITUDES AND VALUES

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others. The geography curriculum thus focuses on the development of attitudes and values.

Attitudes

- Curiosity:** The inclination or feeling toward seeking information about how things work in a variety of fields.
- Perseverance :** The ability to pursue a problem until a satisfying solution is found.
- Flexibility in ideas:** Willingness to change opinion in the face of more plausible evidence
- Respect for Evidence:** Willingness to collect and use data in one’s investigation, and also have respect for data collected by others.
- Reflection:** The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above scientific attitudes and process skills as a prelude to effective work in Ghanaian Language.

VALUES:

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values:

- Respect:** This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.
- Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.

Commitment to achieving excellence: Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

Teamwork/Collaboration: Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

Truth and Integrity: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, be morally upright with the attitude of doing the right thing even when no one is watching. Also, be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competences in the world of work.

The action verbs provided under the various profile dimensions should help you to structure your teaching to achieve desired learning outcomes. Select from the action verbs provided for your teaching, for evaluation exercises and for test construction. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

ASSESSMENT IN THE CCP.

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. It is integral to the teaching-learning process, promotes student learning and improves instruction. In CCP, it is suggested that assessment involves assessment for learning, assessment of learning and assessment as learning, which are described in the subsequent paragraphs.

Assessment for Learning (AfL)

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learner is in their learning, where they need to be (the desired goal), and how best to get them there. AfL is one of the most suitable methods

for improving learning and raising standards (Black and Wiliam, 1998)¹. Assessment for Learning also refers to all their activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners, effective questioning, and feedback.

AfL, therefore, provides timely feedback to ensure individual learners are assisted during the teaching and learning process using various strategies and questioning to measure the learning that has actually taken place. It is a continuous process that happens at all stages of the instructional process to monitor the progress of a learner and to offer feedback or change teaching strategies to achieve [performance standards of a lesson.

Assessment of Learning (AoL)

Assessment of learning provides a picture of the achieved standards of the teacher and performance of students at the terminal stage of the learning process. This information provides data for accountability and educational decisions such as grading, selection and placement, promotion and certification. Through AoL, stakeholders such as parents and guardians are informed about the extent students have attained expected learning outcomes at the end of their grade or program.

Assessment as Learning (AaL)

Assessment as Learning develops and supports students' sense of ownership and efficacy about their learning through reflective practices. This form of self-assessment helps in building the competencies of learners to achieve deeper understanding of what their own learning and what they are taught.

What do we assess?

Emphasis in assessment in the CCP is on the Common Core Learner Attributes, which are essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective).

Knowledge and skills with emphasis on the **4Rs in the learning areas**

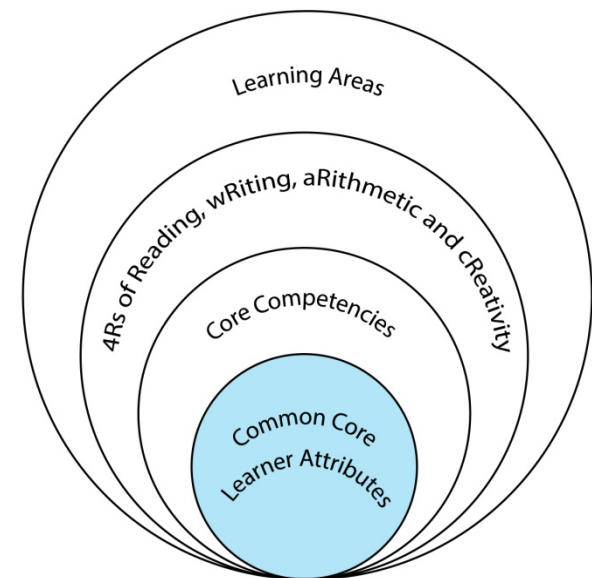


Figure 2. Essential Assessment Features

¹Paul Black & Dylan Wiliam (1998) Assessment and Classroom Learning, Assessment in Education: Principles, Policy & Practice, 5:1, 7-74, DOI: [10.1080/0969595980050102](https://doi.org/10.1080/0969595980050102)

Core competencies with emphasis on attitudes and values developed **through the learning and its context as well as the pedagogical approaches.**

The Process is illustrated diagrammatically in Figure 2.

How do we monitor progress?

School Based Assessments (SBA) covers all forms/modes of assessment including AfL, AaL and AoL (see Table I), that can be undertaken by any school-level actor (learner, teacher, head teacher) to monitor the learner’s achievement over a period of time. Data collection and keeping records of the data are central to the conduct of SBA.

Table I Modes of Assessment

Assessment for Learning	Assessment of Learning	Assessment as Learning
Class exercises	Class Assessment Task (CAT)	Portfolio
Quizzes	End of term	Journal entries
Class tests (written, oral, aural and/or practical)	End of year	Project work
Class Assessment Task (CAT)		Checklist
		Questionnaire

The following are samples of relevant records that can be kept on the student’s learning.

- Student’s Progress Record (Cumulative Record)
- Student’s Report Card
- School Based Assessment Termly Recording Register

Details of guidelines on SBA can be found in the National Pre-tertiary Learning Assessment Framework (NPLAF) document (Ministry of Education, 2020a) and the School-Based Assessment Guidelines (Ministry of Education, 2020b).

Reporting School-Based Assessment (SBA) in the CCP

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the four-year duration of CCP, is done against criteria linked to performance standards and not against the work of other learners. The CCP provides levels of proficiency to be attained and descriptors for all grade levels of the programme (see Table 2). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion or (benchmark for the level of proficiency), a number of descriptors are defined as shown in Table 2.

Table 2 Benchmarks, levels of proficiency and the grade level descriptors

Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learnershows high level of proficiency inknowledge,skillsand values andcantransferthemautomaticallyandflexibly through authentic performancetasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; cantransfer them independently through authentic performance tasks
3: Approaching Proficiency (AP)	54-67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks
4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

The grading system presented, shows the letter grade system and equivalent grade boundaries.

In assigning grades to pupils' test results, or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D], Emerging [E]), indicate the meaning of each grade.

In addition to the school-based assessment (SBA), a national standards assessment test is conducted in Basic 8 to provide national level indicators on learners' achievement.

CREATIVE PEDAGOGICAL APPROACHES

Inclusion

Inclusion entails access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. These approaches when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities;
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
- The active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort.

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful "hands-on" activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred

classroom is a place for the learners to discuss ideas and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:

- Learners feel safe and accepted.
- Learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- The teacher assumes the position of a facilitator or coach who: Helps learners to identify a problem suitable for investigation via project work.
- Problems are connected to the context of the learners' world so that it presents authentic opportunities for learning.
- Subject matter around the problem, not the discipline.
- Learners responsibly define their learning experience and draw up a plan to solve the problem in question.
- Learners collaborate whilst learning.
- Demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom.

DIFFERENTIATION AND SCAFFOLDING

This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process by which differences between learners (learning styles, interest and readiness to learn etc.) are accommodated so that all students in a group have best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- Task
- One-on-one support
- Outcome

Differentiation by task involves teachers setting different tasks for learners of different ability e.g. in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan of the classroom.

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time.
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding.
- giving learners an exemplar or model of an assignment, they will be asked to complete.
- giving learners a vocabulary lesson before they read a difficult text.
- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve.
- explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

- improved teaching and learning processes.
- improved consistency and quality of teaching and learning.
- increased opportunities for more learner-centred pedagogical approaches.
- improved inclusive education practices by addressing inequalities in gender, language, ability.
- improved collaboration, creativity, higher order thinking skills.
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners an access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once pupils have made their findings, ICT can then help them organize, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them including calculators, radios, cameras, phones, television sets and computer and related software like Microsoft Office packages – Word, PowerPoints and Excel as teaching and learning tools. The exposure that learners are given at the Primary School level to use ICT in exploring learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

CORE COMPETENCES

The core competencies describe a body of skills that teachers at the basic level should seek to develop in their learners. The competencies describe a connected body of core skills that are acquired throughout the processes of teaching and learning. They are the relevant global skills for learning that allow learners to develop, in addition to the 4Rs, to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, culturally identified individuals, digitally literate and global citizens who are have keen interest in their personal development. In using this curriculum, we hope the core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

CRITICAL THINKING AND PROBLEM SOLVING (CP)

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem solving skill enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

CREATIVITY AND INNOVATION (CI)

Creativity and Innovation promotes entrepreneurial in learners' skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

COMMUNICATION AND COLLABORATION (CC)

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competences and attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enable learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

DIGITAL LITERACY (DL)

Digital Literacy develop learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to **Appendix A** for details of the components of the core competencies. These details comprise the unpacked skills such as: listening, presenting and team work for collaboration.

ORGANISATION AND STRUCTURE OF THE CURRICULUM

I. Curriculum Reference Numbers

The curriculum has been structured into four columns which are Strands, Sub-strands, Content standards, indicators and exemplars. A unique annotation is used for numbering the learning INDICATORSs in the curriculum for the purpose of easy referencing. The notation is indicated in the table below.

Example: B7.2.3.4.5

ANNOTATION	MEANING / REPRESENTATION
B7	Year or Class
2.	Strand Number
3.	Sub-Strand Number.
4.	Content Standard Number
5.	Learning / Performance indicator Number

Strands are the broad areas/sections of the Ghanaian Language content to be studied.

Sub-strands are the topics within each strand under which the content is organised.

Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplars are the support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

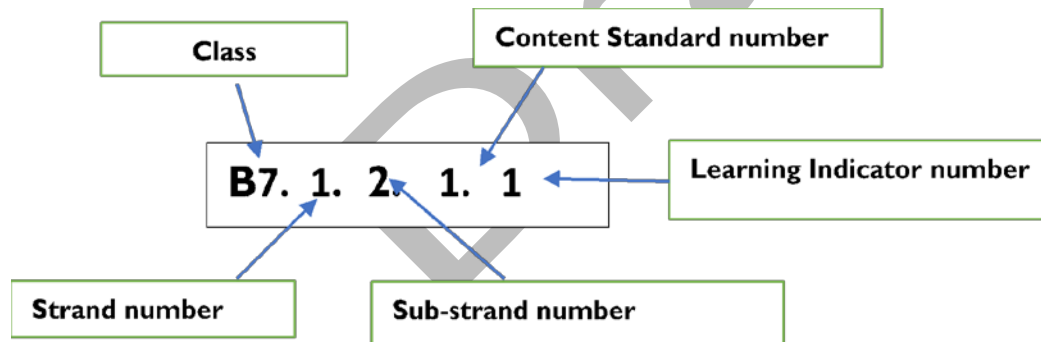
STRUCTURE



STRAND: **B7.1 CUSTOMS AND INSTITUTIONS**

SUB STRAND: **B7.1.1 Rites of Passage: childhood rites**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCES AND SUBJECT SPECIFIC PRACTICES
<p>B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of his/her culture and compare with other Ghanaian cultures.</p>	<p>B7.1.1.1.1 Identify the processes involved in naming a child. Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss the outdoorings and the naming process of a child in their community. E.g. outdoorings/ushering the baby, invitation of ancestors, giving the baby a name, blessing, presentation of gifts (father, person child was named after, family, community), and so on. 2. Identify the items used in the naming process and write them. E.g.: basket, bucket, beads, basin, mat, powder, lantern, clothes (baby and mother) <ol style="list-style-type: none"> 1. Explain the significance of the items used for the naming ceremony. <p>In some communities the outdoorings and the naming process are two different things and in other communities the two processes are in one ceremony.</p>	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals)</p> <p>(Identify and analyse different points of views of speaker)</p>



SCOPE AND SEQUENCE

STRAND	SUB STRAND	B7	B8	B9	B10
CUSTOMS AND INSTITUTIONS	1. Rites of Passage: childhood, puberty rites, marriage, death and funeral rites	√	√	√	√
	2. Naming Systems: Day names, family names, kinship terms, order of birth, circumstantial names, reincarnation, nicknames, insinuation names, etc.	√	√	√	√
	3. The Clan System	√	√	√	
	4. Chieftaincy: Chieftaincy: Installment and distoolment, Traditional Government, Judicial Systems (traditional and Contemporary)	√	√	√	√
LISTENING AND SPEAKING	1. Conversation/Everyday Discourse	√	√	√	√
	2. Listening Comprehension	√	√	√	√
	3. Speech Sounds	√	√	√	√
	4. Tones	√	√		√
	5. Vocabulary Development	√			
	6. Presentation	√	√	√	√
READING	1. Reading	√	√	√	√
	2. Translation	√	√	√	√
LANGUAGE AND USAGE	1. Sentence: simple, compound, complex	√			
	2. Integrating grammar in written language (nouns, pronouns, adjectives)	√	√	√	√
	3. Integrating grammar in written language (verbs, adverbs, conjunctions, postposition/prepositions)	√	√	√	√
	4. Vocabulary (Spelling and Punctuations)	√			
COMPOSITION WRITING	I. Structure and organise ideas in composition writing	√	√	√	√
LITERATURE	I. Oral and written Literature	√	√	√	√

INSTRUCTIONAL EXPECTATIONS

Integration of Skills

A fundamental component of this syllabus is the integrated approach to the teaching of language skills and cultural values. In the sense that Listening, speaking (cultural values), Reading and Writing are integral in building the grammatical and communicative competence of the learner. Grammar simply sets the rules for speaking, reading and writing correctly. This is not to shift the focus of language lessons to preaching grammatical rules. Small doses of these grammatical rules are fused into literature and composition as well as reading and oral work. It is, therefore, advantageous at this level to adopt an integrated approach in the teaching of language skills and cultural values.

This means, for example, that as you teach a writing/composition lesson, relevant grammatical and cultural issues must be raised and explained in relation to the writing task. Similarly, such a lesson must have significant aural and oral components.

Approach to Grammar

It is important to point out that at the B7-B10, grammar is basically internalized. It must be seen as an integral part of listening and speaking and treated as such. The main task is to assist learners to learn to **use** the listed language/grammatical items correctly and fluently. These should be introduced in meaningful situations in the context of everyday activities, modelled adequately and practiced orally by every child. As much as is possible, the learner must not be bothered with grammatical terminologies, definitions and lengthy explanation of abstract grammatical concepts.

Listening and Speaking

The section on Listening and Speaking in this curriculum has the following segments: conversation/everyday discourse, listening comprehension, speech sounds, tones and presentation. The purpose of each of these segments is to encourage learners to listen carefully and carry out instructions and initiate a conversation in the Ghanaian language. The teacher must give the segments their due weight, balance and influence in the teaching process.

Reading Material

To help the teacher to achieve the indicators of the strand “Reading”, a list of topics for reading has been provided below. The topics have been carefully selected to help learners acquire vital information on health issues, as well as information on issues of current interest. The teacher is further encouraged to use his/her initiative in improvising and planning new reading materials. It is a requirement that each learner should read three books on different topics each term, that is, nine books per year. Apart from the prescribed books, the teacher should also encourage learners to read any Ghanaian Language book they find interesting.

Supplementary Material

The teacher is further encouraged to constantly look for other supplementary material which will enhance the teaching/learning especially of the sections on “Listening and Speaking” and “Reading”; Material that focus on moral, ethical and social values such as honesty, diligence, integrity are particularly recommended.

List of Topics for Reading

The following list of topics has been selected to be used in developing materials for reading from B7 to B10. The teacher is encouraged to look for materials that may be relevant to these topics or select passages from other sources that will be of interest to learners at each class level. Materials for reading must also include the basic types of prose: narrative, creative, persuasive, descriptive, informative/academic writing, literary writing, letter writing and argumentative as well as bits of drama and poetry.

BASIC 7 – BASIC 10

1. Drug Abuse
2. Natural Disasters - Earthquakes, floods, tremors, hurricanes, etc.
3. Road Accidents - Causes and Prevention
4. Water - Sources, importance and uses
5. Leisure
6. Historical events - Independence Day, February shootings, Formation of the UGCC and the struggle for independence
7. Communication - Letters, telephones, E-mail, print and electronic media
8. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public properties.
9. Teenage Pregnancy
10. Marriage
11. HIV/AIDS
12. Energy - Sources, importance, and conservation
13. Inventions
14. Computers
15. Forest Depletion
16. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property
17. Entrepreneurship

BASIC 7

Draft Zero

STRAND 1: B7.1 CUSTOMS AND INSTITUTIONS

SUB STRAND 1: B7.1.1 Rites of Passage: childhood rites

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of his/her culture and compare with other Ghanaian cultures.</p>	<p>B7.1.1.1.1 Identify the processes involved in naming a child. <i>Exemplars:</i></p> <ol style="list-style-type: none"> 1. Discuss the outdoorings and the naming process of a child in their community. E.g. outdoorings/ushering the baby, invitation of ancestors, giving the baby a name, blessing, presentation of gifts (father, person child was named after, family, community), and so on. 2. Identify the items used in the naming process and write them. E.g.: basket, bucket, beads, basin, mat, powder, lantern, clothes (baby and mother) 3. Explain the significance of the items used for the naming ceremony. <ul style="list-style-type: none"> • In some communities the outdoorings and the naming process are two different things and in other communities the two processes are in one ceremony. 	<p>Communication and Collaboration(Demonstrate behaviour and skills of working towards group goals)</p> <p>(Identify and analyse different points of views of speaker)</p>
	<p>B7.1.1.1.2 Discuss the significance of the processes in naming a child <i>Exemplars:</i></p> <ol style="list-style-type: none"> 1. Read a one hundred and fifty words passage on naming ceremony in his or her culture. 2. Discuss the significance of the processes involved in naming a child as raised in the passage. E.g. <ul style="list-style-type: none"> • welcomes the child into the family and community. • the child gets an identity. 3. Discuss libation text used during naming ceremony. 4. Write the three main parts of a libation text. 	<p>Communication and Collaboration(Demonstrate behaviour and skills of working towards group goals)</p> <p>(Identify and analyse different points of views of speaker)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of his/her culture and compare with other Ghanaian cultures.</p>	<p>B7.1.1.1.3 Compare and contrast the naming processes in his/her culture to other Ghanaian cultures. Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss the naming process of one other culture of Ghana and compare with the naming process of his/her people. 2. Write about commonalities and differences among the cultures. 	<p>Communication and Collaboration (Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech)</p>
	<p>B7.1.1.1.4 Compare and contrast the traditional naming process to the contemporary naming process. Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss the contemporary naming processes and compare it with the traditional naming processes in Ghana. 2. Show the similarities and differences. <i>Similarities: e.g.</i> <ul style="list-style-type: none"> • It is organized; • Family members are involved. • Presentation of gifts, and so on. <i>Differences: e.g.</i> <ul style="list-style-type: none"> • Organised in the family house but now organized at other places, e.g. church, streets(in front of houses), drinking bars(event places), and so on. • Items used are different from the contemporary process. • Baby named eight days after birth but it is not same contemporarily, and so on. 	<p>Communication and Collaboration (Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of his/her culture and compare with other Ghanaian cultures.</p>	<p>B7.1.1.1.5 Role play a naming ceremony session in his/her culture.</p> <p>Exemplars;</p> <ol style="list-style-type: none"> 1. Role play a naming ceremony among your people. 2. Discuss the role play and what they have learnt from it. 	<p>Communication and Collaboration (Effectively perform multiple roles within the group) (Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group)</p>

SUB STRAND 2: B7.1.2 Naming Systems: Day names, order of birth names

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.1.2.1 Exhibit understanding of day names and order of birth names and relate the names to the days and order.</p>	<p>B7.1.2.1.1 State the names of the days of the week and relate their names to the days.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. State the names of the days of the week and important occasion (e.g festival) months of the year in the Ghanaian language of study. 2. Relate the names of the days of the week or months of the year to human names. <p>Monday: Female Male Akan: AdwoaKodwo/Kwadwo Dangme/Ga: Ajo Kojo Ewe: AdzoKɔdzo Gonja: Atani N/A</p> <p>NB: The day naming system is not applicable to all cultures of Ghana. It is language specific.</p>	<p>Communication and Collaboration (Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.1.2.1 Exhibit understanding of day names and order of birth names and relate the names to the days and order.</p>	<p>B7.1.2.1.2 State the order of birth (i.e. first, second, and so on.) and relate the names accordingly.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. State the order of birth of his or her culture. E.g. first born, second born, and so on. 2. Relate the names to the order of birth. E.g.: First born: <u>Female</u>Male Piesie (Akan) Piesie (Akan) Gogo (Ewe) Foli (Ewe) Dede (Ga and Dangme) Tɛte (Ga and Dangme) Ayele(Ga) Ayite(Ga) <p>NB: The order of birth names is not applicable to all cultures of Ghana. It is language specific</p>	<p>Communication and Collaboration</p> <p>(Identify underlying themes, implications and issues when listening)</p>
	<p>B7.1.2.1.3 Compare and contrast the day names and order of birth names in their culture to other cultures of Ghana.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1 Compare the day names and order of birth names in his/her culture with that of other cultures of Ghana. 2 Discuss the similarities and differences. Similarities: E.g.: Both are done in order. And so on. Differences: E.g.: Same names for both sexes in some cultures but not same in other cultures. And so on. 	<p>Communication and Collaboration</p> <p>(demonstrate behaviour and skills of working towards group goals)</p>

SUB STRAND 3: B7.1.3 The Clan System

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B7.1.3.1: Demonstrate an understanding of the clan system among their people.	<p>B7.1.3.1.1 Describe the clan system and state some clans in his/her ethnic community.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain what a clan is. 2. State some clans you know. <p>E.g.:</p> <p>Akan: Aduana, Agona, etc.</p> <p>Dangme: Dangmebiawɛ, Piɛngua, Kabubiawɛ, Jebiam, etc.</p> <p>Ewe (Aɲɔ): Bateawo, Adzɔviawo etc.</p> <p>Ga: Lante Dzan We, Abetsɛ We, Klɔnaa We, Frimpɔɲ We, etc.</p> <p>Gonja: Nsuwa, Ngbanyabia, etc.</p> <p>Dagaare: Emoala/Ewaala, Kusiele, etc.</p>	<p>Communication and Collaboration</p> <p>(Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)</p>
	<p>B7.1.3.1.2 Discuss the features of the clan system in relation to their community.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss the features of his/her clan system. E.g. symbols, taboos, totems, names, etc. 2. Relate his/her clan system to another clan system of culture. 3. Read a passage on a clan system. 4. Write the main ideas in the passage read in your own words. 	<p>Communication and Collaboration</p> <p>(Demonstrate behaviour and skills of working towards group goals)</p>

SUB STRAND 4: B7.1.4 Chieftaincy: Installment and Distoolment

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.1.4.1 Demonstrate knowledge and understanding of how chiefs and queenmothers are selected, enstooled/enskinned and compare their duties and responsibilities.</p>	<p>B7.1.4.1.1 Discuss how chiefs and queenmothers are selected in his/her ethnic community.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1 Read a passage of about three to four paragraphs on how chiefs and queenmothers are selected in your community. 2 Identify the traditional leaders mentioned in the passage. E.g. chiefs, sub-chiefs, and so on. 3 Relate how chiefs and queenmothers are selected among your people to the passage read. 	<p align="center">Communication and Collaboration</p> <p align="center">(Demonstrate behaviour and skills of working towards group goals)</p>
	<p>B7.1.4.1.2 Discuss the processes involved in enstooling/enskinning chiefs and queenmothers.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1 Discuss the qualities of a person who qualifies to be a chief or a queenmother among your people. 2 Create a profile of the qualities of a chief or queenmother. 3 Identify those who select the chief and queenmother among your people. <p>NB: Some cultures of Ghana do not have queenmothers.</p>	<p align="center">Communication and Collaboration</p> <p align="center">(Demonstrate behaviour and skills of working towards group goals)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B7.1.4.1 Demonstrate knowledge and understanding of how chiefs and queenmothers are selected, enstooled/enskinned and compare their duties and responsibilities.	B7.1.4.1.3 Discuss the duties and responsibilities of chiefs and queenmothers among his/her people. Exemplars: <ol style="list-style-type: none"> 1. Identify the duties of a chief and queenmother in their community. 2. Evaluate the duties of a chief and queenmother among your people. 	Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals)
	B7.1.4.1.4 Discuss and compare modern trends affecting the enstoolment/en skinment of chiefs and queenmothers. Exemplars: <ol style="list-style-type: none"> 1. Discuss some modern trends affecting the enstoolment/en skinment of chiefs/queenmothers among your people. E.g. Monetary influence, political influence, etc. 2. Explain how the trends mentioned affect chieftaincy institution. 3. Compare the modern ways of enstooling/en skinning chiefs/queenmothers with the traditional ways of enstooling/en skinning chiefs/queenmothers. 	Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals)

STRAND 2: B7.2 LISTENING AND SPEAKING

SUB STRAND 1: B7.2.1: Conversation/Everyday Discourse

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.2.1.1: Demonstrate use of appropriate language orally in specific situations</p>	<p>B7.2.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues Exemplar</p> <ol style="list-style-type: none"> 1. Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standard for work, school and public gathering and offices, at the palace and business settings and hospitals. 2. Use appropriate language to participate in formal interactions. e.g. no slangs/jargons, no contracted forms. 3. Identify informal situations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, etc. 4. Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc. (Examples of informal language include; slang words, jargons, contracted forms, non-verbal communication) 	<p style="text-align: center;">Communication and Collaboration</p> <p>(Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication)</p>
	<p>B7.2.1.1.2. Ask questions that elicit elaboration and respond to others' questions in conversation Exemplar</p> <ol style="list-style-type: none"> 1. Identify words that can help give elaborate responses to questions in conversation (e.g. why, how, for what reason). 2. Engage in conversation using these words to elicit elaboration e.g. Ama: Do you think babies should talk? Aziz: Yes Ama: Why do you think so? 	<p style="text-align: center;">Communication and Collaboration</p> <p>(Identify underlying themes, implications and issues when listening)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.2.1.1: Demonstrate use of appropriate language orally in specific situations</p>	<p>B7.2.1.1.3. Use appropriate language orally to describe experiences about oneself and others Exemplars:</p> <ol style="list-style-type: none"> 1. Use appropriate language: tense structures, variety of sentences, figurative expressions etc. 2. Use appropriate vocabulary: nouns, adjectives, adverbs, etc. to talk about one’s experiences and those of others in specific situations e.g. the hospital, shopping in a market/supermarket, at a bus terminal/station, etc. 	<p>Communication and Collaboration</p> <p>(Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication)</p>
	<p>B7.2.1.1.4. Listen to and give accurate directions to familiar places Exemplars</p> <ol style="list-style-type: none"> 1. Use appropriate language (e.g. opposite, adjacent, a few meters away, ten minute-walk /drive, turn left/right) and landmarks (church, mosque, hospital, filling station etc.) to show direction. 2. Direct people using a range of these vocabulary and expressions appropriately to given locations. <p>B7.2.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication Exemplars:</p> <ol style="list-style-type: none"> 1. Converse using appropriate voice (pace, volume, tone) 2. Maintain eye contact (look at the person speaking, maintain appropriate posture and facial expression) in conversation. 3. Engage in conversation using the right tone and maintaining eye contact. Monitor how your partner shows this in the conversation. 	<p>Communication and Collaboration</p> <p>(Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication)</p>

SUB-STRAND 2: B7.2.2 Listening Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.2.2.1: Demonstrate the ability to listen to extended reading and identify key information</p>	<p>B7.1.2.1.1. Listen to a level-appropriate text attentively and identify key information.</p> <p>Exemplars: Identify key points:</p> <ul style="list-style-type: none"> • intent or purpose of the message (e.g. to inform, persuade, instruct). • assessing the speaker’s enthusiasm and passion for the topic. • identify main ideas and supporting points in the text. <p>Read out and cross check the information written.</p>	<p>Communication and Collaboration</p> <p>(Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication)</p>
	<p>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Listen to and write key points from texts/speeches/presentations. 2. Discuss key points identified and share opinions with peers. 	<p>Communication and Collaboration</p> <p>(Identify and analyse different points of views of speaker)</p>

SUB STRAND 3: B7.2.3 Speech Sounds: Vowels, Consonants and Syllable

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.2.3.1 Recognise and sound vowels and consonants and read one syllable words of their linguistic community.</p>	<p>B7.2.3.1.1 Identify and produce the vowels in his/her language.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1 Identify vowels in words. 2 Produce the vowel sounds of your language. e.g. /a/, /e/, /ɛ/. <p>Etc.</p> <ol style="list-style-type: none"> 3 Record the vowel sounds of your language. 4 Pronounce vowel sounds correctly in connected speech. 	<p>Communication and Collaboration</p> <p>(Ability to accurately produce sounds in words)</p>
	<p>B7.2.3.1.2 Identify and produce the consonants in his/her language.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify consonants in words. 2. Produce the consonant sounds of your language. E.g /b/, /f/, /g/. <p>Etc</p> <ol style="list-style-type: none"> 3. Record the consonant sounds of your language. 4. Pronounce consonant sounds correctly and fluently in connected speech. 	<p>Communication and Collaboration</p> <p>(Ability to accurately produce sounds in words)</p>
	<p>B7.2.3.1.3 Identify and produce one to four syllable words of the language of study.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Read one syllable words. <p>E.g:</p> <p>Akan: Kɔ, ba, tu, etc Dagaare: Kɔ, ba, tu, etc Dangme: Kɔ, ba, tu, etc Ewe: Kɔ, ba, tu, etc Ga: Kɔ, ba, tu, etc Gonja: Kɔ, ba, tu, etc</p>	<p>Communication and Collaboration</p> <p>(Ability to accurately produce sounds in words)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
	2. Read two to three syllable words. e.g.: Akan: bε + fa = bεfa, ku + be = kube, and so on. Dagaare: ba + ma = bama, dɔ + bɔ = dɔbɔ, and so on. Dangme: du + mi = dumi, bi + yo = biyo, and so on. Ewe: fe + tu = fetu, ga + li = gali, and so on. Ga: ka + ko = kako, ta + ko = tako, and so on. Gonja: ka + bε = kabε, ku + lɔ = kulɔ 3. Read four syllable words 4. Pronounce polysyllabic words correctly and fluently in connected speech.	

SUB STRAND 4: B7.2.4 Tones

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B7.2.4.1 Recognise the basic tones in his/her language.	B7.2.4.1.1 Identify and produce the basic tones in his/her language. Exemplars: <ol style="list-style-type: none"> 1. Identify the tones on syllables in his/her language. E.g.: low, high, mid, and so on. 2. Pronounce words with tones correctly and fluently in connected speech. 3. Use the knowledge of tone to pronounce same words that have different tones in context. 	Communication and Collaboration (Apply and vary pitch, loudness, intonation and quality of voice)

SUB STRAND 5: B7.2.5: Vocabulary development (sight and content vocabulary)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.2.5.1 Exhibit an understanding of recognising and producing words and using them in sentences.</p>	<p>B7.2.5.1.1 Identify and produce words in the home and school environments and use them to form meaningful sentences. Exemplars:</p> <ol style="list-style-type: none"> 1. Identify vocabulary items in relation to the home. e.g. dinning, cooking, bathing, etc. 2. Identify vocabulary items in relation to the school. e.g. classroom, heateacher’s office, school compound, etc. 3. Use the vocabularies identified to form meaningful sentences. 	<p>Communication and Collaboration</p> <p>(Identify words or sentences in context or appropriately)</p>

SUB STRANDB7.2.6: Presentation: Everyday Experience

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.2.6.1 Present information effectively on familiar topics using appropriate language.</p>	<p>B7.2.6.1.1: Describe daily activities using appropriate register, structure and gestures for the contest being presented. Exemplars:</p> <ol style="list-style-type: none"> 1 Outline some activities that you do on daily basis. 2 Narrate with gestures what you do in the morning before school, at school and after school. 3 Develop a daily activity calendar. 4 Converse with others about daily activities. 5 Make a presentation on other familiar topics, e.g family, school, holidays, weather, hobbies, animals, hometown or village, favourite time of the year and festival. 	<p>Communication and Collaboration</p> <p>(Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group)</p>

STRAND 3: B7.3 READING

SUB STRAND 1: B7.3.1 Reading

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.3.1.1 Understand the main ideas and supporting points in texts'</p>	<p>B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics. Exemplars:</p> <ol style="list-style-type: none"> 1 Skim a given passage of about one hundred and fifty words and state the main ideas. 2 Identify the supporting ideas in the text. 3 Tell the relationship between the main ideas and supporting ideas. 4 Answer recall and inferential questions concerning the text read. 	<p align="center">Communication and Collaboration</p> <p>(Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes)</p>
	<p>B7.3.1.1.2 Read to understand and summarise the main ideas in a given grade level passage. Exemplars:</p> <ol style="list-style-type: none"> 1. Identify the main ideas in a passage read. 2. List the ideas identified in the order in which they occur in the passage. 3. In about fifty words, summarise the passage in your own words. 	<p align="center">Communication and Collaboration</p> <p>(Can vary the level of detail and the language use when presenting to make it appropriate to the audience.)</p>

SUB STRAND 2: B7.3.2 Translation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B7.3.2.1 Demonstrate knowledge of translating words, phrases and simple sentences.	B7.3.2.1.1 Translate words and phrases in his/her language. Exemplars: <ol style="list-style-type: none"> 1. Translate given words and simple phrases from the source language to a target language. 2. Translate phrases simple sentences from the source language of study to a target language. 3. Translate simple sentences from the source language to a target language. 	Communication and Collaboration (Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes)

STRAND 4: B7.4 LANGUAGE AND USAGE

SUB STRAND 1: B7.4.1 Sentences: Simple, Compound and Complex

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences.	B7.4.1.1.1 Discuss the components of sentences. Exemplars: <ol style="list-style-type: none"> 1. Explain what a sentence is. 2. Give examples of sentences and their component parts in his/her language. 3. <i>Discuss the components of a sentence in your language.</i> 	Communication and Collaboration (Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)
	B7.4.1.1.2 Discuss the types of sentence structure (simple, compound and complex). Exemplars: <ol style="list-style-type: none"> 1. Identify the components of a simple sentence in your language and give examples. 2. Identify the components of a compound sentence in your language 	

	<p>and give examples.</p> <p>3. Identify the components of a complex sentence in your language and give examples.</p>	
	<p>B7.4.1.1.3 Classify sentences according to functions (declarative, imperative and interrogative).</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify the functions of a sentence. 2. Construct some sentences in relation to their functions. E.g. i. To ask a question, and so on. 	

SUB STRAND 2: B7.4.2 Integrating grammar in written language (nouns, pronouns and adjectives)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.4.2.1 Demonstrate knowledge of identifying and using the various forms of nouns (common, proper, collective), pronouns and adjectives in sentences and passages.</p>	<p>B7.4.2.1.1 Categorise nouns under common, proper and collective and use them in constructing sentences.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1 Identify nouns in a set of words. 2 Classify the nouns identified into common, proper and collective nouns. 3 Construct sentences with the types of nouns identified 	<p>Communication and Collaboration</p> <p>(Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)</p>
	<p>B7.4.2.1.2 Categorise pronouns according to their types and construct sentences with them.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify pronouns in a passage. 2. Classify the pronouns into their types. 3. Construct sentences with the types of pronouns in speaking and writing 4. Replace nouns with the appropriate pronoun in a passage. 	

	<p>B7.4.2.1.3 Categorise adjectives into their types and construct simple sentences with them.</p> <p>Exemplars.</p> <ol style="list-style-type: none"> 1. Identify adjectives from passages. 2. Classify the adjectives into their types. 3. Use the adjectives to form simple sentences in speaking and writing. 	
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SUB STRAND 5: B7.4.3 Integrating grammar in written language (verbs, adverbs, conjunctions, postpositions/prepositions)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B7.4.3.1 Recognise the use of verbs, adverbs, conjunctions and postpositions/Prepositions in sentences.	<p>B7.4.3.1.1 Identify and classify verbs into their types.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify and use verbs appropriately and correctly in simple sentences in speaking and writing 2. Categorise the verb into types and use them to construct simple sentences. 	<p>Communication and Collaboration</p> <p>(Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)</p>
	<p>B7.4.3.1.2 Identify and classify adverbs into their various types.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify and use verbs appropriately and correctly in simple sentences in speaking and writing. 2. Categorise the verb into types and use them to construct simple sentences. 	<p>Communication and Collaboration</p> <p>(Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)</p>
	<p>B7.4.3.1.3 Identify and classify conjunctions and use them appropriately in sentences.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify and use conjunctions appropriately and correctly in simple sentences in speaking and writing. 	<p>Communication and Collaboration</p> <p>(Explain ideas in a clear order with relevant detail, using</p>

	2. Categorise the conjunctions into types and use them to construct simple sentences.	conjunctions to structure and speech.)
	B7.4.3.1.4 Identify and use postpositions/prepositions appropriately and correctly in sentences. Exemplars: 1. Identify and use postpositions/prepositions appropriately in simple sentences in speaking and writing.	Communication and Collaboration (Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)

SUB STRAND 6: B7.4.4 Vocabulary, spelling and punctuation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing.	B7.4.4.1.1 Use vocabulary appropriately and correctly in writing Exemplars: 1. Identify and write vocabulary related to home and school Use the vocabulary identified items to construct appropriate and correct sentences.	Communication and Collaboration (Identify words or sentences in context or appropriately)
	B7.4.4.1.2 Spell words related to home and school correctly Exemplars: 1. Write down vocabulary items related to home and school dictated correctly. 2. Construct sentences with the vocabulary items written down.	Communication and Collaboration (Identify words or sentences in context or appropriately)
	B7.4.4.1.3 Identify and use punctuations appropriately and correctly in writing. Exemplars: 1. Use punctuation marks appropriately in about a fifty-word paragraph.	Communication and Collaboration (Identify words or sentences in context or appropriately)

STRAND 5: B7.5 COMPOSITION WRITING

SUB STRAND 1: B7.5.1 Structure and Organise Ideas in Composition Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing,).</p>	<p>B7.5.1.1.1 Discuss the features of a paragraph. Exemplars:</p> <ol style="list-style-type: none"> 1. Ability to write the topic and supporting sentences of a paragraph. 2. Develop the skills of expressing and organizing ideas in paragraphs. 3. Identify the salient points/ideas in a given paragraph. 4. Write a paragraph of about fifty words on a given topic taking into consideration the features and skills of paragraph writing. 	<p>Communication and Collaboration</p> <p>(Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes)</p>
	<p>B7.5.1.1.2 Develop a three-paragraph essay using the features of given text type. Exemplars:</p> <ol style="list-style-type: none"> 1 Discuss the features of narrative, descriptive, creative/free writing. 2 Write a three-paragraph essay on a topic on the text types above. 	<p>Communication and Collaboration</p> <p>(Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes)</p>

STRAND 6:B7.6 LITERATURE

SUB STRAND 1: B7.6.1 Folktales, songs, prose, drama, poetry

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written).</p>	<p>B7.6.1.1.1 Discuss the components of literature. Exemplars:</p> <ol style="list-style-type: none"> 1 Discuss the characteristics of literature. 2 Classify literature into types. 3 Give examples and relate to the types 4 Develop the skills of appreciating and analyzing literary texts. 	<p>Communication and Collaboration</p> <p>(Ability to keep group working on relevant activities)</p>
	<p>B7.6.1.1.2 Discuss the components of oral literature (folktales and songs-lullabies and play songs). Exemplars:</p> <ol style="list-style-type: none"> 1. Explain what oral literature is. 2. Describe the structure of a folktale and songs. 3. Analyse a folktale and songs. 4. Appreciate the significance of folktale and songs. 	<p>Communication and Collaboration</p> <p>(Can vary the level of detail and the language use when presenting to make it appropriate to the audience.)</p>
	<p>B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry). Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss the structure of the various genres of written literature. 2. Discuss how characters are created in a range of prose, poetry and drama texts. 3. Explore ways that writers use literary devices, mood and tone in a range of prose, poetry and drama texts' 	<p>Communication and Collaboration</p> <p>(Can vary the level of detail and the language use when presenting to make it appropriate to the audience.)</p>

BASIC 8

STRAND I: B8.1 CUSTOMS AND INSTITUTIONS
SUB STRAND I: B8.1.1 Rites of Passage: puberty rites

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B8.1.1.1 Demonstrate understanding of how puberty rites are performed in his/her linguistic community, its significance and compare with other cultures of Ghana.	B8.1.1.1.1 Identify the processes involved in performing puberty rites in your culture. Exemplars: <ol style="list-style-type: none"> 1. Explain what puberty rites are. 2. Talk about the items needed for the performance of puberty rites among his/her people and their significance. 3. Discuss the processes involved in performing puberty rites for boys/girls among his/her people. 4. Read and discuss a two-hundred-word passage on puberty rites. 5. Explain the significance of puberty rites. 6. Role play a puberty rite activity. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening) Cultural Identity (Show a strong sense of belongingness to one's culture)
	B8.1.1.1.2 Compare and contrast the processes involved in performing puberty rites in his/her culture to other cultures of Ghana. Exemplars: <ol style="list-style-type: none"> 1. Discuss the similarities in the performance of puberty rites among his/her people and those of other Ghanaian cultures. 2. Discuss the differences in the performance of puberty rites among his/her people and those of other Ghanaian cultures. 3. Write the summary of the similarities and differences. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening) Cultural Identity (Develop and express respect, recognition and appreciation of others' culture)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B8.1.1.1 Demonstrate understanding of how puberty rites are performed in his/her linguistic community, its significance and compare with other cultures of Ghana.</p>	<p>B8.1.1.1.3 Discuss the changes that has occurred in puberty rites performance over time. Exemplars:</p> <ol style="list-style-type: none"> 1. Assess the current ways puberty rites are performed among his/her people. 2. Compare the contemporary ways to the traditional ways by which your people were performing puberty rites. E.g. i. <i>It is now done by the church. (delete)</i> ii. Duration for the rites has changed. iii. Done for all ages. 3. Identify the threats to puberty rites in contemporary times. e.g.: technology, migration, education and religion 	<p>Communication and Collaboration (Identify underlying themes, implications and issues when listening)</p> <p>Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)</p>

SUB STRAND 1: B8.1.2 Naming Systems: family names, kinship terms, proverbial and insinuation names

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B8.1.2.1 Recognise and understand family names, kinship terms and proverbial and insinuation names.</p>	<p>B8.1.2.1.1 Discuss the sources of family names in your language and use them appropriately. Exemplars:</p> <ol style="list-style-type: none"> 1. Read a text on names and their sources. 2. Mention family names and their sources. E.g. clan, grand and great-grand parents, etc. 3. Discuss the importance of family names. 4. Make a documentation on family names for male and female and indicate their sources. 	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals)</p> <p>Cultural Identity (Develop and exhibit the sense of cultural identity)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B8.1.2.1 Recognise and understand family names, kinship terms and proverbial and insinuation names.	B8.1.2.1.2 Examine kinship terms in their community. Exemplars: <ol style="list-style-type: none"> 1. Read a passage (200 words) on kinship terms. 2. Cite the kinship terms that are used to address your family members. E. g. father, mother, uncle, aunt, niece, nephew, grandparents, etc. 3. Discuss and document the importance of kinship terms 	Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals) Cultural Identity (Develop and exhibit the sense of cultural identity)
	B8.1.2.1.3 State and discuss the effects of the modern trends of naming on family names and kinship terms. Exemplars: <ol style="list-style-type: none"> 1. Identify and talk about modern ways of naming babies among your people. E.g. i. Naming is done after anybody instead of from the family line/lineage. ii. Naming from other cultures. iii. Giving Christian/Moslem names instead of names from the family lineage, etc. 2. Explain how the modern ways of naming affect the family names among your people. E.g. i. Loss of identity. ii. Belittling the indigenous culture 	Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals) Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
	<p>B8.1.2.1.4 Discuss proverbial and insinuation names. Exemplars:</p> <ol style="list-style-type: none"> 1. Explain proverbial and insinuation names. 2. Discuss the characteristics of proverbial and insinuation names. E.g. i. They are one-word names that represent whole sentences. 3. Identify situations that lead to proverbial and insinuation names. E.g. To cast insinuations. To show appreciation 4. Give examples of proverbial and insinuation names used among your people. E.g.: Akan: Obimpɛ, Obinim. Gonja: Dukulubi, Ndefoso. Dagaare: Dɔmɔnaɔmɛne, Dangme: Koodimɛ, Ga: Ayeayeefɛɛ, Kaajɛmi. Ewe: Akpeleasi, Aɔukonu, Dɔmelevo. Nzema: Bɛzenɛ, Dagbani: Mbanɔba, Bɛjema. Kasem: Ayerjoa, Ajoawora. 	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals) Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
	<p>B8.1.2.1.6 Explore and discuss appellations that go with names.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Explain appellation. 2. Give examples of day names and their appellations. E.g. <u>MaleFemale</u> Akan: Kwadwo-Okoto, Adwoa- Badwo Nzema: Kodwo-Asela, Adwoba- Mɔ̃lɛsa Dangme: N/A Ajoyo- Ajo Ga: Kojo-Okun̄tswa Ajoa-Ajo Ewe: Kɔ̃mla- Dzamfosu Akua- Sabea(Peki) 3. Identify and discuss appellations that go with family and other names where applicable. E.g. <u>NameAppellation</u> Akan: Asante: Korɔ̃bea Dangme: Tɛtɛ Ogbetee Ewe: Xɔ̃ɔ̃asiMenyeametɔ̃ o Gonja: Awarijanjina Ga: LanteOkun̄ka Dagbani: AndaniDandani Nzema: Awɔ̃kɛEkyelebenle 	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals)</p> <p>Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)</p>

SUB STRAND 2: B8.1.3 The Clan System

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B8.1.3.1: Exhibit knowledge of the clan system in their locality by discussing the importance and threats to the clan systems.	B8.1.3.1.1 Discuss the importance and threats to the clan system. Exemplars: <ol style="list-style-type: none"> 1. Read and discuss a passage on clan system of your culture. 2. Discuss and write the importance of the clan system of your culture. 3. Discuss the threats to the clan system. 	Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals) Cultural Identity (Develop and exhibit the sense of cultural identity)

SUB STRAND 3: B8.1.4 Chieftaincy: Destoolment

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B8.1.4.1.1 Discuss the processes involved in the destooling/deskinning of a chief or queenmother. ~	B8.1.4.1.1 Examine some behaviours that can lead to the destoolment/deskinning of chiefs and queenmothers. Exemplars: <ol style="list-style-type: none"> 1. Read and discuss a text on destoolment/deskinning in your traditional area. 2. Examine and write behaviours that lead to the destoolment/deskinning of a chief or queenmother among your people. E.g. i. Misuse of property of the people. ii. Disrespect for kingmakers and subjects. iii. Neglect/abuse of tradition. 	Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals) Cultural Identity (Develop and exhibit the sense of cultural identity)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B8.1.4.1.1 Discuss the processes involved in the destooling/deskinning of a chief or queenmother.</p>	<p>B8.1.4.1.2 Discuss the processes involved in the destoolment/deskinment of a chief or a queenmother. Exemplar:</p> <ol style="list-style-type: none"> 1. Examine and write the process of destooling/deskinning a chief and queenmother among your people. E.g. i. Complain by subjects ii. Cautioning by kingmaker iii. Summoning the chief/queenmother for arbitration, etc. NB: The processes involved differ from culture to culture. 2. Write the advantages and disadvantages of destoolment/deskinment. 3. Role play destoolment/deskinment of a chief among their people. 	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals)</p> <p>Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)</p>
	<p>B8.1.4.1.3 Compare and contrast the destoolment/deskinment processes among his/her people and other cultures of Ghana. Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss and write the similarities and differences of the destoolment/deskinment process of your people and that of other Ghanaian cultures. 2. Write the similarities and differences 	<p>Communication and Collaboration (Identify underlying themes, implications and issues when listening)</p> <p>Cultural Identity (Develop and express respect, recognition and appreciation of others' culture)</p>

STRAND 2: B8.2 LISTENING AND SPEAKING

Sub-Strand I: B8.2.1: Conversation/Everyday Discourse

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B8.2.5.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas.	B8.2.5.1.1 Develop and modify his/her language in narrating some selected daily activities. Exemplars: <ol style="list-style-type: none">1. Narrate what you do at home every Saturday.2. Describe what you saw on your last visit to a market.3. Draw and discuss a scenery on a given topic (e.g.: fishing, farming, weaving, etc.).4. Describe a visit to the hospital.5. Describe a scene at a lorry station.	Communication and collaboration (Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group)

STRAND 3: B8.3 READING
SUB STRAND 1: B8.3.1 Reading

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B8.3.1.1 Understand the main ideas and supporting points in texts	B8.3.1.1.1 Understand main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics' Exemplar: <ol style="list-style-type: none"> I. Read a three-paragraph passage and answer questions to identify specific information and details. 	Communication and Collaboration (Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes)
	B8.3.1.1.2 Summarize long passages read. Exemplar: <ol style="list-style-type: none"> I. Read a longer text and summarize the main ideas and supporting points. 	Communication and Collaboration (Can vary the level of detail and the language use when presenting to make it appropriate to the audience.)

SUB STRAND 2: B8.3.2 Translation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages. Exemplars: <ol style="list-style-type: none"> I. Translate given words, phrases and sentences from source language to target language. 	Communication and Collaboration (Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes)

STRAND 4: B8.4 LANGUAGE AND USAGE

SUB STRAND 1: B8.4.1 Integrating grammar in written language (Use of nouns, pronouns and adjectives)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B8.4.1.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives.	B8.4.1.1.1 Classify nouns under various types (abstract, concrete, countable and uncountable nouns.) Exemplars: <ol style="list-style-type: none"> 1. Write down different types of nouns in his/her language. 2. Classify nouns under the various types (abstract, concrete, countable and uncountable). 3. Construct simple and compound sentences with the nouns. 	<p style="text-align: center;">Communication and Collaboration</p> <p>(Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)</p>
	B8.4.1.1.2 Determine the types of pronouns in his/her language. Exemplars: <ol style="list-style-type: none"> 1. Identify pronouns in sentences in his/her language. 2. Replace the nouns with the appropriate pronouns in a given text. 3. Use the pronouns of his/her language to form complex sentences. 	<p style="text-align: center;">Communication and Collaboration</p> <p>(Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)</p>
	B8.4.1.1.3 Determine and categorise adjectives under size, colour, shape, quantity, etc in his/her language. Exemplars: <ol style="list-style-type: none"> 1. Determine the role of an adjective in a sentence. 2. Identify and classify adjectives in a given text. 	<p style="text-align: center;">Communication and Collaboration</p> <p>(Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)</p>

SUB STRAND 2: B8.4.2 Integrating grammar in written language (verbs, adverbs, conjunctions)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B8.4.2.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions.	B8.4.2.1.1 Recognise and use the tense and aspectual (habitual, progressive, future) forms of verbs in sentences. Exemplars: <ol style="list-style-type: none"> 1. Identify the types of tense and aspectual forms in his/her language. 2. Form sentences with the various types of tense and aspectual forms. 	Communication and Collaboration (Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)
	B8.4.2.1.2 Identify and use adverbs appropriately in sentences. Exemplars: <ol style="list-style-type: none"> 1. Determine the functions of adverb in sentences. 2. Identify and classify adverbs in a given text. 3. Construct compound sentences using adverbs. 	Communication and Collaboration (Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)
	B8.4.2.1.3 Identify and use an increasing range of conjunctions appropriately and correctly in a given text. Exemplars: <ol style="list-style-type: none"> 1. Use appropriate conjunctions to link simple to complex sentences in a text. 	Communication and Collaboration (Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.)

STRAND 5: B8.5 COMPOSITION WRITING

SUB STRAND: B8.5.1 Structure and Organise Ideas in Composition Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B8.5.1.1 Demonstrate knowledge and understanding of the ability to write meaningful compositions on the various text types (persuasive/argumentative writing, informative/academic/expository and letter writing).</p>	<p>B8.5.1.1.1 Develop coherent essay using the features of given text types. Exemplar:</p> <ol style="list-style-type: none"> 1 Discuss the features of persuasive/argumentative writing, informative/academic/expository and letter writing. 2 Write a composition on a topic on the text types above. 	<p>Communication and Collaboration</p> <p>(Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes)</p>

STRAND 6: B8.6 LITERATURE

SUB STRAND 1: B8.6.1 proverbs, idioms, prose, drama, poetry

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.</p>	<p>B8.6.1.1.1 Discuss the features of proverbs and idioms Exemplars:</p> <ol style="list-style-type: none"> 1. Describe the features of proverbs and idioms and give examples of each. 2. Identify and interpret proverbs and idioms in your language. 3. State the occasions/situation on/in which the given proverbs and idioms are used. 4. State the importance of proverbs and idioms. 	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals)</p> <p>Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B8.6.1.2 Demonstrate knowledge and understanding on the writer’s use of language in a prose, poetry and drama texts.</p>	<p>B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama. Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss how writers use language to create character in prose, poetry and drama texts, giving examples from the text. 2. Explore ways that writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of prose, poetry and drama texts. 3. Discuss the ways writers use language to create settings for different effects in prose, poetry and drama. 4. Discuss how writers use language to create mood and tone in prose, poetry and drama 5. Discuss the ways writers structure texts in prose, poetry and drama. 	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals) Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)</p>

BASIC 9

Draft Zero

STRAND 1: B9.1 CUSTOMS AND INSTITUTIONS

SUB STRAND 1: B9.1.1 Rites of Passage: marriage

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B9.1.1.1 Demonstrate understanding of marriage of his/her culture and compare with other cultures of Ghana.</p>	<p>B9.1.1.1.1 Discuss the processes involved in performing marriage rites in his/her culture. Exemplars:</p> <ol style="list-style-type: none"> 1. Explain what marriage is. 2. Read and discuss a text on marriage. 3. Identify types of marriage. 4. Identify some of the marriage rites in his/her culture and write them. 5. Discuss marriage rites performance. 6. Explore the significance of the processes involved in performing marriage rites. 	<p>Communication and Collaboration</p> <p>(Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication)</p> <p>Cultural Identity (Develop and exhibit the sense of cultural identity)</p>
	<p>B9.1.1.1.2 Compare and contrast the marriage rites in his/her culture to other cultures of Ghana. Exemplar:</p> <ol style="list-style-type: none"> 1. Present marriage rites among your people. 2. Relate the marriage rites of your culture to that of other Ghanaian cultures. 	<p>Communication and Collaboration</p> <p>(Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication)</p> <p>Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.1.1.1 Demonstrate understanding of marriage of his/her culture and compare with other cultures of Ghana.	B9.1.1.1.3 Compare and contrast the traditional marriage rites to the contemporary marriage rites and dramatise. Exemplars: <ol style="list-style-type: none"> 1. Explain some of the contemporary marriage rites in his/her culture. 2. Compare and contrast the traditional to the contemporary marriage rites. 3. Dramatise marriage rites session of their culture. 	Communication and Collaboration (Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication) Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)

SUB STRAND 2: B9.1.2 Naming Systems: circumstantial, reincarnation, deity names

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.1.2.1. Exhibit knowledge of the understanding and application circumstantial, reincarnation and deity names.	B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community. Exemplar: <ol style="list-style-type: none"> 1 Explain circumstances that lead to circumstantial names. 2 Write some of the names and relate them to the circumstances. 3 Discuss the significance of circumstantial names. 	Communication and Collaboration (Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication) Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.1.2.1. Exhibit knowledge of the understanding and application circumstantial, reincarnation and deity names.	B9.1.2.1.2 Discuss reincarnation names and their meanings. Exemplars: <ol style="list-style-type: none"> 1 Identify reincarnation names and discuss their meanings. 2 Discuss the significance of reincarnation names. 	Communication and Collaboration (Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication) Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)
	B9.1.2.1.7 Identify and discuss deity names. Exemplars: <ol style="list-style-type: none"> 1. Explain circumstances that lead to deity names. E.g. Akan: Tutu, Antoa, etc Dagaare: Gyebuni, Kala Dagbani: Yabdoo, Tidoo Dangme: Agbee, Nadu Ewe: Afram, Klu Ga: Nai, Dzan Gonja: Kipo, Lansa Nzema: Tanoε, Botokule Kasem: Kukula 2. Discuss the significance of deity names 	Communication and Collaboration (Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication) Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)

SUB STRAND 3: B9.1.3 The Clan System

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B9.1.3.1 Demonstrate understanding and knowledge of the factors that militate against the clan system.</p>	<p>B9.1.3.1.1 Discuss the trends affecting the clan system. Exemplars:</p> <ol style="list-style-type: none"> 1 Identify and discuss the trends affecting the clan system. 2 Discuss ways by which the clan system can be strengthened. 3 Discuss the similarities and differences between the various clan systems in their locality. 	<p>Communication and Collaboration</p> <p>(Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication)</p> <p>Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)</p>

SUB STRAND 4: B9.1.4 Chieftaincy: Traditional Government

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B9.1.4.1 Exhibit knowledge and understanding of the traditional governing structure (chief/queenmother, chief priest, traditional military, sub chiefs, king makers) of their society and their duties.</p>	<p>B9.1.4.1.1 Explore the traditional governing structure of your community and discuss the duties of the functionaries. Exemplars:</p> <ol style="list-style-type: none"> 1 Read and discuss a text on traditional governance. 2 Identify the traditional governing structure of your community. 3 Discuss and write down the duties of the functionaries. 4 Discuss and write the importance of the functionaries 	<p>Communication and Collaboration</p> <p>(Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication)</p> <p>Cultural Identity (Adjustment to the demands of customs, traditions, values and attitudes of society)</p>

STRAND 2: B9.2 LISTENING AND SPEAKING

SUB STRAND 1: B9.2.1: Conversation/Everyday discourse

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B9.2.1.1: Demonstrate use of appropriate language orally in specific situations</p>	<p>B9.2.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify some slang words and jargons accepted locally and internationally. 2. Use everyday, informal topics and situations that are more appropriate for the use of slang and jargon e.g. going out with friends, talking about music, hobbies, sport 3. Create and act scenes on texts/issues/topics using both formal and informal register to distinguish characters. 	<p>Communication and Collaboration</p> <p>(Identify underlying themes, implications and issues when listening)</p>
<p>B9.2.1.1: Demonstrate use of appropriate language orally in specific situations</p>	<p>B9.2.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Use open ended questions to enable speaker link ideas of other speakers on topics/issues e.g. In your opinion what are the views of people on bush fires, corruption, sanitation, energy conservation, gallamsay, etc.? 2. Listen attentively to view points on topics/issues in a conversation and respond appropriately. 3. Engage in conversations on topics/issues with several speakers and respond to different views. 	<p>Communication and Collaboration</p> <p>(Identify underlying themes, implications and issues when listening)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.2.1.1: Demonstrate use of appropriate language orally in specific situations	B9.2.1.1.3. Use appropriate language orally to discuss grade-level national issues fluently Exemplars: <ol style="list-style-type: none"> 1. Identify grade-level national issues (the youth in agriculture, sanitation, life style diseases, free SHS, Youth in Agriculture) 2. Discuss grade-level national issues in detail using appropriate register. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)
	B9.2.1.1.4. Express opinions and advice on a range of everyday issues and situations clearly. Exemplars: <ol style="list-style-type: none"> 1. Identify a range of everyday issues e.g. road/domestic accidents, domestic violence, child abuse. 2. Engage in conversations on these issues giving your opinions and advice. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)
	B9.2.1.1.5. Demonstrate appropriate turn taking and use techniques for effective argument (debate). Exemplars: <ol style="list-style-type: none"> 1. Identify interesting topic/issues appropriate for argument and debate e.g. ‘Children should be allowed to take decisions on matters concerning them.’ 2. Observe and use the skills of turn taking in arguments and debates. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)

SUB STRAND 2: B9.2.2: Listening Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B9.2.2.1: Demonstrate the ability to listen to extended reading and identify key information</p>	<p>B9.2.2.1.1. Listen to a more natural level-appropriate interactions with multiple speakers for example, TV shows, dramas, films, etc.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss and write key information e.g. message, theme, tone, mood in level appropriate texts/speeches. 2. Listen to and compare information written from texts/speeches. 	<p>Communication and Collaboration</p> <p>(Identify underlying themes, implications and issues when listening)</p>
	<p>B9.2.2.1.2. Initiate and participate in meaningful and collaborative discussion with texts and related materials building on others' ideas and expressing their own clearly and persuasively</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Listen to and identify key issues in level appropriate texts/speeches/dialogues e.g. argumentative texts, news, presentations. 2. Initiate discussions on ideas and share opinions on level appropriate texts/ speeches/dialogues 3. Engage in conferences to discuss ideas noted from texts/speeches/dialogues and express their own clearly and persuasively 	<p>Communication and Collaboration</p> <p>(Identify underlying themes, implications and issues when listening)</p>

SUB STRAND 4: B9.2.4 Tones

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.2.4.1 Demonstrate knowledge and understanding in the use of the basic tones correctly in speaking and reading.	B9.2.4.1.1 Apply the idea of tones correctly when speaking and reading in contexts. Exemplar: <ol style="list-style-type: none"> 1. Engage in a conversation on a given topic using the basic tones correctly. 2. Read sentences using the correct tones. 3. Read a passage using the correct tone patterns to depict the right context. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)

SUB STRAND 5: B9.2.5 PRESENTATION: Everyday Experiences

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.2.5.1 Describe their everyday experiences on more complex topics using appropriate presentational skills.	B9.2.5.1.1 Discuss complex topics related to everyday activities. Exemplars: <ol style="list-style-type: none"> 1. Read a text on a deforestation in Ghana, same sex marriage, insecurity, etc. 2. Discuss some of the everyday activities in the factory, traditional occupational shops, settlement of cases at the palace, etc. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)
	B9.2.5.1.2 Compose their own group report on some topical issues. Exemplar: <ol style="list-style-type: none"> 1. Develop their own report on a range of suitable familiar and unfamiliar, concrete and abstract topics example, pollution in Ghana, food production in Ghana, main industries in Ghana. 2. Make a presentation on the topics above to the class for discussion. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)

STRAND 3: B9.3 READING
SUB STRAND 1: B9.3.1 Reading

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarise the passage.	B9.3.1.1.1 Locate the main and subsidiary points in a range of texts and rewrite logically with accuracy in his/her own words. Exemplars: <ol style="list-style-type: none"> 1 Read and understand a passage of between (200-250 words) silently. 2 Identify the main ideas in the passage. 3 Rewrite the ideas logically in his/her own words. 4 Answer questions based on the passage. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening) (Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures)
	B9.3.1.1.2 Summarise passages read in given number of sentences. Exemplars: <ol style="list-style-type: none"> 1 Arrange the main ideas in a passage logically and coherently. 2 Summarise the passage. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening) (Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures)

SUB STRAND 2: B9.3.2 Translation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.	<p>B9.3.2.1.1 Decode the meaning of texts and translate from source to target language.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Translate texts of about one hundred words from source to a target language. 2. Read and discuss the translated text. 	<p>Communication and Collaboration</p> <p>(Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes)</p>

STRAND 4: B9.4 LANGUAGE AND USAGE

SUB STRAND 1: B9.4.1 Integrating grammar in written language (nouns, adjectives)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.4.1.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages.	<p>B9.4.1.1.1 Discuss nouns under singular and plural.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1 Identify nouns in a passage. 2 Classify the nouns according to singular and plural. 3 Construct simple and compound sentences with the singular and plural nouns. 	<p>Communication and Collaboration</p> <p>(Identify underlying themes, implications and issues when listening)</p>
B9.4.1.2 Demonstrate knowledge of how adjectives are combined in a sentence.	<p>B9.4.1.2.1 Discuss how adjectives follow each other in a sentence.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify adjectives in texts. 2. Form sentences with more than one adjective. 	<p>Communication and Collaboration</p> <p>(Identify words or sentences in context or appropriately)</p>

SUB STRAND 2: B9.4.2 Integrating grammar in written language (verbs, adverbs)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B9.4.2.1 Exhibit knowledge and understanding of the use of auxiliary verbs.	B9.4.2.1.1 Discuss auxiliary verbs in sentences. Exemplars: <ol style="list-style-type: none"> 1. Identify types of verbs in a recorded/read passage. 2. Discuss auxiliary verbs (where applicable). 3. Construct sentences with auxiliary verbs. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)
B9.4.2.2 Demonstrate knowledge of how adverbs are combined in a sentence.	B9.4.2.1.3 Discuss how adverbs follow each other in a sentence. Exemplars: <ol style="list-style-type: none"> 1. Identify adverbs in texts. 2. Construct sentences with more than one adverb correctly. 	Communication and Collaboration (Identify words or sentences in context or appropriately)

STRAND 5: B9.5 COMPOSITION WRITING

SUB STRAND 1: B9.5.1 Structure and Organise Ideas in Composition Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
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.	B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language. Exemplar: <ol style="list-style-type: none"> 1. Write a coherent essay on any of the text types (e.g. narrative, descriptive, creative, academic, argumentative and letter writing) on a given topic. 2. Identify and write the topic and supporting sentences in the paragraphs. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening) Critical thinking and Problem solving (Analyse and make distinct judgment about viewpoints expressed in an argument)

STRAND 6: B9.6 LITERATURE

SUB STRAND 1: B9.6.1:drum/horn/xylophone language, prose, poetry and drama

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs.</p>	<p>B9.6.1.1.1 Explore drum language/appellations and war songs respectively. Exemplars:</p> <ol style="list-style-type: none"> 1. Describe the features of drum language/appellation. 2. Discuss drum language/appellation. 3. Discuss the occasions/situation on/in which drum language/appellation is used. 4. State the importance of drum language/appellation. 5. Appreciate war songs in your language. 6. Discuss the importance of war songs 	<p style="text-align: center;">Cultural identity and Global citizenship (Show a strong sense of belongingness to one’s culture) (Understanding of influences of globalisation on traditions, languages and cultures)</p>
<p>B9.6.1.2 Demonstrate knowledge and understanding on the writer’s use of language in a prose, poetry and drama texts.</p>	<p>B9.6.1.2.1 Discuss how writers use language to create effect in an increasing range of prose, poetry and drama. Exemplars:</p> <ol style="list-style-type: none"> 1. Discuss characterisation in relation to prose, poetry and drama texts and give examples from texts. 2. Explore ways that writers use a wide range of literary devices (personification, alliteration, assonance) in a range of prose, poetry and drama texts. 3. Discuss how writers use settings to create different effects in a range of prose, poetry and drama. 4. Discuss how writers use language to create mood and tone in an increasing range of prose, poetry and drama 5. Discuss the ways writers structure texts in a range of prose, poetry and drama texts. 	<p style="text-align: center;">Communication and Collaboration (Identify underlying themes, implications and issues when listening)</p>

BASIC 10

Draft Version

STRAND 1: B10.1 CUSTOMS AND INSTITUTIONS

SUB STRAND 1: B10.1.1 Rites of Passage: death and funeral rites

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.1.1.1 Demonstrate understanding of issues relating to death and funeral rites of his/her culture and compare with other cultures of Ghana.	B10.1.1.1.1 Discuss the types and causes of death in your culture. Exemplars: <ol style="list-style-type: none"> 1 Read and discuss a text on death. 2 Discuss and write the types of death 3 Explore the causes of the different types of death. 4 Examine the effects of unnatural death in his/her culture. 5 Compose a piece on ways of curbing unnatural death. 	Cultural identity and Global citizenship (Show a strong sense of belongingness to one’s culture)
	B10.1.1.1.2 Discuss how natural and unnatural death funeral rites are performed in your culture. Exemplars: <ol style="list-style-type: none"> 1 Examine the funeral rites of a natural and unnatural death in his/her culture. 	Cultural identity and Global citizenship (Show a strong sense of belongingness to one’s culture)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.1.1.1 Demonstrate understanding of issues relating to death and funeral rites of his/her culture and compare with other cultures of Ghana.	B10.1.1.1.3 Compare and contrast the funeral rites of an ordinary citizen and that of the chief/queenmother in your culture. Exemplars: <ol style="list-style-type: none"> 1 Discuss the funeral rites of the ordinary citizen in your culture. 2 Discuss the burial and funeral rites of the chief/queenmother in your culture. 3 Discuss and write the similarities and differences between the burial and funeral rites of an ordinary citizen and that of the chief/queenmother. 	Cultural identity and Global citizenship (Show a strong sense of belongingness to one's culture) (Understanding of influences of globalisation on traditions, languages and cultures)
	B10.1.1.1.4 Discuss the modern influence on funeral rites. Exemplars: <ol style="list-style-type: none"> 1 Discuss how modernity has influenced funeral rites are performed in your culture. 2 Write out a comparison of how funeral rites were performed in the past and how they are performed currently. 	Cultural identity and Global citizenship (Show a strong sense of belongingness to one's culture) (Understanding of influences of globalisation on traditions, languages and cultures)

SUB STRAND 2: B10.1.2 Naming Systems: nicknames names

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.1.2.1 Exhibit knowledge and understanding of the origin and importance of nicknames.	B10.1.2.1.1 Discuss the origin of nicknames. Exemplars: <ol style="list-style-type: none"> 1. Explore how nicknames originated in your culture. 2. Discuss and write the effects of nicknames. 	Cultural identity and Global citizenship (Show a strong sense of belongingness to one’s culture) (Understanding of influences of globalisation on traditions, languages and cultures)

SUB STRAND 4: B10.1.4 Chieftaincy: Judicial Systems (traditional and contemporary)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.1.4.1 Demonstrate knowledge in the traditional judicial system in settling disputes in their communities.	B10.1.4.1.1 Enumerate the processes that are involved in settling disputes in the traditional judiciary system. Exemplars: <ol style="list-style-type: none"> 1 Discuss a video or a passage on traditional dispute resolution at a chief’s court. 2 Discuss when and where disputes are settled in the traditional judiciary system. 3 Discuss the procedure for settling disputes in the traditional judiciary system. 	Cultural identity and Global citizenship (Show a strong sense of belongingness to one’s culture) (Understanding of influences of globalisation on traditions, languages and cultures)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.1.4.1 Demonstrate knowledge in the traditional judicial system in settling disputes in their communities.	B10.1.4.1.2 Examine the contemporary judiciary system. Exemplars: <ol style="list-style-type: none"> 1 Discuss the types of courts in the contemporary judiciary system. 2 Discuss the processes involved in the contemporary judiciary system. 	Cultural identity and Global citizenship (Show a strong sense of belongingness to one’s culture) (Understanding of influences of globalisation on traditions, languages and cultures)
	B10.1.4.1.3 Analyse the interconnection between contemporary and traditional judiciary systems. Exemplar: <ol style="list-style-type: none"> 1. Compare and contrast the functions of the contemporary and the traditional judiciary system. 	Cultural identity and Global citizenship (Show a strong sense of belongingness to one’s culture) (Understanding of influences of globalisation on traditions, languages and cultures)

STRAND 2: B10.2 LISTENING AND SPEAKING

SUB STRAND 1: B10.2.1 Conversation/Everyday discourse

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.2.1.1: Demonstrate use of appropriate language orally in specific situations	<p>B10.2.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Listen to a range of level appropriate texts/speeches /issues and identify the register (formal and informal) used in them. 2. Create texts/ dialogues/ skits using a combination of formal and informal register. 3. Present or act texts/ dialogues /skits containing appropriate register. 4. Use natural Ghanaian Language accurately and appropriately in spontaneous conversation. 	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.2.1.1: Demonstrate use of appropriate language orally in specific situations	<p>B10.2.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions and comments in a discussion</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Use range of open-ended question types to conduct oral interviews on level appropriate topics/issues. 2. Initiate and use increasingly complex questions to get people respond to and comment on level-appropriate issues/topics accurately and appropriately. 	<p>Cultural identity and Global citizenship (Show a strong sense of belongingness to one's culture)</p> <p>(Understanding of influences of globalisation on traditions, languages and cultures)</p>
	B10.2.1.1.3. Use appropriate language orally to discuss current	Cultural identity and

	<p>grade-level global issues fluently.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Identify grade-level global issues e.g. violence, kidnapping 2. Discuss orally grade-level global issues/ topics using appropriate language e.g. vocabulary, phrasal verbs, idioms 	<p>Global citizenship (Show a strong sense of belongingness to one's culture)</p> <p>(Understanding of influences of globalisation on traditions, languages and cultures)</p>
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SUB STRAND 2: B10.2.2 Listening Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B10.2.2.1: Demonstrate the ability to listen to extended reading and identify key information</p>	<p>B10.2.2.2.1 Listen to and discuss a level appropriate text attentively and share opinions on key information.</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Listen to recorded texts /speeches/ news / announcements and write the important ideas. 2. Initiate a discussion and share opinions ideas from texts/ speeches/ news/ announcements relating them to personal experiences. 3. Compare ideas written to texts/ speeches/ news/announcements and add details. 	<p>Communication and Collaboration (Can vary the level of detail and the language use when presenting to make it appropriate to the audience)</p>

SUB STRAND 3: B10.2.3 Speech Sounds: vowel, consonants

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
<p>B10.2.3.1 Demonstrate knowledge and understanding of vowels and consonant description.</p>	<p>B10.2.3.1.1 Discuss the description of vowels. Exemplars:</p> <ol style="list-style-type: none"> 1 Discuss the four-term label of vowels (tongue height, part of the tongue, lip posture and ATR-Advance Tongue Root). 2 Describe vowels using the four-term label. 	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals) Personal Development and Leadership (Division of task into solvable units and assign group members to task units)</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
	<p>B10.3.1.1.2 Discuss the description of consonants. Exemplars:</p> <ol style="list-style-type: none"> 1 Discuss the three-term label of consonants (voicing, place and manner). 2 Describe consonants using the three-term label. 	<p>Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals) Personal Development and Leadership (Division of task into solvable units and assign group members to task units)</p>

SUB STRAND 5:B10.1.5 PRESENTATION: Everyday Experience

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.1.5.2 Describe their everyday experiences on abstract and unfamiliar topics using appropriate presentational skills.	B10.1.5.1.1 Discuss abstract and unfamiliar topics related to everyday activities. Exemplars: <ol style="list-style-type: none"> 1. Read a text on a disability in Ghana, inclusivity in education, greenhouse farming, etc. 2. Discuss some of the everyday activities, E.g. the issue of the coronavirus, impeachment of presidents worldwide e.g. USA, Boko Haram, ISIS, etc. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.1.5.2 Describe their everyday experiences on abstract and unfamiliar topics using appropriate presentational skills.	B10.1.5.1.2 Compose individual report on an assigned daily activity and make a presentation on it. Exemplar: <ol style="list-style-type: none"> 1 Narrate a daily activity performed to the class. 2 Write a report on a daily activity and read it to the class. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)

STRAND 3: B10.3 READING
SUB STRAND 1: B10.3.1 Reading

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.3.1.1 Demonstrate knowledge and understanding of skimming and scanning for information in a text.	B10.3.1.1.1 Explore skimming and scanning for ideas in a text. Exemplars: <ol style="list-style-type: none"> 1. Skim and scan for main ideas in a text. 2. Discuss the main ideas in the text. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)

Draft Zero

SUB STRAND 2:B10.3.2 Translation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.3.4.1 Demonstrate knowledge of identifying the core ideas in a passage and use the basic rules of translation (appropriate register, appropriate structure and understanding of the text) to translate passages.	B10.3.2.1.1 Determine the core ideas in a passage. Exemplars: <ol style="list-style-type: none"> 1 Identify core ideas in a passage. 2 Arrange core ideas in the passage sequentially. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)
	B10.3.2.1.2 Establish the meaning of passages in his/her language. Exemplar: <ol style="list-style-type: none"> 1. Determine the meaning of the core ideas in a passage in his/her language. 2. Apply the basic rules in translation to translate texts from English Language to Ghanaian Language. 3. Apply the basic rules in translation to translate texts from Ghanaian Language to English Language. 	Communication and Collaboration (Identify underlying themes, implications and issues when listening)

STRAND 4: B10.4 LANGUAGE AND USAGE

SUB STRAND 1: B10.4.1 Integrating grammar in written language (affixes)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.4.1.1 Demonstrate knowledge and understanding of affixes	B10.4.1.1.1 Indicator: Explore the use of affixes in the language. Exemplars: <ol style="list-style-type: none"> 1. 1. Discuss affixation and how affixes are used in the formation of new words in the language. 2. 2. Form new words with the affixes. 3. 3. Use the new words formed correctly in texts. 	Communication and Collaboration (Demonstrate behaviour and skills of working towards group goals) Cultural Identity (Develop and exhibit the sense of cultural identity)

SUB STRAND 2: B10.4.2 Integrating grammar in written language (serial verbs)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES/ SUBJECT SPECIFIC PRACTISES
B10.4.1.1 Demonstrate understanding of serial verb constructions and identify the characteristics of serial verb constructions in his/her language and use them in sentences.	B10.4.2.1.1 Determine and discuss what serial verb construction is. Exemplars: <ol style="list-style-type: none"> 4. Discuss serial verb construction. 5. Examine the characteristics of serial verb construction. 6. Identify serial verbs in sentences. 7. Construct sentences using serial verbs. 	Communication and Collaboration Demonstrate behaviour and skills of working towards group goals

STRAND 5: B10.5 COMPOSITION WRITING
SUB STRAND 1: B10.5.1 Structure and Organise Ideas in Composition Writing
Writing Dialogue

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCES/ SUBJECT SPECIFIC PRACTISES
B10.5.1.1 Exhibit knowledge and understanding of writing dialogue, speech, report and articles	B10.5.1.1.1 Explore the features of the various text types (dialogue, speech, report and articles). Exemplars: <ol style="list-style-type: none"> 1 Discuss the features of the various text types. 2 Develop a dialogue on a given topic (e.g. energy conservation, inclusivity in education, etc). 3 Develop a speech on a given topic (climate change, teenage pregnancy, misuse of social media, etc.). 4 Write a report on a given topic (a visit to a tourist site, demonstration, traditional adjudication, etc.), 5 Write an article on a given topic (coronavirus, Ebola, Boko Haram, etc.). 	Communication and Collaboration Demonstrate behaviour and skills of working towards group goals

STRAND 6: B10.6 LITERATURE

SUB STRAND: B10.6.1 oral and written (libation and dirges, prose, poetry and drama)

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCES/ SUBJECT SPECIFIC PRACTISES
B10.6.1.1 Demonstrate an understanding of oral and written literature (libation, dirges, prose, poetry and drama).	B10.6.1.1.1 Explore the structure and significance of libation and dirges. Exemplars: <ol style="list-style-type: none"> 1. Appreciate a text on libation and dirges. 2. Examine the structure of libation and dirges. 3. Discuss the performance of libation and dirges. 4. Discuss the significance of libation and dirges. 	<p align="center">Communication and Collaboration</p> <p>Demonstrate behaviour and skills of working towards group goals</p> <p align="center">CULTURAL IDENTITY</p> <p>Develop and exhibit ability to defend one's cultural beliefs, practices and norms</p>
	B10.6.1.1.2 Discuss how to appreciate literary work in relation to meaning. Exemplars: <ol style="list-style-type: none"> 1. Discuss how writers create meaning using literary devices. 2. Explore ways of extracting meaning through the use of literary devices in a range of prose, poetry and drama texts. 3. Analyse language effect in a range of prose, poetry and drama. 4. Discuss how writers use language to create characters, mood, setting and tone in an increasing range of prose, poetry and drama 	<p align="center">Communication and Collaboration</p> <p>Demonstrate behaviour and skills of working towards group goals</p>