NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

(MINISTRY OF EDUCATION)

ENGLISH LANGUAGE
COMMON CORE PROGRAMME (CCP)
(COMMON CORE PROGRAMME)

SEPTEMBER, 2020

MINISTRY OF EDUCATION
REPUBLIC OF GHANA

English Language Curriculum for B7- B9

Enquiries and comments on this Curriculum should be addressed to:

The Director-General
National Council for Curriculum and Assessment (NaCCA) Ministry of Education
P. O. Box CT PMB 77
Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh

Ministry of Education
Ghana

©2020 National Council for Curriculum and Assessment (NaCCA)

This publication is not for sale. All rights reserved. No part of this publication may be reproduced without prior written permission from the Ministry of Education, Ghana.

FOREWORD

The Ministry of Education, acting through the National Council for Curriculum and Assessment (NaCCA) has, in recent times, been working on curriculum and assessment reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in Ghana. This curriculum, known as the Common Core Programme (CCP), is a sequel to the Kindergarten-Primary standards-based school curriculum, the implementation of which commenced with the 2019/2020 academic year. The CCP is carefully designed for learners in Basic 7 to Basic 9(JHS 1 – JHS3) as part of a holistic learning experience that prepares them for post-secondary education, the world of work or both. The curriculum focuses on building character and nurturing values, in addition to ensuring a seamless progression for all learners from JHS to SHS and creates clear pathways for academic and career-related programmes from Basic 10 to Basic 12 (SHS1 - SHS3).

In the twenty-first century, memorisation of facts and figures is no longer a sufficient learner attribute. Therefore, the CCP focuses on the acquisition ofthe 4Rs (Reading, wRiting, aRithmetic and cReativity) and core competencies to afford learners the ability to apply knowledge innovatively to solve everydayproblems. Personal projects, community projects and community service have been integrated into the CCP as part of a comprehensive assessment programme, including assessment of knowledge, skills, attitudes and values that mainly emphasise what learners can do. It is hoped that the contentof this curriculum will promote better high school education that meetsthe varied learning needs of the young people in the country and addresses the shortfalls in the current school curriculum in relation to learning and assessment.

The Ministry of Education is committed to ensuring that our schools develop globally competitive high school graduates who have the requisite employable skills and workplace ethos. The CCP curriculum will, therefore, play an important role in this regard. The Ministry will support the effective implementation of the CCP to include capacity development of all teachers to ensure improved learning experiences and outcomes for our young people.

Dr Matthew Opoku Prempeh (MP)
The Honourable Minister of Education

© *NaCCA, Ministry of Education 2021*

ACKNOWLEDGEMENTS

This Common Core Programme (CCP) curriculum was developed together with the National Pre-tertiary Learning Assessment Framework (NPLAF) and Teacher's and Learner's Resource Packs. All these documents were developed by the National Council for Curriculum and Assessment (NaCCA), under the oversight and strategic direction of the Ministry of Education (MoE) with support from some agencies of the MoE and other relevant stakeholders.

NaCCA, acting on behalf of the Ministry of Education (MoE), would like to express its sincere gratitude to all its partners who participated in the professional conversations and discussions during the course of the development of the CCP curriculum.

NaCCA also extends special commendations to the leadership of the Ghana Education Service (GES), National School Inspectorate Authority (NaSIA), National Teaching Council (NTC), Commission for Technical and Vocational Education and Training (Commission for TVET) and other agencies of the MoE.

Additionally, NaCCA acknowledges the contributions of staff from various Universities and Colleges of Education as well as teachers and learners within the Ghana Education Service.

Special thanks go to those who also contributed to shaping this curriculum content through the consultation process, including the national stakeholder engagement conducted in Accra in February, 2020.

© *NaCCA, Ministry of Education 2021*

CONTENTS

FOREWORD ii

ACKNOWLEDGEMENTS iii

INTRODUCTION vii

RATIONALE x

PHILOSOPHY xi

AIMS xii

EXPECTED LEARNING BEHAVIOURS xiii

ASSESSMENT xvii

CREATIVE PEDAGOGICAL APPROACHES xxiii

CORE COMPETENCIES xxvii

INSTRUCTIONAL EXPECTATIONS xxix

ORGANISATION OF THE ENGLISH LANGUAGE CURRICULUM xxx

NOTE TO THE TEACHER xxxi

BASIC 7 1

STRAND 1: ORAL LANGUAGE (LISTENING AND SPEAKING) 2

SUB-STRAND 1: CONVERSATION/EVERYDAY DISCOURSE 2

SUB-STRAND 2: LISTENING COMPREHENSION 5

© NaCCA, Ministry of Education 2021

SUB-STRAND 3: ENGLISH SOUNDS 6

STRAND 2: READING 11

SUB-STRAND 2: SUMMARISING 11

STRAND 3: GRAMMAR USAGE 12

SUB-STRAND 1: GRAMMAR 12

STRAND 3: GRAMMAR 21

SUB-STRAND 2: PUNCTUATION AND CAPITALISATION 21

SUB-STRAND 3: VOCABULARY 22

STRAND 4: WRITING 24

SUB-STRAND 1: PRODUCTION AND DISTRIBUTION OF WRITING 24

SUB-STRAND 2: TEXT TYPES AND PURPOSES 26

SUB-STRAND 3: BUILDING AND PRESENTING KNOWLEDGE 34

STRAND 5: LITERATURE 35

SUB-STRAND 1: NARRATIVE, DRAMA AND POETRY 35

BASIC 8 37

STRAND 1: ORAL LANGUAGE (LISTENING AND SPEAKING) 38

SUB-STRAND 1: CONVERSATION/EVERYDAY DISCOURSE 38

SUB-STRAND 2: LISTENING COMPREHENSION 41

SUB-STRAND 3: ENGLISH SOUNDS 42

STRAND 2: READING 44

SUB-STRAND 1: COMPREHENSION 44

STRAND 3: GRAMMAR AND GRAMMAR USAGE 50

SUB-STRAND 1: GRAMMAR 50

SUB-STRAND 2: PUNCTUATION AND CAPITALISATION 54

SUB-STRAND 3: VOCABULARY 55

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING **56**
SUB-STRAND 1: PRODUCTION AND DISTRIBUTION OF WRITING 56
SUB-STRAND 2: TEXT TYPES AND PURPOSES 58
SUB-STRAND 3: BUILDING AND PRESENT KNOWLEDGE 66

STRAND 5: LITERATURE **67**
SUB-STRAND 1: NARRATIVE, DRAMA AND POETRY 67

BASIC 9 69

STRAND 1: ORAL LANGUAGE (LISTENING AND SPEAKING) **70**
SUB-STRAND 1: CONVERSATION/EVERYDAY DISCOURSE 70
SUB-STRAND 2: LISTENING COMPREHENSION 72

STRAND 2: READING **75**
SUB-STRAND 1: COMPREHENSION 75
SUB-STRAND 2: SUMMARISING 81

STRAND 3: GRAMMAR USAGE **82**
SUB-STRAND 1: GRAMMAR 82
SUB-STRAND 2: PUNCTUATION AND CAPITALISATION 86
SUB-STRAND 3: VOCABULARY 88

STRAND 4: WRITING **89**
SUB-STRAND 1: PRODUCTION AND DISTRIBUTION OF WRITING 89
SUB-STRAND 2: TEXT TYPES AND PURPOSES 92
SUB-STRAND 3: BUILDING AND PRESENTING KNOWLEDGE 98

ENGLISH LANGUAGE SUBJECT PANEL MEMBERS, CONTRIBUTORS AND REVIEWERS 101

BIBLIOGRAPHY 103

© NaCCA, Ministry of Education 2021

INTRODUCTION

In the first three years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, internationally-benchmarked career and tertiary education readiness 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 9.

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 the learner's lifetime values, well-being, physical development, metacognition and problem-solving abilities. Ultimately, this will prepare 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 Figure1. These are:

- learning and teaching approaches – the core competencies, pedagogical approaches and 4Rs;
- learning context – engagement service and projects;
- learning areas – Mathematics, Science, Computing, Languages (English Language, Ghanaian Language, French and Arabic), Career Technology, Social Studies, Physical and Health Education, Creative Arts and Design, and Religious and Moral Education.

© *NaCCA, Ministry of Education 2021*

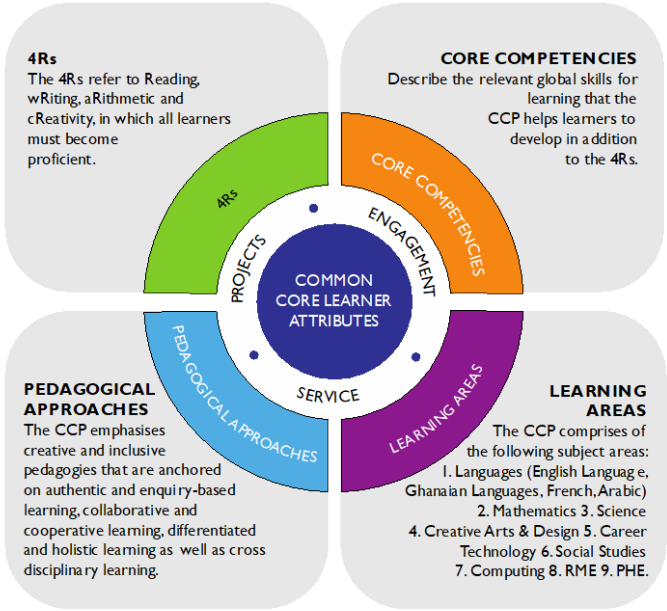

Figure 1: CCP Learner Attributes

Learning and Teaching Approaches

- ***The core competencies***: The core competencies 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, and culturally and globally sensitive citizens who are life-long learners with a 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 proficient in.

Learning Context

The CCP places emphasis on the engagement of learners in the classroom activities and projects (in and outside the classroom). These projects can involve

© NaCCA, Ministry of Education 2021

individual or group tasks which all learners are required to complete by the end of Basic 9. The CCP projects provide learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavour. Community service offers the opportunity for learners to nurture, love, care for, and solve problems in their community.

Learning Areas

The CCP comprises the following learning areas:

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

This document sets out the standards for learning English Language in the Common Core Programme (CCP). The standards in the document are posited in the expectation that the CCP (B7–B9) 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 emphasises a set of high internationally- benchmarked career and tertiary education readiness standards. Learners need to acquire these competencies in English Language for post-secondary education, 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, the 4Rs, assessment practices and instructional expectations.

© NaCCA, Ministry of Education 2021

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 the elements of one's culture and that of other people are transmitted from generation to generation. First, the study of English as a second Language will equip learners with effective communication skills that will provide them with an appreciation of the values embodied in the language and culture of others. In the light of present-day global development and technological advancement, the learning of a second language and the acquisition of literacy must promote the respect for the language and culture of others.

Secondly, the special status of English as a language across the curriculum and as the official language of Ghana and the role it plays in national life including being the language of government business and administration, commerce as well as the media, makes it important that Ghanaian learners learn English as a second language.

Also, to enable our learners become members of the international community, they must be exposed to English, the most widely used global language. This means that success in education at all levels depends, to a very large extent, on the individual's proficiency in the English language. Thus, learners at this level must be helped to build on the strong foundation from Basic 1 to Basic 6 to be better prepared to use English for life.

© NaCCA, Ministry of Education 2021

PHILOSOPHY

Teaching Philosophy

The English Language curriculum is informed by two major ideas, namely the Developmental Theory and the Social Constructivism which is a build-up on the theory of cognitivism.

In teaching English Language, the curriculum adopts the socio-constructivist dimensions to learning. Learners go through developmental stages as they learn language and research is clear that they develop language at their own pace as they interact with the social environment around them. Therefore, when learners are provided with a good social environment, they develop language faster than learners who are in a non-interactive and poor language environment. Learners have in-built potentials to develop and acquire new languages while approximating grammatical structures as they learn to speak. As they interact, they gradually learn the appropriate language of the community.

Thus, a participatory approach and task-based approaches to teaching should be emphasised to help learners connect language learning in the classroom to solving real world problems in their environment and world around them.The teacher should promote interaction and make learners active in their own learning. Learners' differences in the language classroom should not be taken as a deficit but provide the teacher with the background to support learners.

Learning Philosophy

Learners develop language at their own pace and are able to take owner-ship of their own learning through authentic tasks. Therefore, a task-based approach to language learning which puts the learner in real-life language learning situations is recommended.

© NaCCA, Ministry of Education 2021

AIMS

General Aim

The general aim of the language and literacy curriculum is to enable learners develop an appreciation and understanding of the English Language and to use it effectively, making meaning with it in ways that are purposeful, imaginative, creative and critical.

Specific Aims

The overriding aim for the English Language curriculum at this level of basic school is to promote high standards of English language by equipping students with a good command of the spoken and written word to enable them to:

- acquire the basic skills that will help them decode any text;
- read age-level texts easily, fluently and with comprehension;
- cultivate the habit of reading widely for pleasure and information;
- acquire a wide stock of vocabulary and understanding grammatical structures as well as linguistic conventions for easy reading, good writing and speaking;
- write clearly, accurately and coherently, adapting their first language style in a range of contexts for varied purposes and audiences;
- read with pleasure, literary materials and appreciate a great stock of literary repertoire;
- acquire the skill of self-expression and be able to communicate their ideas to different audiences to achieve the intended purpose;
- develop and cultivate the skill and ability to read the lines, in-between the lines and beyond the lines; and to find out hidden meanings and ideas.

© NaCCA, Ministry of Education 2021

EXPECTED LEARNING BEHAVIOURS

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

- Knowledge, Understanding, Application, Analyses, Synthesis,Evaluation and Creating;
- Attitudes and Values.

Knowledge, Understanding, Application

Under this domain, learners acquire 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 numberof 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.

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 means that the learner can "apply" the knowledge acquired in some new context. 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.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which the teacher has 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 the 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 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. details of the domains are as follows:

Knowing: This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall concepts already learnt and this constitutes the lowest level of learning.

Understanding: This is the ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based on a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial, or symbolic.

Applying: This dimension is also referred to as "Use of Knowledge". It is the ability to use knowledge or apply knowledge, apply

© NaCCA, Ministry of Education 2021

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

Analysing: This is the ability to break down concepts/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: This is the ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create and generate new ideas and solutions.

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

Creating: This is the ability to use information or materials to plan, compose, produce, manufacture or construct products. From the foregoing, creating is the highest form of thinking and learning and is, therefore, a very important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking skills, it is advised that teachers do their best to help their learners develop analytic skills as already stated.

Language Skills

There are four main language skills to develop in learners at this level. These are:

- Listening
- Reading
- Speaking
- Writing

Explanation of the meaning of the four skills is as follows:

- **Listening**: This is the ability to accurately receive and interpret messages in the communication process. For example, the ability to listen to, understand and follow directions, instructions, etc. given in a language.
- **Reading**: This is 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 summarise passages read in his/her own words to show understanding of the passages.
- **Speaking**: This is the ability to speak a language clearly and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practise to perfection.

© NaCCA, Ministry of Education 2021

- **Writing**: This is the ability to express oneself clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.

The four skills can be put into two major skills: receptive and productive skills.Listening and Reading are referred to as "Receptive Skills." These are the skills through which a learner receives communication. Speaking and Writing are referred to as "Productive Skills" since they require the learner to produce knowledge acquired through speaking and writing.

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 to participate in debates and take a stand on issues affecting them and others.

Attitudes

- ***Curiosity*:** It is an inclination or a feeling towards seeking information about how things work in a variety of fields.
- ***Perseverance*:** This is the ability to pursue a problem until a satisfying solution is found.
- ***Flexibility in Ideas:*** It is the willingness to change an opinion in the face of more plausible evidence.
- ***Respect for Evidence:*** It is the willingness to collect and use data in one's investigation and also have respect for data collected by others.
- ***Reflection:*** This is 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.

Values

At the heart of the 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,laws and culture and respect among its citizens and the 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 diversityas 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 requires the provision of equal opportunities for all, and that all should strive to care for one another, both personally and professionally.

© NaCCA, Ministry of Education 2021

- **Commitment to achieving excellence:** Ghana's 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. Ghana, thus, will instil the value of excellent service above the self.
- **Teamwork/Collaboration:** Ghana's schools are to be dedicated to a constructive and team-oriented working and learning environment. This also means that learners should live peacefully with all persons with an attitude of tolerance and collaboration.
- **Truth and Integrity:** The curriculum aims to develop Ghana's learners into individuals who will consistently tell the truth, irrespective of the consequences, be morally upright with the attitude of doing the right thing, even when no one is watching, be true to themselves and lawfulbeliefs, and be willing to live the values of honesty and compassion. Equally important, the ethos of the workplace, including integrity and grit, must underpin the learning processes to allow learners to see and apply academic skills and competencies in the world of work.

© NaCCA, Ministry of Education 2021

ASSESSMENT

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learners' response to instruction.

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment ***as*** learning and Assessment ***for*** learning.

Assessment as Learning (AaL)

Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility for their own learning to improve performance. Learners set their own goals and monitor their progress.

Assessment for Learning (AfL)

Assessment for learning is an approach used to monitor learners' progress and achievement. It is a continuous process that happens at all stages of the instructional process to monitor the progress of learners and to offer feedback or change teaching strategies to improve learners' performance. *AfL* provides learners with information and guidance so they can plan and manage their learning.

Assessment of Learning (AoL)

This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period. The emphasis is to evaluate the learner's cumulative progress and achievement. Through AoL, stakeholders such as parents and guardians are informed about the extent learners have attained expected learning outcomes at the end of their grade or programme.

It is worth noting that the assessment strategies one uses i.e. self-assessment, peer-assessment, class assessments, homework, projects, etc. complement one another to provide a comprehensive information on learners' progress and achievements. The focus of assessment should not be on the form but how the information gathered is used to improve teaching and learning.

Why do we assess?

For teaching and learning to be effective, teachers will identify and monitor learners' changing needs, abilities and interests so that they can modify or adapt their teaching methods to help learners improve their learning. Teachers will also give timely and useful feedback to learners and provide them with opportunities to act on the feedback to improve their learning. Together, the processes of diagnosing learners' needs, abilities and interests, monitoring learners' learning progress, and feeding-forward to improve learning constitute Assessment for Learning (AfL). Assessment is an integral part of the teaching

© NaCCA, Ministry of Education 2021

and learning process and should be aligned with instructional planning decisions.

Aims of Assessment in School

English Language teachers will practise AfL to:

- promote and improve learners' learning.
- establish what learners can do based on the aims and learning outcomes in the English Language curriculum

What do we assess?

Assessment in the CCP :

Assess:

- all the areas of language learning, namely: Oral Language, Reading, Grammar and Vocabulary, Writing and Literature
- 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;
- the core competencies with emphasis on attitudes and values. The process is illustrated diagrammatically in Figure 2.

© *NaCCA, Ministry of Education 2021*

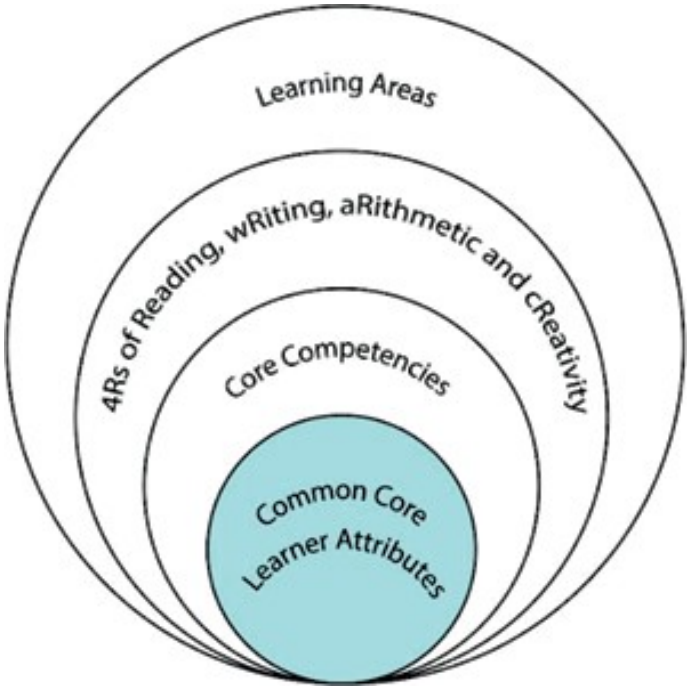

Figure 2 Essential Assessment Features

How to assess

To assess for learning, teachers will:

- identify learners' learning gaps and needs so that teaching strategies and activities can be changed or modified to improve their learning.
- provide multiple opportunities for learners to demonstrate their skills and abilities through meaningful and authentic tasks/ activities so that learners' development and progress can be monitored, reported and communicated to parents at meaningful points.
- provide rich, qualitative and formative feedback, framed in terms of what learners can and need to do to help them determine the next steps to take to improve their learning.
- involve learners actively in learning to assess themselves and each other (i.e., self and peer assessment respectively) using explicit and clear evaluation criteria that are made known to learners.

Types of assessment tasks

Teachers will assess learners both formally and informally at a frequency decided by the school using different modes of assessment so that a wide range of skills, learner strategies, core competencies, attitudes and behaviour can be developed, and items and structures can be learned. The assessment tasks need to take into account different learner strengths and weaknesses and, hence, different learning outcomes. The range of assessment modes and tasks includes:

© NaCCA, Ministry of Education 2021

- Informal tests and quizzes which can be given in the form of non-timed, independent assignments at the end of a few units of work
- Performance assessments that assess learners' skills in carrying out an activity, e.g., staging a role play or giving an oral presentation
- Portfolios consisting of learners' own choice of written work, learning logs/ journals which record learners' achievements for the year, teachers' comments and learners' reflections
- Self-assessment by learners, e.g., self-evaluation records or checklists
- Teacher-learner conferencing on a written product/ oral presentation in order to help learners make improvements by using a set of criteria and giving specific comments
- Project work

How do we monitor progress?

School-Based Assessments (SBA) covers all forms/modes of assessment, including AfL, AaL and AoL (see Table 1), 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 1: Sample Modes of Assessment

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

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

© NaCCA, Ministry of Education 2021

- Learner's Progress Record (Cumulative Record)
- Learner'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).

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

Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learner shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; can transfer 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.

© NaCCA, Ministry of Education 2021

4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needshelp throughout the performance of authentic tasks.
5: Emerging (E)	39% andbelow	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 learners' 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.

© NaCCA, Ministry of Education 2021

CREATIVE PEDAGOGICAL APPROACHES

These are the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders, such as parents and education authorities. These approaches include the type and use of appropriate and relevant teaching and learning resources to ensure that all learners make the expected level of learning outcomes. The curriculum emphasises:

- the creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner-empowerment and independent learning;
- the positioning of inclusion and equity at the centre of quality teaching and learning;
- the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;
- the use of Information Communications Technology (ICT) as a pedagogical tool;
- the identification of subject specific instructional expectations needed for making learning in the subject relevant to learners; and
- the integration of assessment into the teaching and learning process and as an accountability strategy.

Learning-Centred Pedagogy

The learner is at the centre of learning. At the heart of the national curriculum is the 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 group. At the primary school level, the progression phases are B7 – B9.

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, to also actively engage in looking for answers, working in groups to solve problems, researching for, analysing and evaluating information. 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 learning to take place.

The teacher should create a learning atmosphere that ensures that:

- 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;
- teacher assumes the position of a facilitator or coach who;
- helps learners to identify a problem suitable for investigation via project work;

© NaCCA, Ministry of Education 2021

- connects the problem with the context of the learners' world so that it presents authentic opportunities for learning;
- organises the subject matter around the problem, not the discipline;
- gives learners responsibility for defining their learning experience and planning to solve the problem;
- encourages learners to collaborate in learning; and
- expects all learners to demonstrate the results of their learning through a product or performance.

Inclusion

Inclusion is ensuring 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 their right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners' diversity and special needs in the learning process, which when effectively 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 reflections on daily learning episodes should consider these differences. The curriculum, therefore, promotes:

- learning that is linked to the learners' 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 and also enabling them to assess their own learning outcomes.

Differentiation and Scaffolding

Differentiation is a process by which differences between learners are accommodated so that all learners in a group have the best chances of learning.It 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:

i. task,

ii. pastoral support and

iii. outcome.

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

© NaCCA, Ministry of Education 2021

- ***Differentiation by support*** involves the teacher referring weak learners to the Guidance and Counselling Unit for academic support.
- ***Differentiation by outcome*** involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

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 also involves breaking up the learning episodes, experiences 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, and then guide 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 are:

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

Information 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 ingender, language, ability;
- improved collaboration, creativity, higher order thinking skills; and
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners 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 learners have made their findings, ICT

© NaCCA, Ministry of Education 2021

can then help them organise, 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-related software like Microsoft Office packages – Word, PowerPoint 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 also increase their level of motivation to apply ICT use in later years, both within and outside of education. Thus, the ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

© *NaCCA, Ministry of Education 2021*

CORE COMPETENCIES

In using this curriculum, we hope that certain core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

1. Critical Thinking and Problem-Solving (CP)

This skill enables learners to develop their cognitive and reasoning abilities to analyse issues and situations leading to the resolution of problems. Critical thinking and problem-solving skills enable learners to draw on and demonstrate what they have learned from 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.

2. Creativity and Innovation (CI)

This competence promotes in learners, entrepreneurial 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 competency can think independently and creatively as well.

3. 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, engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

4. Cultural Identity and Global Citizenship (CG)

This 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 them a strong sense of social and economic awareness.

Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socio-economic 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.

5. Personal Development and Leadership (PL)

PL involves improving self-awareness, self-knowledge, skills, health, building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience

© NaCCA, Ministry of Education 2021

and self-confidence; exploring leadership, self-regulation and responsibility, and developing a love for lifelong learning.

6. Digital Literacy (DL)

DL involves developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

© NaCCA, Ministry of Education 2021

INSTRUCTIONAL EXPECTATIONS

Teachers are expected to:

1. guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning, based on their unique individual differences;
2. select English Language content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities and experiences of learners;
3. work together as colleagues within and across disciplines and grade levels to develop communities of English Language learners who exhibit good communication skills and positive attitudes towards the learning of English Language;
4. use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of English Language, and also to provide feedback to both learners and parents;
5. design and manage learning environments that provide learners with the time, space and resources needed for learning English Language.

SUGGESTED TIME ALLOCATION

A total of (4) periods a week, each period consisting of 50 minutes, is allocated to the teaching of English Language at Basic Seven to Basic Nine.

© NaCCA, Ministry of Education 2021

ORGANISATION OF THE ENGLISH LANGUAGECURRICULUM

The English Language Curriculum is organised into strands, sub-strands, content standards, indicators and exemplars.

Strands are the broad learning areas of the content to be studied.

Sub-strands are the sub-divisions of the broad learning areas or strands.

Content standards are the expected level of knowledge, skill and/or attitude that a learner must attain at each grade level.

Indicators are the distinct outcomes that learners must exhibit for each content standard at each level of learning.

Exemplars clearly explain the distinct outcomes or indicators. They support and guide the facilitator/teacher in helping learners to achieve the content standards.

Curriculum Reference numbers

A unique annotation used for numbering the strands, sub-strands, content standards and indicators in the curriculum for the purpose of easy referencing is shown below:

??/

© *NaCCA, Ministry of Education 2021*

NOTE TO THE TEACHER

Integration of Skills

A key concept of this curriculum is the integrated approach to the teaching of language skills.

This is because Listening, Speaking, Reading and Writing complement one another in use, while Grammar simply sets the rules for speaking, reading and writing correctly. It is, therefore, advantageous, at this level, to adopt an integrated approach in the teaching of language skills.

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

Another issue worthy of note is the integration of laudable human values. This is not to shift the focus of language lessons to preaching these values. Small doses of these values are fused into literature and composition as well as reading and oral work.

Oral Language (Listening and Speaking)

Oral Language, referred to as "Listening and Speaking" in this syllabus, has the following sub-strands: Conversation/Everyday Discourse, Listening Comprehension and English Sounds. The purpose of each of these sub-strands is to encourage learners to listen carefully, and speak English with confidence. In B7 to B9 , the Grammar has been integrated into the Listening and Speaking as well as the Writing strand of the lessons. The teacher must give the sub-strands their due weight, balance and influence in the teaching process. Above all, the teacher must endeavour to get his/her learners to speak English, as much as possible, for them to be able to acquire effective skills in speaking the English Language.

Reading

The reading strand seeks to help learners acquire comprehension skills. In this regard, the teacher is encouraged to expose them to a variety of readingmaterials as well as reading comprehension strategies at the stages of the reading process (Pre-reading strategies such as skimming and scanning; while reading strategies like making connections with texts; Post-reading strategies such as comparing, contrasting and synthesising information within and acrosstexts, evaluating, drawing conclusions and expressing own opinion).

(underlined sentence is not clear in meaning)

Grammar

It is important to point out that at the primary school, grammar is basically internalised. 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 practised orally by every learner. As much as is possible, the learners must not be bothered with grammatical terminologies, definitions and lengthy explanations of abstract grammatical concepts.

© NaCCA, Ministry of Education 2021

Writing

The focus of writing in this curriculum is to prepare learners to be able to communicate ideas fluently and effectively through writing. The process approach to writing is recommended**.** This approach not only affords learners the opportunity to be actively engaged in their own writing but also, take ownership of their writing. The main stages of process approach are; planning, drafting, revising, editing and publishing.

- **Planning:** The planning stage is the stage where, among others, the learner is guided to generate and organise ideas and plan the structure of their writing.
- **Drafting:** At the drafting stage, an outline of the composition is developed using the points identified at the previous stage.
- **Revision:** During revision, the learner reads through the composition to effect any major changes regarding the content, the language and organisation of the piece.
- **Editing**: Editing involves going through the composition once more to identify and correct minor errors such as wrong choice of words, wrong spelling and incorrect use of grammatical structures.
- **Publishing**: Publishing is the final stage of the process when the finished work is delivered.

Literature

Literature has one sub-strand: Narrative, Drama and Poetry. The purpose isto help learners develop the love for reading, appreciate oral and written literature and develop the skills of creative writing. To achieve this, learners must be exposed to a variety of reading materials and encouraged to do independent reading. Additionally, the teacher must create an environment that allows learners to discuss and share texts read with their peers and most importantly, freely express their views on texts read.

Reading Material

To help the teacher to achieve the indicators of the strand "Reading", a list ofthemes for reading has been provided below. The themes , which are not exhaustive, 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 materials. It is a requirement that each learner should read, at least, five books on different topics each term, that is, fifteen books per year.

The teacher is further encouraged to constantly look for other supplementary materials which will enhance the teaching/learning especially of the Oral Language and the Reading Strands. Materials that focus on moral, ethical and social values such as honesty, diligence, integrity are particularly recommended.

List of Suggested Themes for Reading

The following themes have 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 themes or select passages from other sources that will be of interest to learners at each class level.

© NaCCA, Ministry of Education 2021

Materials for reading must also include the basic types of prose: narrative, descriptive, expository and argumentative, as well as bits of drama/play and poetry.

The teacher should select relevant and interesting reading materials that will help improve learners' understanding and use of English at all levels – B7 to B9.

B7

1. Ghana's Natural Resources – Gold, Diamonds, Bauxite, Manganese, Timber, Water Resources, Oil and Gas
2. Mining
3. Environment – Degradation, Preservation
4. Industrialisation in Ghana
5. Energy Conservation
6. Diseases and their Prevention – Malaria, Diarrhoea, T. B., STIs, Cholera etc.
7. Festivals
8. Destruction of Water Bodies
9. Adolescent Reproductive Health
10. Entrepreneurship
11. Health – Exercise, Diet Etc.
12. Social Issues – Child Labour, Gender, equality, social inclusion, Child Trafficking, Child Abuse, Kidnapping, etc.
13. Education
14. Tourism
15. Technology

B8

1. Tourism
2. Values: attitude to work: Loyalty, Honesty, Courtesy, Assertiveness, Hard work, Patriotism, Tolerance
3. Engineering: Space Crafts, Architecture, Sculpture, Software development, Automotive etc.
4. Banking and Finance

© NaCCA, Ministry of Education 2021

5. Professions: Education, Medical, Judiciary, Trading, etc.
6. Inventions – Local and Foreign
7. Communication – E-mail, Internet, Print and Electronic Media
8. Diseases and their Control – Viral, Cancer, Skin etc. etc.
9. Agriculture
10. Environmental Degradation
11. Adolescent Reproductive Health
12. Entrepreneurship
13. Health - Exercise, Diet etc.
14. Social Issues – , Gender, Equality, Equity, child marriage ,Bribery and Corruption, Armed Robbery etc
15. Technology
16. Transport-Land, Air and Sea
17. Nature: The Natural Environment-Plants and Animals

B9

1. Governance – Forms (Communism, Socialism and Democracy)
2. Media – Social, Print, Audio, Visual etc.
3. Social, Moral & Cultural Values such as Honesty, Diligence, Patriotism,Commitment, Respect for Elders, Care for Public Property, etc.
4. Entertainment: Sports, Games, Music & Dance
5. Environmental Issues/Natural Disasters e.g. Floods, Bush Fires, Sanitation etc
6. Water Resources/Bodies
7. International Organisations - ECOWAS, AU, UN, WHO etc.
8. Drug Abuse
9. Climate Change
10. Entrepreneurship
11. Health - Health care, Pharmaceuticals, Exercise, Diet etc.

© NaCCA, Ministry of Education 2021

12. Education
13. Science and Technology
14. Entrepreneurship
15. Civic Education: Rights and Responsibilities

SCOPE AND SEQUENCE

S/N	STRAND	SUB-STRAND
1	Oral Language	1. Conversation/Everyday Discourse 2. Listening Comprehension 3. English Sounds
2	Reading	1. Comprehension 2. Summarising
3	Grammar Usage	1. Grammar 2. Punctuation and Capitalisation 3. Vocabulary
4	Writing	1. Production and Distribution of Writing 2. Text Types and Purposes 3. Building and Presenting Knowledge
5	Literature	1. Narrative, Drama and Poetry

© NaCCA, Ministry of Education 2021

BASIC 7

© NaCCA, Ministry of Education 2021

STRAND 1: ORAL LANGUAGE (LISTENING AND SPEAKING)

SUB-STRAND 1: CONVERSATION/EVERYDAY DISCOURSE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	**B7.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues** • Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standards for work, school and public offices and business settings. • Use appropriate language to participate in formal interactions. (No slang/jargon). • Identify informal conversations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, different situations in the classroom etc. • Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc. NB: Examples of informal language include; slang words, jargon, contracted forms and non-verbal communication.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.1.1.1.2. Ask questions that elicit elaboration and respond to others' questions in conversation • Identify words that can help give elaborate responses to questions in conversation (e.g. why, how, for what reason). • Engage in conversation using these words to elicit elaboration E.g.Ama: Do you think girls should study courses in the male dominated areas? Aziz: Yes Ama: Why do you think so? NB: Includes gender, equity, equality, and inclusion issues.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.1.1.1.3. Use appropriate language orally to describe experiences about oneself and others • Use o language: tense structures, variety of sentences, figurative expressions etc. o vocabulary: nouns, adjectives, adverbs, etc. to communicate 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.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Presentation**
	B7.1.1.1.4. Listen to and give accurate directions to familiar places • Use appropriate language (e.g. opposite, adjacent, a few metres away, ten minute-walk /drive, turn left/right) and landmarks (church, mosque, hospital, filling station, etc.) to give directions. • Direct different individuals using a range of these vocabularies and expressions appropriately to given locations.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

	B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication • Converse using appropriate voice (pace, volume, tone, stress) e.g. word and sentence stress. E.g.: **in**crease (noun) and in**crease** (verb). • Maintain eye contact (look in the eyes/face of the person speaking, maintain appropriate posture and facial expression) in conversation. • Engage in conversation using voice modulation and maintaining eye contact. Monitor how your partner shows this in the conversation. Demonstrate appropriate non-interruptive verbal and non-verbal cues/responses to show attention.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 1: ORAL LANGUAGE

SUB-STRAND 2: LISTENING COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	**B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information** • Identify key points: o intent or purpose of the message (e.g. to inform, persuade, instruct); o the speaker's enthusiasm and passion for the topic; o main idea (s) and supporting points. • Read out and cross check the information written.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text • Listen to and write key points from texts/speeches/presentations. • Discuss key points identified and share opinions.	**Communication and Collaboration** **Critical Thinking and Problem Solving** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 1: ORAL LANGUAGE

SUB-STRAND 3: ENGLISH SOUNDS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	**B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context** • Identify and produce pure vowels e.g. /a/, /i/, /e/ in context. • Articulate pure vowels clearly in speech.	**Communication and Collaboration** **Critical Thinking and Problem-Solving** **Presentation**
	B7.1.3.1.2. Produce pure vowel sounds (long vowels) in context • Identify and produce long vowels in context. E.g.: p**ar**t, p**ee**l, bl**oo**m. • Distinguish between long and short vowels in context. • Listen to and produce sounds as used in connected speech.	**Communication and Collaboration** **Critical Thinking and Problem-Solving**
	B7.1.3.1.3. Produce diphthongs in context (centring and closing) • Identify centring diphthongs e.g. /eə / /iə/ in context. • Identify closing diphthongs e.g. /au/, /ai/ in context. • Listen and distinguish between vowels and diphthongs in context. • Use vowels and diphthongs accurately in connected speech.	**Communication and Collaboration** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 2: READING

SUB-STRAND 1: COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	**B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts** • Engage narrative texts and create mental pictures to aid understanding. • Read fluently to build confidence. • Engage in meaningful interaction with text and peers. • Monitor for understanding and self-correct where necessary. • Make connections with what is read to own experiences.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.2.1.1.2. Use prediction to assess and improve understanding of texts • Make predictions about the content of a text using: o prior knowledge; o typographical and visual features; o text features; o organisational patterns; o organisational structure. • Ask questions to form ideas. • Answer questions to elicit understanding (meaning).	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts • Read a text closely for implicit meaning. • Write questions to guide reading. • Look back at questions as you read and create a link with text. • Provide and interpret evidence to support understanding. • Answer questions accurately. • Use the answers to identify the main idea of the text.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.2.1.1.4. Use text structure to understand and read texts independently • Interact with a variety of texts. • Examine the topic sentences that give clues to a specific structure. • Identify how the structure (how the information is organised) of the text influences meaning. These may include: o description, o sequence, o problem and solution, o cause and effect and o compare and contrast. • Use a graphic organiser to make a chart of the text structure. • Write paragraphs that follow a specific text structure. • Read independently and identify how text structure helps with understanding other texts.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.2.1.2: Read, comprehend and interpret texts	**B7.2.1.2.1. Identify the main text features of a non-literary texts** • Use samples of varied texts such as non-fiction – articles, formal letters (business letters, newsletters), etc. to identify text features (Print, Graphic, and Organisational): o Print Features: title, heading/sub-heading, bold Print, italics, caption, etc. o Graphic Features: Photograph with or without caption, Drawing, Diagram, Map, Graph, Chart, etc. o Organisational Features: Table of Content, Index, Glossary, etc. • Discuss how the text features aid in the comprehension of a text. E.g. o ***A title*** indicates the topic, subject matter or the main idea of an entire text. o ***Bold print*** signals important vocabulary and/or a phrase that is integral to understanding the content of a text.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts • Write out essential questions. • Read the text. • Make connections between texts and personal experiences. • Research or make inferences and share opinions on biases and facts in texts. • Distinguish between facts and opinions in a range of non-fiction texts. Interpret the different attitudes exhibited by the choice of words in texts to support understanding.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences • Read a variety of texts discussing the main ideas. • Identify how a writer's choice of words and intentions contribute to meaning. • Differentiate viewpoints with textual evidence. • Examine the impact of different viewpoints and how these contribute to meaning.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 2: READING

SUB-STRAND 2: SUMMARISING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.2.2.1: Demonstrate an understanding in summarising	**B7.2.2.1.1. Use summarising to understand key ideas in a range of texts** • Read a variety of passages and identify the main ideas. • Analyse and decide what is important. o Do not write the same words as the author. o Think and write in your own words. o Ask, "What is the whole write up about?" • Restate or map out the gist/main idea and key details. • Put up a defence for the choice/ answer. • Restate the main ideas in own words.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece	**B7.2.2.2.1. Determine and analyse central and supporting ideas of texts** • Read a variety of texts for main ideas. • Identify the main idea/topic sentence in the paragraphs. • Identify supporting details and how these relate to main details in texts. • Summarise main ideas of texts in own words and peer edit it.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 3: GRAMMAR USAGE

SUB-STRAND 1: GRAMMAR

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	**B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts** • Identify noun types (common, proper, countable and uncountable, concrete) from passages. • Construct sentences using noun types. • Categorise plural noun forms (emphasis on irregular nouns) in passages e.g. *mouse – mice, child – children, sheep – sheep, half – halves.* • Use plural noun forms in paragraphs.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**
	B7.3.1.1.2. Use types of pronouns accurately in speaking and texts • Explore the use of types of pronouns in narratives: o Personal Pronouns o Possessive Pronouns o Relative Pronouns o Reflexive Pronouns o Interrogative Pronouns o Demonstrative Pronouns • Use pronouns in contextual sentences.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.3.1.1.3. Explore accurate use of adjectives in texts • Recognise the effective use of adjectives in paragraphs: o directly before nouns. E.g. Asiedu is an *excellent* singer. o with the verb "to be" to describe the subject of the sentence. E.g. Adzo was very *tired.* • Use adjectives with sense verbs (sight, taste, smell, touch, hearing) or verbs of appearance to modify the nouns, which come before the verb. E.g. The fish *tasted* awful. He *seemed* very upset.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.3.1.1.4. Relate forms of verbs to everyday activities (Tense & Aspects) in context, role play, radio, TV, films and narratives Present Tense 1. Identify the use of verbs that show present tense and aspect in sentences o simple present tense – I *wash* a car. o present progressive – I *am washing* a car. o present perfect – I *have washed* the car. o present perfect progressive – I *have been washing* the car Past Tense 2. Identify the use of verbs that show past tense and aspect in sentences: o simple past tense – I *washed* the car. o past progressive – I *was washing* the car. o past perfect – I *had washed the car.* o past perfect progressive – I *had been washing* the car.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.3.1.1.5. Use adverbs to modify verbs accurately at the phrase and sentence level 3. Recognise the effective use of adverbs in paragraphs; o to give more information about the verb. E.g. She *slowly* entered the room. o to give more information about the adjective. E.g. The test was *extremely* difficult. 4. Explore using the first adverb to give more information about the second adverb in sentences. E.g. The cheetah runs *incredibly* quickly.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse • Explore sentences using coordinating conjunctions. E.g. *for, and, nor, but, or, yet,* and *so.* • Construct sentences using correlative conjunctions. E.g. *either... or, neither... nor,* and *not only... but also.* • Use subordinating conjunctions to link ideas. E.g. *because, since, as, although, though, while,* and *whereas.* • Use adverbs that function as conjunctions in sentences. E.g. *until, after,* or *before.*	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play) • Use complex prepositions (more than one word) in constructing sentences. e.g. *consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of* (hard work), etc. E.g.: o The tree is *in front* of the house. o The prefect spoke *on behalf* of the class. • Use complex prepositions to express: o place e.g. *near/close to, in front of, out of, far from, by the side of*, etc. o time e.g. *in time of, about to, during the course of, at noon, for one week*, etc. o reason e.g. *due to, because of, on account of, as a result of,* etc. o concession e.g. *in spite of, apart from etc.*	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.3.1.1.8. Identify and use determiners in speaking and texts • Identify determiners from texts. o **Articles** are the most popular types of determiners. E.g. *definite article 'the,' indefinite 'a,'* and *'an.'* o **Possessives** provide context in a sentence by informing the reader what belongs to the subject, such as *'our,' 'your,' my,' 'their,' 'her,' and 'his'.* E.g. Her car is over there. o **Demonstratives** (*that, this, there, these, and those*) identify an object based on its location. • Use determiners in sentences and paragraphs. E.g. ***That*** *cat is very fat.* ***An*** *apple fell from* ***the*** *tree. Is* ***your*** *coffee on* ***the*** *counter?*	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.1.2: Demonstrate command of structural and functional use of sentences	**B7.3.1.2.1. Identify and use subject and predicate in text** • Distinguish elements of a sentence. • Use the knowledge of the composition of subject. • Know the composition of predicate of a sentence.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
B7.3.1.3: Demonstrate command of structural and functional use of sentences.	**B7.3.1.3.1. Demonstrate command and use of compound sentences** • Construct independent clauses. E.g. *Kofi arrived late.* *He missed the exam.* • Join two or more independent clauses to form compound sentences using coordinating conjunctions (and, but, or, so, etc.) • Analyse compound sentences to identify the various independent clauses in them.	**Communication and Collaboration** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.1.4: Apply knowledge of clauses in communication	**B7.3.1.4.1. Use dependent and independent clauses appropriately in speaking and writing** • Recognise sentences as independent/dependent clauses in texts. E.g. *We danced at the party* all night long. • Construct sentences by combining dependent and independent clauses.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.1.5: Demonstrate understanding of the use of conditional tenses in communication	**B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result** • Construct simple sentences using the future time, e.g. We will go home tomorrow. • Construct complex sentences and analyse them to show the main clause and the subordinate clause(s). e.g. When we came, they were at a meeting. *When we came* – subordinate clause *They were at a meeting* – main clause • Use if- clauses appropriately in communication (to indicate varied possible conditions and their possible results). e.g. If it rains, we will get there late. • Analyse given conditional sentences (main clause and subordinate clauses). **Note: In a Type 1 conditional sentence, the tense in the 'if ' clause is the simple present, and the tense in the main clause is the simple future. E.g. I will be happy if you come to my party.** ***The 'If clause' is the condition while main clause is the result and the order of the clauses are not fixed. Conditional sentence Type 1 is used to communicate real situations.***	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.1.6: Demonstrate mastery of use of active and passive voice	**B7.3.1.6.1. Use passive sentences for a range of functions** • Use the passive voice to: o describe processes. o talk/write about past actions (**when we do not know** who did them). o talk/write about past actions (**when we know** who did them). o write reports and other formal texts. • Construct sentences in the active voice (subject, verb and object). E.g. The class won the game. • Reconstruct active sentences into the passive voice. E.g. The game was won by the class.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.3.1.6.2. Demonstrate use and command of reported speech • Compose sentences in the direct speech and change them to reported speech. • Report what people say in formal and informal situations. e.g. 'She agreed she would meet me after school.' 'He regretted he was busy on Saturday and wouldn't be able to come.' 'You admitted there wasn't any homework.' 'He reported he had been walking along the road when the car hit the tree.' • Compose news reports.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.1.7: Show understanding and use of question tags in communication	**B7.3.1.7.1. Use question tags accurately** • Listen to dialogues involving question tags. • Identify statements with question tags. e.g. 'You're not going to play football today, are you?' 'You like tea, don't you?' 'She's older than me, isn't she?' • Compose statements with question tags.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 3: GRAMMAR

SUB-STRAND 2: PUNCTUATION AND CAPITALISATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication	**B7.3.2.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts** • Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts. • Correct punctuation errors in paragraphs.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 3: GRAMMAR
SUB-STRAND 3: VOCABULARY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.3.1: Demonstrate appropriate use of vocabulary in communication	**B7.3.3.1.1. Apply vocabulary appropriately in specific contexts** • Use appropriate vocabulary in specific contexts and situations. E.g.: 1. When asking for and giving advice ***Asking for advice:*** o I need some advice. I've no idea what to do. o What do you think I should do? o What would you recommend? o What would you do if you were me? o Do you think I should ...? ***Giving advice: possible suggestions*** o You could always … (go to the shop and ask for an exchange). o My advice would be to ... (take it back and ask for a refund). o What you need to do is ... (make a copy in case the original gets lost). o One thing you could do is ... (read your speech/presentation to a friend). 2. When agreeing and disagreeing ***Agreeing:*** o I tend to agree with you. o That's a good idea. o I'm with you on that point. o I'll go along with that.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	Disagreeing: o I see things differently. o I tend to disagree with that idea. o I agree up to a point. However, ... o You have a point there, but ... 3. when ordering food in a restaurant 4. when speaking at a friend's birthday party 5. when in conversation with peers, adults etc.	
B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	**B7.3.4.1.1. Explore the use of proverbs to enrich communication** • Identify and examine proverbs in context to figure out their meanings. • Find Ghanaian proverbs to match the English ones identified. • Use proverbs to construct meaningful sentences.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING

SUB-STRAND 1: PRODUCTION AND

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	**B7.4.1.1.1. Use cohesive devices (pronouns, punctuations and conjunctions) to link sentences** • Consolidate basic understanding of compound sentences using conjunctions (connectives): *nor, or, so, then, yet.* • Write complex sentences using subordinating conjunctions: o time clauses: *when, before, after, since, while, as, until* o conditional clauses: *if, unless* o purpose clauses: *in order to, so that* o reason clauses: *because, since, as* o result clauses: *so that* o concessive clauses: *although, though, while* o place clauses: *where, wherever* o clauses of manner: *as, like, the way.* • Use pronouns to connect ideas in paragraphs: E.g. - subject pronouns (he, she, they, etc.) - object pronouns (me, him, them, etc.) - demonstrative pronouns (these, this, those, that) • Use appropriate punctuation (question, exclamation, full-stop, comma, quotation (speech) marks). **NB.** Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text (i.e. a text in which sentences and paragraphs are linked together to show meaning and beauty).	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.4.1.2: Create different paragraphs on a given topic	**B7.4.1.2.1. Organise information in a logical manner.** • Write a paragraph beginning with topic (main) sentence and supporting sentences. • Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type (narrative, descriptive, instruction (directions), persuasive, explanation (notice), etc.). • Use logical connectors to link sentences in a paragraph: o ordering ideas: *firstly, secondly, finally, etc.* o addition: *moreover, furthermore, in addition, etc.* o similarity: *similarly, likewise, in the same way, etc.* o contrast: *however, nevertheless, although, though, on the other hand, etc.* o cause/effect: *because, therefore, as a result, consequently, etc.* o sequence in time: *next, soon, after, then, later, suddenly, afterwards, etc.* **NB.** Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text (i.e. a text in which sentences and paragraphs are linked together to show meaning and beauty).	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING

SUB-STRAND 2: TEXT TYPES AND PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts	**B7.4.2.1.1.Write personal narratives using effective techniques incorporating descriptive details and logical event sequences.** • Plan and record ideas detailing personal experiences or past events: o Use: - descriptive details (setting, experiences or series of events). - first-person point of view to convey feelings, experiences and thoughts. - appropriate grammatical structures. ▪ adjectives and adjective phrases for producing vivid descriptions ▪ adverbs and *adverbials* for describing how an action has been carried out ▪ connectors for showing sequence of events ▪ direct and indirect speech for variation and adding interest ✓ nouns and noun phrases (e.g., participants, objects) ✓ prepositions and prepositional phrases ✓ first-person pronouns • Edit/Proofread the writing for sense, meaning and effect (targeted audience reaction). • Publish writing using different media including ICT.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.4.2.1.2. Use precise (technical) vocabulary, phrases and sensory language to convey a vivid mental picture of people and experiences • Describe people using precise words *(e.g. He* ***staggers,*** to say precisely how someone walks), phrases and sensory details (words that appeal to sight, sound, smell, taste, and touch). • Use appropriate grammatical structures: o adjectives and adjective phrases for producing vivid descriptions in paragraph o adverbs and *adverbials* for describing how an action has been carried out o connectors to show sequence of events and extend ideas o direct and indirect speech for variation and adding interest o nouns and noun phrases (e.g. participants, objects) o prepositions and prepositional phrase o first-person pronouns • Revise and edit the writing for sense or meaning, and effect (emotional reaction). • Proofread to self-correct or peer-correct.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.4.2.1.3. Create advertisements to persuade a given audience to take decisions on products and services • Compose advertisement for the sale of products, services, events following appropriate format/style using process approach: e.g. o Title o body – information about the product or service including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?) • Use: o the simple present for conveying timeless statements and facts o modals or imperative(command) for persuasive effect and hedging o mental verbs (e.g. I think, I believe) for conveying a viewpoint o verb phrases o rhetorical questions and repetition for persuasion • Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). • Publish writing using different media including ICT	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.4.2.1.4. Compose a paragraph to explain a process, social and natural phenomena (how to do or use something, how something works) • Write the steps taken to do or make something or how something works (e.g. rules of a game or sport, recipes, instructions on how to use a device, volcanic eruption, flooding) by: o writing the aim of the text o listing the materials needed o sequencing and/or describing items to be carried out or conditions to be observed o using appropriate text features (e.g., main headings, sub-headings, diagrams/illustrations, bullets/numbering) • Use: o adjectives and adjective phrases for describing materials and objects o connectors for showing sequence in steps o nouns and noun phrases (e.g., ingredients in recipes) o quantifiers for indicating amounts of ingredients and materials o simple present for indicating the timeless nature of procedures	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**
B7.4.2.2: Apply writing skills to specific life situations	**B7.4.2. 2.1 Compose informal letters on varied topics using appropriate format** • Identify features of informal letters (writer's address, date, salutation, body, subscription, name). • Use the correct features of informal letters appropriately. • Write informal letters on a range of themes to friends and relatives. (E.g. of themes; school life, excursions, games, festivals etc.). • Correct errors of informal letters written by others.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.4.2. 2.2 Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format • Identify features of formal letters (writer's address, recipient address, date, heading, salutation, body, subscription, signature, name, etc.). • Write formal letters to offices. (E.g. to the Headmaster/mistress, the Director of Education, the Assembly Man/woman, the SMC chairman/ chairperson, the PTA Chairman etc.). • Correct errors of formal letters written by others. • write notices to class or club members to provide updates on rules, schedules or programmes. • Create a variety of media texts for different purposes and audiences using appropriate forms, conventions, and techniques. • Reflect on and identify strengths, areas for improvement, and the strategies found most helpful in understanding and creating media texts. • Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). • Publish writing using different media including ICT.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.4.2. 2.3. Take notes for academic and other purposes • Identify and record: o source information (title, author, date etc.) o headings to help you identify the key topics o key points, examples, names, new ideas o triggers to make your notes more memorable – such as mnemonics, colour or drawings. o further reading and ideas to follow up later. • Identify and select key ideas. • Organise ideas and make connections. • Plan and structure written assignments. • Write notes while listening to the teacher, reading a text, viewing a video recording or revising. • Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). • Record/represent writing in a flow chart, illustrations and notes in other media including ICT.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.4.2.2.4. Design notices and posters for different purposes and audiences • Write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on a school excursion, notices on voluntary cleaning etc.) • Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). • Record/represent writing in a flow chart and illustrations and other design packages including ICT.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**
Writing the article	**B7.4.2. 2.5. Write articles on given issues for publication in class and club magazines.** • Identify the topic for, purpose of, and audience for article writing. • Generate ideas about more challenging topics and identify those most appropriate for the purpose. • Write, using a variety of strategies and a wide range of print and electronic resources. • Sort and classify ideas and information for writing a variety of articles. • Write articles of different lengths on given issues for publication(e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, issues on gender and inclusion, web page, blog, or zine).	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.4.2.2.6. Create dialogues between two interlocutors on different themes • Compose dialogues of different lengths on given topics by using the following strategies: o say the dialogue out loud o keep your dialogue brief and impactful o give each character a unique voice o add world-appropriate slang o be consistent with the characters' voices o remember who they are speaking to o avoid long dialogue paragraphs o cut out greetings • Use appropriate grammatical conventions and structures e.g. o capitalisation o use of speech (quotation) marks o comma o question mark where needed o full-stops	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING

SUB-STRAND 3: BUILDING AND PRESENTING KNOWLEDGE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.4.3.1: Research to build and present knowledge	**B7.4.3.1.1. Identify and record information from non-text sources (figures and tables), organise and present it in writing** • Identify and record: o source information (title, author, date etc.) o headings to help you identify the key topics o key points, examples, names, new ideas o triggers to make your notes more memorable – such as mnemonics, colour or drawings. o further reading and ideas to follow up later. • Identify and select key ideas. • Organise ideas and make connections: (Write sentences to describe simple graphical data accurately). • Edit/Proofread the writing for sense or meaning, and effect. • Record/represent writing in a flow chart, illustrations and notes in other media including ICT. • Describe simple graphical data in words during presentation.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 5: LITERATURE

SUB-STRAND 1: NARRATIVE, DRAMA AND POETRY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	**B7.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning** • Narrative o Identify and distinguish between the types of oral narratives: folktales, myths and legends. o Write simple folktales, myths and legends. • Poetry o Read aloud and distinguish between the types of poetry by function (African poems such as dirges, lullabies, war and praise songs) paying attention to the rhythmic variations. o Discuss the cultural and social significance of the poems. o Write and recite poems (African poems such as dirges, lullabies, war and praise songs). • Drama o Read and listen to traditional drama (drama according to social function: outdooring, puberty rites, marriages, festivals and enstoolment/enskinment etc.) texts. o Distinguish types of traditional drama according to their social functions. o Determine cultural/social significance of drama. o Act or perform a traditional drama.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.5.1.1.2. Analyse the elements of written literature (narrative, drama, or poetry) • Narrative o Identify and describe the plot, setting, characters. o Compare plot, setting and characters between two texts. o Compose and read out simple narratives. • Drama o Identify and describe the plot, setting, characters. o Compare plot, setting and characters between two texts. o Compose and act out a simple drama. • Poetry o Read and distinguish between poems looking at the different types and functions. o Discuss and make connections with values in poems o Compose and perform poems illustrating values e.g. love for neighbour, respect for one another and public property etc.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.) • Identify the use of basic literary devices in selected genres (poetry, narrative and drama). • Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc).	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

BASIC 8

© NaCCA, Ministry of Education 2021

STRAND 1: ORAL LANGUAGE (LISTENING AND SPEAKING)

SUB-STRAND 1: CONVERSATION/EVERYDAY DISCOURSE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	**B8.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues** • Converse using appropriate register (informal language) in everyday situations, e.g. about a football match, at a fast-food joint etc. • Converse using appropriate register in formal situations e.g. making reservations at a travel and tour office, inviting the District Chief Executive to a function in your school.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B8.1.1.1.2. Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion • Use open ended questions (e.g. why is it…, how can…,) in conversation on texts/ topics/issues. • Examples of texts/issues/topics are cultural practices, peace and patriotism. E.g.: Tetteh: "It is December. Why is it raining so heavily?" Naa: "I think…" Tetteh: "How can this…?"	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.1.1.1.3. Use appropriate language orally to describe familiar places and events • Identify descriptive language e.g. adjectives and words that appeal to the senses (foggy, creepy, tingling, piercing, tantalising, stale, bumpy, staggering), figurative language (simile, metaphor, etc.) and adverbs. • Describe familiar places and events e.g. a tourist site, a durbar of a festival.	**Communication and collaboration** **Critical Thinking and Problem Solving** **Personal Development and Leadership** **Presentation**
	B8.1.1.1.4. Listen to and give accurate directions of complex routes to different locations • Listen to and identify vocabulary and expressions used in giving accurate directions to complex locations e.g. street names, complex prepositions (in between, etc.), quite a distance, a day's journey, etc. • Use relatively permanent landmarks as guides to specific locations e.g. high-rises, supermarkets avenues churches, mosques, schools, hospital, etc. • Use these in giving directions to complex locations e.g. from the airport to the Jubilee House.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.1.1.1.5. Demonstrate appropriate turn taking for effective oral communication • View turn taking in conversations (e.g. between friends, at a snack bar,) meetings (e.g. class/ club/ Student Representative Council meetings) and round table conferences (e.g. executives of societies/ clubs at a district conference). • Use the different strategies to show turn taking (e.g. listening patiently while keeping eye contact/noting points for further clarification using a toy microphone, flag, word cards) in conversations and discussions on varied topics/issues. • Use body language, gestures, eye contact, signal interest and attention through appropriate expressions and posture to involve others in the conversation. • Demonstrate effective turn taking in everyday discourse and discussions on varied topics/issues.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 1: ORAL LANGUAGE

SUB-STRAND 2: LISTENING COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	**B8.1.2.1.1. Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information** • Listen to and note important issues in a range of level-appropriate dialogues/discussions by more than one speaker. e.g. message, mood, tone. • Listen to and compare the issues in the dialogues/discussions by more than one speaker with what was noted in first listening. • Identify implicit meaning based on vocabulary/language used in the selected dialogue or discussion.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**
	B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text • Listen and write down key information from texts/talk shows/news. • Discuss the key information from texts and add opinions.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 1: ORAL LANGUAGE

SUB-STRAND 3: ENGLISH SOUNDS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	**B8.1.3.1.1. Produce consonant sounds in context (plosives)** • Listen to and identify plosives in context e.g. /p/, /t/, /g/. • Distinguish between voiced and voiceless plosives in context e.g. /b/ and /p/. • Use plosives in connected speech.	**Communication and Collaboration** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**
	B8.1.3.1.2. Produce consonant sounds (fricatives) in context • Listen to and identify fricatives in context e.g. /f/, /v/, /ɵ/ /ð/ • Distinguish between voiced and voiceless fricatives in context e.g. /f/, /v/. • Use fricatives in connected speech.	**Communication and Collaboration** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.1.3.1.3. Produce consonant sounds (nasals and affricates) in context • Distinguish between nasals sounds e.g. /m/,/n/ in context. • Distinguish between affricates in context e. g. /ʧ/ and /ʤ/. • Listen to nasals and affricates in context e.g. /m/, /ʧ /. • Use nasals and affricates in connected speech.	**Communication and Collaboration** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 2: READING

SUB-STRAND 1: COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	**B8.2.1.1.1. Use Monitoring and mental visualisation to engage and understand non-fictional texts** • Read narrative texts and create mental pictures to aid understanding. • Identify the basic information and then move to more complex and detailed information as arranged in texts. • Underline main ideas of the text and how they add to meaning. • Engage in meaningful interaction with text and peers.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**
	B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts • Make connections with your prior knowledge and experiences. • Think critically ahead and ask own questions. • Re-read/ skim portions of the text to better understand or to recall facts about events. • Restate the gist/main idea and key details. • Monitor your understanding of the text. • Explain and support personal response to text. • Develop own experience using textual evidence. • Generate thought-provoking questions.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts • Have a specified purpose for your reading • Read the text closely for interpretation. • Think actively as you read and monitor for comprehension. • Make connections between texts and your prior experience to build confidence. • Think about the sequence of events in the text. • Identify and restate the key words in the questions and relate to the text. • Generate relevant answers to different types of questions. o Right there questions o Think and search questions o Author and you questions o On your own questions	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
B8.2.1.2: Read, comprehend, interpret texts	**B8.2.1.2.1. Identify the main text features of non-fiction texts** • Read a text closely for interpretation. • Make connections between the text and your prior experience. • Generate relevant answers to questions.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.2.1.2.2. Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyse text • Read age-appropriate texts. • Use contextual cues to understand the text. • Identify ways that any of the cues help with meaning. • Identify ways through which cues like date of writing/author/culture influence the writing to help with meaning. • Find other texts and use contextual cues to help with meaning.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**
	B8.2.1.2.3. Read silently and answer more complex comprehension questions on texts /passages • Read a text closely for interpretation. • Make connections between texts and prior experience. • Read silently to comprehend a text. • Answer questions appropriately.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts • Read a text closely for interpretation. • Interpret the text, citing evidence to support ideas that help with implicit meaning. • Generate relevant answers to questions.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B8.2.1.2.5. Generate simple themes from a text and apply to different situations • Read a text closely for interpretation. • Identify the main ideas. • Generate simple themes from the text. • Gather relevant details to support the themes. • Apply these themes to relevant situations.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B8.2.1.2.6. Examine the connections between a text and other points of view • Read a text closely for interpretation. • Make connections between the text and your prior experiences. • Make connections between the text and different viewpoints. • Identify relevant answers to questions and provide evidence.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political) • Read a text closely for interpretation. • Use word formation strategies to expand vocabulary. • Use appropriate vocabulary in sentences and to the situation.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B8.2.1.2.8. Integrate appropriate grade level vocabulary in different contexts • Use grade level-appropriate texts to identify the needed vocabulary. • Integrate the vocabulary in different contexts. • Use the vocabulary in meaningful sentences.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary	**B8.2.2.1.1. Determine the central idea in paragraphs and analyse to identify supporting ideas** • Read a text for information. • Identify the most important/central idea in the paragraphs that make up the text. • Eliminate unnecessary information as you write down the main ideas. • State details in own words as far as possible. • Summarise the ideas in specific detail.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 3: GRAMMAR AND GRAMMAR USAGE

SUB-STRAND 1: GRAMMAR

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	**B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences** • Identify and use plural forms of compound nouns correctly in a variety of communication. E.g.???????????(No example??)	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Personal Development and Leadership** **Presentation**
	B8.3.1.1.2 Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing • Construct sentences with relative pronouns that relate to human beings (who/whose/that). E.g. The boy (who/that) won the competition is Kwame. The girl whose picture you sent me is now our prefect. • Construct sentences with relative pronouns that relate to non-human entities (which/that). The car (which/that) is sprayed dark brown is for Bashiru. • Use relative pronouns to join two independent clauses together. E.g. *I like friends. They are helpful.* I like friends **that** are helpful.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global citizenship** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse • Use adjectives to provide vivid descriptions of participants: o opposing sides in a football match e.g. The team captain arrived wearing **bushy** hair. o settings (urban, rural, environment) E.g.: The hotel is situated in a **serene** environment. o materials (textile/cloth) o objects etc.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Cultural Identity and Global citizenship** **Presentation**
	B8.3.1.1.4. Use verb forms correctly when talking about future events Future Time 1. Use the future form of verbs to talk/write about future events. o simple future– I will *wash* my clothes. o future progressive – We *shall be doing* the dishes. o future perfect – They will *have washed* their clothes. o future perfect progressive – He will *have been washing* his clothes.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.3.1.1.5. Demonstrate command of the knowledge of adverbs • Use adverbs to modify adjectives e.g. That was a very **funny** comedian. • Use adverbs to pre-modify another adverb. E.g.: I saw many **very fast**-moving vehicles on the road. • Use adverbs to pre-modify prepositions or prepositional phrases. E.g.: The bullet went right through the shooter. o Use adverbs to pre-modify: - **indefinite pronouns**, e.g. Nearly everybody bought the same vehicle. - **pre-determiners**, e.g. I paid more than three thousand Ghana Cedis for the laptop. - **cardinal numerals,** e.g. We will stay for about three weeks.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Presentation**
	B8.3.1.1.6. Demonstrate command of use of prepositions in speaking and writing • Use different types of prepositions to convey a variety of meanings: o Time – I'm just going to study f**or** two hours. o Place – We slept under the canopy. o Movement – She doesn't like running her bike up the hills. o Agent – This book is written by Ama Ata Aidoo. o Direction – She went to the Boomerang Club. o Instrument – Kwame comes **by** train daily.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
Please check the numbering in red highlight	**B8.3.1.5.2. Demonstrate command of the use of reported speech** • Compose text using reported speech. • Report questions in different situations. e.g. She asked, "When will Genevieve meet Alfred at the school?" – *directspeech* She wanted to know when Kofi would meet Alfred at the school. - *reported speech* • Use reported speech to talk/write about past events. • Write news reports.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Presentation**
B8.3.1.6: Show understanding and use of question tags in communication	**B8.3.1.6.1. Demonstrate command of question tags** • Use question tags in everyday expressions. E.g. You're not going to play football today, are you? You like tea, don't you? She's older than me, isn't she?	**Communication and Collaboration** **Digital Literacy** **Critical Thinking and Problem-Solving** **Personal Development and Leadership** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 3: GRAMMAR

SUB-STRAND 2: PUNCTUATION AND CAPITALISATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication	**B8.3.2.1.1. Use punctuation marks (colon, semi-colon, apostrophe) in context** • Use a colon to: o introduce a list. o introduce speech in plays. o separate chapters from verses. o separate hours from minutes. • Use a semi-colon to: o separate two independent clauses when a coordinating conjunction is not used. o separate different items in a list that has commas. • Use an apostrophe to: o show possession in singular and plural nouns. o indicate indefinite case of possessive pronouns o indicate possessive form of the last word in compound nouns o show names of business firms o show contraction. • Construct texts and punctuate them correctly.	**Communication and Collaboration** **Creativity and Innovation** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 3: GRAMMAR
SUB-STRAND 3: VOCABULARY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	**B8.3.3.1.1. Use vocabulary appropriately in speaking and writing** • Use word relationships (synonyms, antonyms, analogy) in context. • Use connotations (associations) of words with similar denotations.	**Communication and Collaboration** **Creativity and Innovation** **Personal identity and Leadership** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING

SUB-STRAND 1: PRODUCTION AND DISTRIBUTION OF WRITING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	**B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices (e.g., connectors, pronouns, repetition of vocabulary or grammatical structures)** • Use logical connectors to create a cohesive paragraph. E.g. o time clauses: *when, before, after, since, while, as, until* o conditional clauses: *if, unless* o purpose clauses: *in order to, so that* o reason clauses: *because, since, as* o result clauses: *so that* o concessive clauses: *although, though, while* o place clauses: *where, wherever* o clauses of manner: *as, like, the way.* • Use pronouns to connect ideas in paragraphs. E.g. o subject pronouns (he, she, they, etc.) o object pronouns (me, him, them, etc.) o demonstrative pronouns (these, this, those, that) • Use repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning). • Use defining and non-defining relative clauses to expand sentences. • Use noun phrases, adjectival phrases and adverbial phrases to expand sentences.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	NB. Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text (i.e. a text in which sentences and paragraphs are linked together to show meaning and beauty).	
B8.4.1.2: Create different paragraphs within a composition on a given topic	**B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs** • Write paragraphs using different techniques to capture the reader's attention in introductory paragraphs, e.g. using anecdotes, facts etc. • Write introductory paragraphs showing how the sentences are organised in a logical sequence to create a coherence appropriate for the text type. • Use logical connectors to link sentences in a paragraph: o contrast: *however, nevertheless, although, though, on the other hand, etc* o cause/effect: *because, therefore, as a result, consequently, etc* o conditions: *if, provided that, unless, etc* **NB.** Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create cohesion and coherence and unity and completeness of paragraph.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING

SUB-STRAND 2: TEXT TYPES AND PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational, persuasive and argumentative texts	**B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences.** • Plan and record ideas detailing personal experiences or past events: o Use: - descriptive details (setting, experiences or series of events). - first person's point of view to convey feelings, experiences and thoughts. - appropriate grammatical structures. ▪ adjectives and adjective phrases for producing vivid descriptions ▪ adverbs and *adverbials* for describing how an action has been carried out ▪ connectors for showing sequence of events ▪ direct and indirect speech for variation and adding interest ✓ nouns and noun phrases (e.g., participants, objects) ✓ prepositions and prepositional phrases ✓ first-person pronouns • Edit/Proofread the writing for sense, meaning and effect (targeted audience reaction). • Publish writing using different media including ICT.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.4.2.1.2. Use precise words phrases and sensory language to convey a vivid mental picture of places and events • Describe places using adjectives such as ancient, beautiful, boring, bustling, charming and contemporary. • Describe events using words such as: ultimate, rare, far-off divine, violent, stellar, common, cross-cultural, unusual, unhinged, historic, freakishly, major, memorable, dire, huge, inexplicable, tortuous, unusual and significant. • Use appropriate grammatical structures: o adjectives and adjective phrases for producing vivid descriptions o adverbs and *adverbials* for describing how an action has been carried out o connectors for showing sequence of events o direct and indirect speech for variation and adding interest o nouns and noun phrases (e.g., participants, objects) o prepositions and prepositional phrases o first-person pronouns • Edit/Proofread the writing for sense, meaning and effect (targeted audience reaction). • Publish writing using different media including ICT.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Cultural Identity and global citizenship** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.4.2.1.3. Create shorter transactional texts to convince an audience to accept an opinion • Compose texts on advertisements, diary entries, postcards, invitation cards, etc. using the appropriate formats/style using process approach: e.g. o title o body – information about the product or service including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?) • Use: o the simple present for conveying timeless statements and facts o modals/imperative (commanding) verbs for persuasive effect o mental verbs (e.g. I think, I believe) for conveying a viewpoint o phrasal verbs (e.g. pick up, run into, turn down, come across) o appropriate persuasive devices such as rhetorical questions and repetition	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.4.2.1.4. Compose paragraphs that identify an issue, give details about it and suggest solutions • Analyse and write about a topic by identifying a problem and proposing one or more solutions: o Explain your solution clearly. o Give details about how this solution will solve the problem. o Explain who will be in charge and how it will be funded. o Give evidence that your solution will work (expert opinion, examples of when it has worked before, statistics, studies, or logical argument). • Write to show the following clearly in the body of a problem/ solution text. That the solution you provide: o will solve the problem. o is cost-effective. o is feasible to implement. o is a reasonable solution to the problem. o can stand up to possible objections. o is better than other solutions.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.4.2. 2: Apply writing skills to specific life situations	**B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format** • Write formal letters (request / complaint / application / thanks / congratulations / sympathy) • Correct errors of formal letters written by others. • Write notices to class or club members to provide updates on rules, schedules or programmes. • Identify and interpret media texts, highlighting overt and implied messages as evidence for their interpretations *(*e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience). • Create a variety of media texts (e.g. write emails to news editors to make suggestions, compliments or complaints) for different purposes and audiences using appropriate forms, conventions, and techniques. • Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). • Publish writing using different media including ICT	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.4.2. 2.2 Compose notes, brochures and flyers for different purposes and audiences • Compose flyers for different purposes. • Use: o Small size e.g. A5 paper o Eye-catching headline, slogan or logo o Brief description of a product o List of benefits or offers o Contact information e.g. website • Write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on school excursions, notices on voluntary cleaning etc.).	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Personal Development and Leadership** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.4.2.2.3. Write articles on given issues for publication in school magazines • Identify the topic, purpose, and audience for article writing. • Generate ideas about more challenging topics and identify those most appropriate for the purpose. • Writing, using a variety of strategies and a wide range of print and electronic resources. • Sort and classify ideas and information for writing in a variety of ways that allow manipulating information and see different combinations and relationships data gathered. • Identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies. • Determine whether the ideas and information gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary (e.g., check for errors or omissions in information using a T-chart). • write articles of different lengths on given issues for publication (e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page or blog).	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.4.2. 2.4. Create dialogues among multiple interlocutors on different themes • Writing dialogues of different lengths on given topics by using the following strategies: o Write the names of the characters on the left side of the page; o Use a colon after the name of the character who is speaking; o Use a new line to indicate each new speaker; o Advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken; o Sketch a scenario before you start writing.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B8.4.2. 2.5. Compose speeches for different purposes and occasions. • Write a speech by combining narrative, descriptive, explanatory and persuasive skills to make both logical and emotional appeals: o Tell what you are going to tell them (introduction). o Tell them (body). o Tell them what you told them (conclusion).	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING
SUB-STRAND 3: BUILDING AND PRESENT KNOWLEDGE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.4.3.1: Research to build and present knowledge	**B8.4.3.1.1. Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing** • Interpret non-textual elements, such as figures, tables, graphs and maps. • Use the information retrieved to support ideas/opinions in writing.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 5: LITERATURE

SUB-STRAND 1: NARRATIVE, DRAMA AND POETRY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	**B8.5.1.1.1. Analyse the types of characters in texts** • Narrative o Examine the different types of characters (round/dynamic and flat/static) in texts. o Compare different types of characters in two texts. o Create texts to illustrate different types of characters. • Drama o Examine the different types of characters (round/dynamic and flat/static) in texts. o Compare different types of characters in two texts. o Create texts to illustrate different types of characters. o Perform drama created.	**Communication and Collaboration** **Personal Development and Leadership** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**
	B8.5.1.1.2. Examine the features of different types of poems • Identify and recognise the types of poems (sonnet, acrostic, haikuetc.). • Compose different types of poems (sonnet, acrostic, haiku etc.). • Perform different types of poems.	**Communication and Collaboration** **Creativity and Innovation** **Critical Thinking and Problem-Solving** **Presentation**
	B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama) • Identify monologues and dialogues in texts. • Create dialogue and monologue using appropriate punctuation.	**Communication and Collaboration** **Creativity and Innovation** **Digital Literacy**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8.5.1.1.4. Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts • Identify the use of euphemism, hyperbole, onomatopoeia etc. in selected narrative, poetry and drama. • Use euphemism, hyperbole, onomatopoeia etc. in speech and writing.	**Personal Development and Leadership** **Communication and Collaboration** **Critical Thinking and Problem-Solving** **Digital Literacy** **Presentation**
	B8.5.1.1.5. Analyse the sequence of events in film/media, narratives and play scripts (drama) • Identify and narrate events **in film/media, narratives and play scripts (drama).** • Analyse events **in film/media, narratives and play scripts (drama).** • Create **film/media, narratives and play scripts (drama).**	**Communication and Collaboration** **Critical Thinking and Problem-Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

BASIC 9

© NaCCA, Ministry of Education 2021

STRAND 1: ORAL LANGUAGE (LISTENING AND SPEAKING)

SUB-STRAND 1: CONVERSATION/EVERYDAY DISCOURSE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	**B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue** • Identify some slang words and jargon accepted locally and internationally. • Use these in conversation on grade-level topics/texts/issues, e.g. informal (talking about music, sports, hobbies, going out with friends, social media,) the cause of poor academic performance. • Create and act scenes dialogues/skits on texts/issues/topics using both formal and informal register to distinguish characters. • Use appropriate register accurately in spontaneous conversation.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion • Use open ended questions to enable speaker link ideas of other speakers on topics/issues. E.g. o In your opinion, what are the views of people on…? o What are the views of people on…? o How do you think we should . . .? o Why don't you …? o Which of these do you prefer.....? • Listen attentively to viewpoints on topics/issues in a conversation and respond appropriately. • Engage in conversations on topics/issues with several speakers and respond to different views.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues • Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). • Discuss grade-level national issues with several speakers, using appropriate register and open-ended questions. • Identify and explain grade - level global issues e.g., violence, gender and inclusion, kidnaping, terrorism, child trafficking. • Discuss orally, grade-level global issues/topics using appropriate language e.g. Register/Vocabulary, phrasal verbs, idioms.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) • Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them. • Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 1: ORAL LANGUAGE
SUB-STRAND 2: LISTENING COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	**B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures** • Listen to and watch audio-visuals for about two hundred (200) words per two (2) minutes and write key information (message, theme, tone, mood, character) from them. Examples of audio -visual texts include: o Films o Television programmes o Documentaries o Recordings o Radio programmes o Music videos o Dramas • Make inferences (about purpose, intention, theme/ message) and simple connections to real life and personal experiences.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	• **B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively** • Listen to and identify key issues in level-appropriate texts/speeches/ dialogues e.g. argumentative texts, news, presentations. • Initiate discussions on ideas and share opinions on level-appropriate texts/speeches/dialogues. • Engage in conferences to discuss ideas noted from texts/speeches/ dialogues and express your own clearly and persuasively.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 1: ORAL LANGUAGE

SUB-STRAND 3: ENGLISH SOUNDS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	**B9.1.3.1.1. Produce /r/ and /l/ sounds in different positions in word** • Listen to and produce /r/ and /l/ in different positions in words. Positions in words o Beginning o Middle o End • Distinguish between the sounds and reproduce them in speech.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.1.3.1.2. Produce consonant clusters in context • Listen to texts and produce consonant clusters in context (e.g. pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc.). • Produce consonant clusters accurately in connected speech.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech • Listen to and produce mono and di-syllabic words in context (dialogues). • Listen to and write words containing di-syllabic words, e.g. travel, visit, etc. • Produce mono and di-syllabic words accurately in speech.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 2: READING

SUB-STRAND 1: COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.2.1.1: **Demonstrate increasing confidence and enjoyment in independent reading.**	**B9.2.1.1.1. Read a variety of grade level texts and demonstrate understanding** • Read a variety of age-appropriate texts for enjoyment and knowledge. • Set specific learning purposes to be achieved at the end of the reading task. • Apply appropriate strategies to answer questions on the texts.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.2.1.1.2. **Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)** • Read a variety of texts. • Identify texts that give general view of oneself and others. • Identify the different points of view through different approaches and texts**.** • Compare the views of others in achieving success. • Peer edit information gathered.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types • Gather samples of media messages/articles/stories kindle) from credible sources. • Critique these messages and suggest improvements. • Identify better ways to use the media for messaging. • Create your own articles/stories etc. and post using ICT.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.2.1.1.4. Expand various ideas and perspectives in texts • Read a level appropriate text. • Identify the main ideas and the writer's point of view. • Compare own ideas with other points of view. • Peer review other ideas. • Put ideas together to expand the different perspectives.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
B9.2.1.2: Read, comprehend, and analyse varieties of texts	**B9.2.1.2.1. Read given text, within a specific time, for specific information** • Read age-appropriate texts for the main ideas. • Read within given time for specific information. • Answer simple questions on the texts. • Peer review the information gathered.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.2.1.2.3. Make generalisations from text and link to real life situations • Read a text and identify specific patterns that form generalisations. • Identify the highest points and link to real life situations. • Modify portions of texts to suit the realities of life.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts • Have different types of texts: o narrative o expository o procedural • Compare the language, style, structure and purpose, as well as the ideas/themes/information in any two related texts. • Compare ideas through discussion, notes etc.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts /passages • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.2.1.2.6. Show the effect a text has on the reader • Identify different literary devices used by the writer • Link the effect of the devices to the meaning of the text. • Identify the impact of literary devices on the reader and howthey add to meaning.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.2.1.2.7. Interpret use of words/ phases (figurative, symbolic, sensory) in complex texts • Read a variety of texts. • Interpret text in simple sentences. • Identify the use of imagery for meaning;o The senses o Symbolism o Figurative language • Identify how language (words/ phrases) helps with interpreting meaning.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context • Identify the use of different registers for specific texts. • Read texts that make distinctions in language use for a variety of purpose. • Use the right vocabulary in complex sentences/paragraphs.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.2.1.2.9 Make conceptual connections between known and unknown words/phrases and analyse nuances of words/ phrases in texts • Read grade-appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyse the effect.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 2: READING
SUB-STRAND 2: SUMMARISING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary	**B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary** • Analyse a text. • Identify the main and supporting ideas. • Provide an objective summary on the text.Provide answer questions for summary questions.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 3: GRAMMAR USAGE

SUB-STRAND 1: GRAMMAR

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.	**B9.3.1.1.1. Use noun phrases accurately in context** • Use noun phrases in texts. e.g. i. I want **a dress** for Christmas. ii. **The brown kente vase** is up for sale. iii. **I saw a beautiful bird**. iv. **Kwaku lives in a blue dorm**. v. **Having been a chef**, he knew how to bake). • Determine and discuss the functions of noun phrases in texts. **Functions**: o subject of sentences – **The tall lady** teaches English in Bakano JHS. o subject complement – The man is **an awesome welder.** o direct object of transitive verbs – I like **the sleek Apple laptop.** o objects of prepositions – He bought a vehicle for **the winner of the race.** o apposition – My hometown, **Tamale**, is a wonderful place. Kwame Aidoo, **the class prefect of Grade 8**, is my friend.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing • Use adjective phrases to provide vivid descriptions of: o Participants - The **dazzlingly beautiful** winner walked down the aisle. The man **covered with mud** crawled his way out of the mudslide. o Settings – The journey begun on a rainy Monday morning. o Materials - Amma is wearing a bright coloured African print. o Objects - The old rickety bus stopped in the middle of the road.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.3.1.1.3. Use more complex phrasal verbs accurately in speech and writing • Identify phrasal verbs in texts and determine what they mean in context (come after, come along, blow up, make up, etc). • Use phrasal verbs in developing meaningful paragraphs.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions • Use adverb phrases to: o Describe how — e.g. Aysha passed the exam **quite easily.** o Describe where — e.g. I met Kwame **near the bridge.** o Describe why — e.g. The law was abolished **to end discrimination** of girls in school. o Describe when — e.g. The disgraced thief left the scene **as quickly as possible.**	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication	**B9.3.1.2.1. Use conditional sentences in communication to indicate an impossible condition in the past and its probable result** • Use if- clauses to construct conditional sentences (type 3) to refer to an impossible condition in the past and its probable result. E.g. *If I had worked harder, I would have passed the exam. You could have been on time if you had caught the bus.* • Construct and analyse given conditional sentences (1-3) into main clauses and subordinate clauses (*if*-clauses).	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.3.1.2.2. Use defining and non-defining relative clauses appropriately in speech and writing. • Apply the functions of dependent and independent clauses in sentences and texts.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.3.1.3: Demonstrate command of structural and functional use of sentences	**B9.3.1.3.1. Identify and use subject and predicate in texts** • Distinguish elements of a sentence. • Use the knowledge of the composition of subject. • Know the composition of predicate of a sentence.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
B9.3.1.4: Demonstrate mastery of the use of active and passive voice	**B9.3.1.4.1. Use passive forms appropriately in speech and in writing** • Change active to passive sentences. • Construct an opinion using active and passive sentences in speech and in writing.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.3.1.4.2. Demonstrate command of the use of reported speech • Use reported speech in oral communication. • Compose text using reported speech.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 3: GRAMMAR

SUB-STRAND 2: PUNCTUATION AND CAPITALISATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication	**B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context** • Use the dash to: o mark the beginning and the end of an interruption in a sentence. E.g. My son - where has he gone - will be happy to see you. o introduce an explanation of a word or an expression earlier mentioned. E.g. It was not a lion - it was a tiger - furiously lashing its way through the undergrowth. o introduce a list. E.g. Everyone needs good qualities – loyalty, discipline, honesty etc. • Use the hyphen to: o form compound words. E.g. father-in-law o join words in attributive compound. E.g. a well-known artist o join a prefix to a root word. E.g. co-ordinate o mark expressions that look the same but different. E.g. a poor-rate collection; a poor rate-collection. o separate two similar consonant or vowel sounds. E.g. pre-empt, Ross-shire etc. o indicate fractions or multipliers. E.g. two-thirds, hundred-folds etc	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	• Use the hyphen at the end of a line when writing to indicate that the word is not hyphenated. It is broken for lack of space. Such words should be broken at a syllable. E.g. education, information etc. o She gave me information about the lost boy. She gave me information about the lost boy. • Use the bracket to: o enclose something that is added to the sentence but not considered to be of major importance. o offer explanation to something that was said earlier. o enclose cross reference.	

© NaCCA, Ministry of Education 2021

STRAND 3: GRAMMAR
SUB-STRAND 3: VOCABULARY

CONTENT STANDARD	NDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	**B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts** • Demonstrate appropriate use of vocabulary in context.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING

SUB-STRAND 1: PRODUCTION AND DISTRIBUTION OF WRITING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	**B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures** • Use coordinating conjunctions to join clauses in compound sentences: *and, but, nor, or, so, then, yet.* • Use subordinating conjunctions to join clauses in complex sentences: o time clauses: *when, before, after, since, while, as, until* o conditional clauses: *if, unless* o purpose clauses: *in order to, so that* o reason clauses: *because, since, as* o result clauses: *so that* o concessive clauses: *although, though, while* o place clauses: *where, wherever* o clauses of manner: *as, like, the way.* • Expand sentences in to paragraphs using defining and non-defining relative clauses. E.g. *the men* **who stole the car** *were jailed.* (defining) *The women,* **who stole the car,** *were jailed.* (non-defining) Differences between the two may show in the comma marks. • Use noun phrases, adjectival phrases and adverbial phrases to expand sentences.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples) • Write paragraphs showing the topic sentence, minor and major supporting sentences using transitional devices to bring about cohesion and coherence, e.g. o and, again, and then, besides, equally important, finally, o whereas, but, yet, on the other hand, however, nevertheless o yet, still, however, nevertheless, in spite of,	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.4.1.2: Create different paragraphs a given topic (Please check for an omission here)	**B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies** • Write mixed paragraph (paragraph with the topic sentence located in the middle) and periodic paragraphs (paragraph with the topic sentence at the end) using transitional devices to create effect and purpose. • Organise sentences in a logical sequence to create coherence and beauty that sustains interest in an introductory paragraph. • Use logical connectors to link sentences in a paragraph: o ordering ideas: *firstly, secondly, finally, etc.* o addition: *moreover, furthermore, in addition, etc.* o similarity: *similarly, likewise, in the same way, etc.* o contrast: *however, nevertheless, although, though, on the other hand, etc.* o cause/effect: *because, therefore, as a result, consequently, etc.* o conditions: *if, provided that, unless, etc.* o sequence in time: *next, soon, after, then, later, suddenly, afterwards, etc.* • Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create cohesion and coherence and unity and completeness of paragraph.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING

SUB-STRAND 2:TEXT TYPES AND PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts	**B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood.** • Write descriptive essays using the following: o multiple, powerful adjectives for effect o sentence structure for effect e.g. frontloading, listing, climactic sentence structure • Make selective use of detail for effect when describing a character. • Proofread to self-correct or peer correct.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.4.2.1.2: Use different narrative techniques to manipulate time in a story. Compose narrative essays showing the following: • Backstory • Flashback and flash forward • Foreshadowing • Express feelings and thoughts through free writing on self-selected topics, using emotive/ sensory details	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.4.2.1.3.Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position • Compose an argumentative piece suitable following appropriate format/style using process approach. • Use: o the simple present for conveying timeless statements and facts o modals for persuasive effect and hedging o mental verbs (e.g. I think, I believe) for conveying a viewpoint o verb phrases • Write a rejoinder for publication noting the following: o An address to the rejoinder. (own address ....) o A date. After the address comes a date o A reference should be included. All **rejoinders** require references. o The recipient's address.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.4.2.1.4.Write an informative, explanatory text on a familiar or unfamiliar topic • Write an informational text to show how and why something happened: o Vividly describe a situation. o Give details of how a problem/situation occurs - show what needs to be done - indicate how it needs to be done - tell why it will work • Use appropriate, objective language to explain points. • Organise ideas and points in an information text logically. • Using selected topics, write reports that are devoid of decisions based on personal bias, cultural differences and any other criterion that cannot be measured or proven	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.4.2. 2: Apply writing skills to specific life situations	**B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format** • Formal letters Use appropriate text features (e.g., section headings in letters/email, main and sub-headings, bullets/numbering) to write various formal letters on a variety of themes. • Provide information, explain a situation and/or express points of view: • Describe, elaborate on and/or support/explain key points • Apply the appropriate format (e.g. salutation in letters/email, signing off for notes/letters). • Use formal language, avoid using short forms and abbreviations. • Edit/Proofread the writing for sense or meaning, and effect. • Publish writing using various media including ICT.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.4.2. 2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences • Write flyers or posters of varied kinds using: o Small size e.g. A5 paper o Eye-catching headline, slogan or logo o Brief description of product o List of benefits or offers o Contact information e.g. website o Include a visual and or a design element • Design an invitation card to incorporate the following: o Nature of the event o Where it will take place o Date and time (could include dress code) o Name of invitee (could include RSVP) o Could have a visual and or a design element • Write emails to contacts, parents or teachers ensuring that the following are present: o The recipient's address–which, in most cases, is the recipient's name and the server point. For example, aziz65*(name)*@*gmail.* (server). o CC: These may be additional recipients whose attention are called to the email. o Subject: This is a summary of the content of the email. o Message o Sender's name and contact.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.4.2. 2.3. Write articles (short reports, letters and case studies) on given issues for publication • Write short reports, case studies and letters to the Editor on given issues for publication, e.g. o Self-publication. o Letters to the Editor. o Newspapers & publications with a staff of writers. o Literary Magazines. o Other types of magazines. o Scholarly journals. o Webzines.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.4.2. 2.4. Compose speeches for different purposes and occasions. • Compose a speech: o Tell what you are going to tell them (introduction) o Tell them (body). o Tell them what you told them (conclusion). • Use the following to create effect: o Emotive adjectives e.g. 'Wonderful, magnificent, fantastic, disgraceful, shocking, outrageous.' o Tripling e.g. "It's your country, it's my country, it's our future!" o Repetition o Parallel sentence structure o Powerful imagery e.g. "I have a dream." o Use of 'we' to include everyone (inclusive language) e.g. "We all know… you and I agree…"	**Creativity and Innovation** **Communication and Collaboration** **Personal Development and Leadership** **Critical Thinking and Problem Solving** **Cultural Identity and Global Citizenship** **Digital Literacy** **Presentation**

© NaCCA, Ministry of Education 2021

STRAND 4: WRITING

SUB-STRAND 3: BUILDING AND PRESENTING KNOWLEDGE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.4.3.1: **Research to build and present knowledge**	**B9.4.3.1.1. Conduct short research projects based on focused questions, and present key findings in writing** • Identify issues of interest in your environment/school/community and conduct an investigation on them based on focused questions. E.g. Investigating into the different brands of a product and their prices, i.e., different brands of sachet/bottled water or variety of cocoa products (production and price). o **Sample research questions** What are the different types of cocoa products found in your area? How, where and from what is it produced? Manufacturing companies, prices, advertising and marketing? o Record, organise findings for presentation. o Make a list of references to avoiding plagiarism. o Individual/group presentation of findings. **NB**: Digital sources can be used to collect data (information).	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	**B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts** • Describe characters by their appearance, what they do, say, and what others say about them.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.5.1.1.2. Create monologues and dialogues narratives in play scripts • Identify monologues and dialogues in texts. • Create dialogue using appropriate punctuation.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama • Identify and explain the key events in film/media, narratives and play scripts. • Compare events across film/media, narratives and play scripts. • Create film/media, narratives and play scripts.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.5.1.14. Use literary devices (imagery) in texts • Use imagery such as personification, simile, metaphors, idiomatic expressions in speech and writing. • Create and apply imagery such as personification, simile, metaphors, idiomatic expressions.	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**
	B9.5.1.1.5.Analyse common themes in texts • **Identify** common themes in film/media, narratives and play scripts. • **Analyse** common themes in film/media, narratives and play scripts. • **Adapt** a narrative form or style to compose own stories around given theme. • **Use** a range of ICT tools to present their composition. ***Note: The teacher should always encourage learners to reflect independently and critically on their writing.***	**Communication and Collaboration** **Digital Literacy** **Personal Development and Leadership** **Cultural Identity and global citizenship** **Critical Thinking and Problem Solving** **Creativity and Innovation** **Presentation**

© NaCCA, Ministry of Education 2021

ENGLISH LANGUAGE SUBJECT PANEL MEMBERS, CONTRIBUTORS AND REVIEWERS

	NAME	INSTITUTION
WRITERS	Ama Nyarko Marfo (Lead)	EYE Africa
	Genevieve Mensah	NaCCA
	Alfred Quaittoo	Kaneshie Senior High Technical School
	Abdul-Aziz Abdul-Moomin	Nusrat Jahan Ahmadiyya College of Education, Wa
	Freda Quao	Accra College of Education
	Comfort Dorvlo	Accra College of Education
	James Tetteh	SDA College of Education, Koforidua
CONTRIBUTORS	Joana Vanderpuije	NaCCA
	Moses Gemeh	NaCCA
	Collins Amoako	Nsukwao M/A Basic School
	Richard Ayitey	Basic Education Division, GES-HQ
	Hazel Konadu Sarpong	NTC
	Edwin Offei Atuah	OG Associate
REVIEWERS	Cambridge International	
	Rev. Prof. Philip Arthur Gborsong	UCC
	Prof. Kwame Asante	University of Education, Winneba
	Mr. Ishmael Twum Odoom	Al-Rayan International School

© NaCCA, Ministry of Education 2021

	NAME	INSTITUTION
SUPERVISORS	Dr Prince H. Armah	Director-General, (Ag.) NaCCA
	Prof. Kwame Osei Kwarteng	Council Chairman, NaCCA
GRAPHIC DESIGNER	Eugene OffeiTettey	

© NaCCA, Ministry of Education 2021

BIBLIOGRAPHY

1. Berk, L. M. (1999). *English Syntax from Word to Discourse.* New York: Oxford University Press.
2. British Council, (nd). *Teaching English*. Retrieved November 18, 2019 from http://www.teachingenglish.org.uk
3. Colorado, C. (n.d). *Teaching English Language Learners*. Retrieved December 2, 2019 from https://www.colorincolorado.org
4. Education.com. (n.d.). *Reading and Writing Skills progression* Retrieved December 5, 2019 from www.education.com/about/?cid=11.2195
5. European Council, *Common European Framework of Reference for Languages (CEFR).* Retrieved December 1, 2019 from https://www.coe.int/en/web/ common-european-framework-reference-languages/levels-descriptors
6. *IXL* Language Arts. Retrieved December 14, 2019 from https://www.ixl.com
7. Quirk, R. (1973). *A University Grammar of English.* London: Longman.
8. TE KETE IPURANGI. *Assessment for Learning.* Retrieved February 13, 2020 from http://assessment.tki.org.nz/Assessment-for-learning/Assessment-for-learning-in-practice
9. UNESCO (2019). *Global proficiency framework for Reading and Mathematics, Grade 2 to 6.* Retrieved May 30, 2020 from http://gaml.uis.unesco.org
10. https://www.capstonepub.com/classroom/sites/PDFs/teaching-text-features/Chapter_1/Table_1-2_Text_Feature_Definitions_and_Examples.pdf
11. https://assessment.tki.org.nz/Assessment-tools-resources/The-NZ-Curriculum-Exemplars/English-exemplars/Written-language/Matrices-of-progress-indicators-Transactional-writing-and-poetic-writing
12. https://www.theclassroom.com/identify-plot-elements-after-reading-short-story-12600.html
13. https://www.k5learning.com/reading-comprehension-worksheets
14. https://www.education.com
15. http://assessment.tki.org.nz/Assessment-for-learning/Assessment-for-learning-in-practice

© NaCCA, Ministry of Education 2021