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CURRICULUM & ASSESSMENT
(MINISTRY OF EDUCATION)

GHANAIAN LANGUAGE
COMMON CORE PROGRAMME (CCP)
CURRICULUM FOR JHS1 (B7) - JHS3 (B9)

SEPTEMBER, 2020

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Ghanaian Language Curriculum for B7- B9

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FOREWORD

The Ministry of Education, acting through the National Council for Curriculumand Assessment (NaCCA) has, in recent times, been working on curriculumand assessment reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in Ghana. This curriculum, known as theCommon Core Programme (CCP), is a sequel to the Kindergarten-Primary standards-based school curriculum, the implementation of which commencedwith the 2019/2020 academic year. The CCP is carefully designed for learnersin Basic Year 7 to Basic Year 9 (JHS 1 – JHS 3) as part of a holistic learning experiencethat prepares them for post-secondary education, the world of work or both.The curriculum focuses on building character and nurturing values, in additionto ensuring a seamless progression for all learners from JHS to SHS and creates clear pathways for academic and career-related programmes from Basic Year 11 to Basic Year 12 (SHS2 - 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 competenciesto 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 toensure improved learning experiences and outcomes for our young people.

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

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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 Year 7 through Basic Year 9 (JHS 1-JHS 3).

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 educationof 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 produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

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

- learning and teaching approaches – the core competencies, pedagogical approaches and 4Rs
- learning context – engagement, service and projects
- learning areas – mathematics, science, computing, languages (English, Ghanaian Language, French and Arabic), career technology, social studies, physical and health education, creative arts and design, and religious and moral education.

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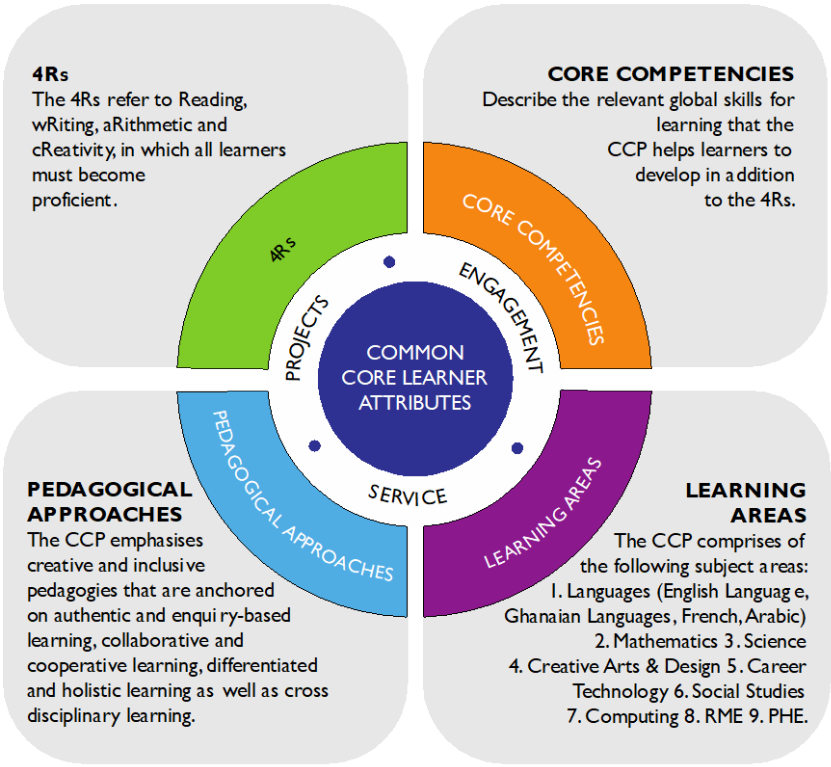

Figure 1: CCP learner attributes

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 lifelong learners with a keen interestin 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.

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- The 4Rs across the Curriculum: The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become competent in.

Learning context

The CCP places emphasis on engagement of learners in the classroom activities,projects (in and outside classroom). These projects can involve individualor group tasks, which all learners are required to complete by the end of Basic Year 9. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavour. Community service offers opportunities for learners to nurture, love and 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)

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RATIONALE

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

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

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

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PHILOSOPHY

Teaching Philosophy

The Ghanaian language curriculum is informed by two main philosophical viewpoints explained below.

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

In teaching language and culture, the dimension to learning that this curriculum adopts is that reading and writing are active processes of constructing meaning from print. This is because children have in-built potentials to develop and acquire new language while approximating grammatical structures as they learn to speak. They invent names for the objects in their world from the beginning but gradually as they interact, they learn the appropriate language of the community

Therefore, this view holds that in teaching language and culture, teachers must use the favourite phrase "meaning making" to describe how active the learner is in learning a first language and comprehending what they read or hear. In this way, the teacher serves as a guide and a facilitator to enhance the learners' ability to decode text and support them to engage and make sense of what they read. This is to ensure that good readers constantly make hypothesis and predictions and modify them as they read along.

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

Learning Philosophy

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

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AIMS

General Aim

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

Specific Aims

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

1. Heighten learners' sensitivity in their Ghanaian Language.
2. Acquire the basic skills that will help them decode appropriate age leveltext in the Ghanaian Language.
3. Read age level/appropriate text with ease, fluency, and with comprehension.
4. Cultivate a life-long habit of reading widely for information and pleasure.
5. Acquire a wide stock of vocabulary and understand grammatical structures as well as linguistic conventions for easy listening, speaking,reading and writing.
6. Cultivate in learners the ability to embrace diversity and to challenge stereotypes by giving everyone equal opportunity.

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PROFILE OF EXPECTED LEARNING BEHAVIOURS

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. A learner may acquire knowledge through some learning experience. They may also show understanding of concepts by comparing, summarising, re-writing in their own words, and constructing meaning from instructions.

Profile of learning behaviour dimension

The learner may also learn to apply the knowledge acquired in some new context. At a higher level of learning behaviour, the learner may be required to analyse an issue or problem. At a much higher level, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem, pose a problem, or compose a story problem. Further, the learner 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, construct, and design. These six learning behaviours ("knowing", "understanding", "analysis", "synthesis", "evaluation" and "creation") described are referred to as dimensions of learning. "Knowing" is a dimension, "applying knowledge" is also a dimension. More than one dimension forms a profile of learning behaviour dimensions.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do (e.g. **"Identify the processes involved in naming a child."** etc.) The learner being able to "identify" the process after obtaining several experiences means that they have acquired "knowledge". Being able to explain, summarise, and give examples, etc., means that the learner has understood the concepts taught.

Similarly, being able to develop, defend, etc., means that the learner can "apply" the knowledge acquired in some new context. "Knowing", "applying knowledge" etc., are dimensions that should be the prime focus of teaching and learning in schools. Teaching, in most cases, tends to stress on knowledge acquisition to the detriment of other higher level behaviours such as application of knowledge.

Each action verb in an indicator shows the underlying learning outcomeor standard. It is therefore necessary for teachers to carefully read and comprehend the standards they plan developing in their learners each week,and identify the group of indicators learners have to demonstrate in achievingthese standards. Teachers must ensure the group of indicators selectedfor the week reflect the whole range of the profile of learning behaviour dimensions, that is, from the low level (knowing", "understanding, etc.) to the high level (solve or pose a problem, create a pattern, etc.). The focus is to move learning from the didactic acquisition of "knowledge, where thereis fact memorisation, heavy reliance on formulae, remembering facts withoutcritiquing them or relating them to the real world (surface learning) to a newposition called deep learning. Learners are expected to deepen their learningthrough knowledge application to develop critical thinking skills, explain reasoning, and generate creative ideas that solve real life problems in their school lives, and later in their adult lives. This is the point at which learning becomes beneficial to the learner.

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Weighting of profile of learning behaviour dimensions

As already stated, it is important to consider the underlying behaviours for teaching, learning, and assessment. In basic level school Ghanaian Language, the three profiles of learning behaviour dimensions that have been specified for teaching, learning, and assessment are:

- Knowledge and Understanding 30%
- Application of Knowledge 40%
- Attitudes, Values and Process Skills 30%

Each of the learning behaviour dimensions has been given a percentage weightthat should be considered in teaching, learning and assessment. The weights indicated on the right of the dimensions show the relative emphasis that theteacher should give in the teaching, learning and assessment processes.

Emphasising the three domains of learning (cognitive, affective and psychomotor) in your teaching will ensure that Ghanaian Language will not only be taught and studied at the cognitive level but will also lead learners tothe acquisition of positive attitudes and skills that will enable them to deal effectively with life in general.

The explanation of the keywords involved in each profile of learning behaviour dimensions are as follows:

Knowledge and Understanding (KU)

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

Understanding is the ability to explain, outline, summarise, translate, rewrite,paraphrase, give examples, generalise, estimate or predict consequences basedupon a trend. Understanding is generally the ability to grasp the meaning of some material or concept that may be verbal, pictorial, or symbolic.

Applying Knowledge (AK)

This dimension is also referred to as "Use of Knowledge". It refers to the ability to use knowledge or apply knowledge, apply rules, methods, principles,theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.

Applying knowledge as used in this curriculum has a number of learning behaviour levels. These include analysis, synthesis, evaluation, and creation. These may be considered and taught separately, paying attention to eachof them equally in your teaching. The dimension "Applying Knowledge" is a summary dimension for all four learning sub-levels. Details of each of the foursub-levels are as follows:

Analysing: The ability to break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc.; the ability to recognise unstated assumptions and logical fallacies; abilityto recognise inferences from facts, etc.

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Synthesising: The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions, etc.

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

Creating: The ability to use information or materials, combine ideas or elements to create, form, produce, manufacture, invent, discover, design, orconstruct, formulate other (new) products. Creation is the highest form of thinking and learning skill and is, therefore, a very critical behaviour. This, unfortunately, is the area where most learners perform poorly. It is thereforenecessary to help learners develop a high level of thinking right from the Basiclevel. 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.

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ATTITUDES,VALUES AND PROCESS SKILLS

At the heart of the curriculum is the belief in nurturing honest, creative, and responsible citizens with the requisite skills for national development. Learners, therefore, need to acquire positive attitudes, values, and psychosocial skills that will enable them to participate actively in lessons and take a stand on issues affecting them and others. The Ghanaian Language curriculum thus focuses on the development of attitudes, values, and skills.

Values: As such, every part of this curriculum, including the related pedagogy is consistent with the following set of values:

Respect: This includes respect for Ghana, its institutions and laws, and the culture and respect among its citizens and friends.

Diversity: Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for national development. The curriculum promotes social cohesion.

Equity: Socio-cultural and economic environment across the country is uneven. Consequently, it is necessary to be deliberate in addressing the specific need of learners and to ensure an equitable distribution of resources. Ghana's learners have varied needs influenced by their gender, abilities, economic status, geographical background, etc. which requires the provision of equal opportunities to all.

Commitment to achieving excellence: Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever fields of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking, and the use of contemporary technology. Ghana will instil the value of excellent service above self.

Teamwork/Collaboration: 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 learners into individuals who will consistently tell the truth irrespective of the consequences, be morally upright and have the attitude of doing the right thing even when no one is watching, be true to themselves and lawful beliefs, 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.

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.

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ASSESSMENT IN THE CCP

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

Assessment for Learning (AfL)

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learner is in their learning, where they need to be (the desired goal), and how best to get them there. AfL is one of the most suitable methods for improving learning and raising standards (Black and William, 1998). Assessment for Learning also refers to all the activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners, effective questioning, and feedback.

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

Assessment as Learning (AaL)

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

Assessment of Learning (AoL)

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

What do we assess?

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

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

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

The process is illustrated diagrammatically in Figure 2.

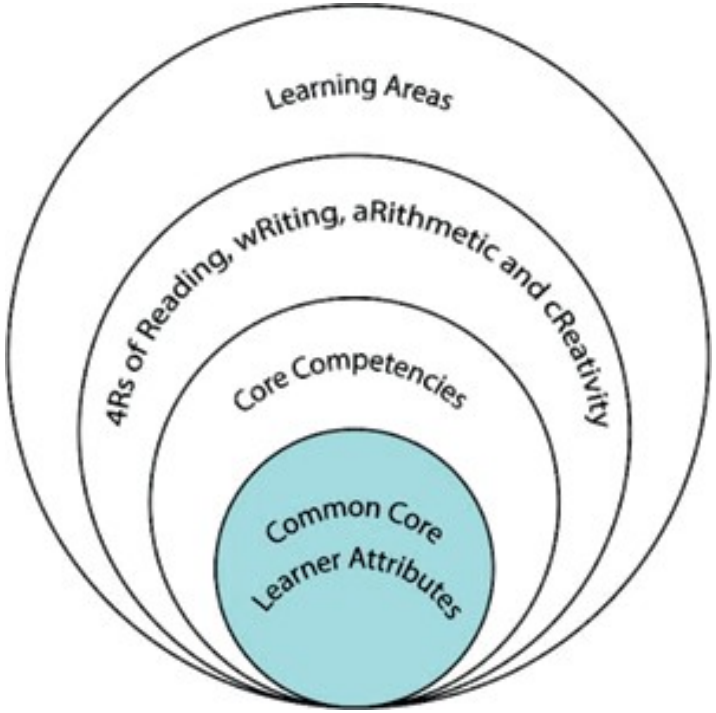

Figure 2 Essential Assessment Features

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.

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Table 1 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'slearning.

- 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 LearningAssessment 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 theprogramme (see Table 2). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion (or benchmark for the level of proficiency), a number of descriptors are defined as shown in Table 2.

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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.
4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks.
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

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

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

Suggested Time Allocation

Three periods a week, consisting of fifty minutes each, is allocated to the teaching of Ghanaian Language at the B7-B9 level.

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CREATIVE PEDAGOGICAL APPROACHES

The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, holistic learning, cross-disciplinary learning (i.e. the 4Rs across the Curriculum) as well as developing the core competencies. This section describes some of the creative pedagogical approaches required for the CCP.

Pedagogical Approaches

These include 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. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain 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. Inclusion includes addressing the varied needs of learners based on their gender, disability, economic status, religious affiliation, geographical location, etc.
- 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.
- the integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy.
- use questioning techniques that promote and deepen learning.

Inclusion

Inclusion is recognising that learners come from diverse background with varied needs and must be uniquely supported through the learning process. Learners can be disadvantaged based on their gender, ability, ethnic background, economic status, religious affiliation etc. Inclusion entails access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process including addressing stereotypes that seek to limit the learner's interests and abilities. These approaches when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these

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differences into consideration. The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities; taking into consideration socially constructed role and expectations of the various groups in society and the limitations they come with.
- learning that is meaningful because it aligns with learners' abilities (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process, and also enabling them to assess their own learning outcomes.
- equal access and opportunity given to all learners irrespective of social, economic, religious background.

Learning-Centred Pedagogy

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase (B11-B12) a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with their classmates.

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

The teacher should create a learning atmosphere that ensures:

- all learners feel safe, accepted and encouraged to actively participate in the learning process.
- learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- the teacher assumes the position of a facilitator or coach who helps learners to identify a problem suitable for investigation via project work.
- problems are connected to the context of the learners' world so that it presents authentic opportunities for learning.
- subject matter around the problem, not the discipline.
- learners responsibly define their learning experience and draw up a plan to solve the problem in question.

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- learners collaborate whilst learning.
- demonstrate the results of their learning through a product or performance.

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

Differentiation and scaffolding

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

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

- Task
- One-on-one support
- Outcome

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

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a guidance and counselling officer for psychological and emotional support.

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

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

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

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication

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over time.

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

Information Communication Technology

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

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

The use of ICT as a teaching and learning tool is to provide learners an access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical con- text. Once pupils have made their findings, ICT 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 such as calculators, radios, cameras, phones, television sets and computer and related software like Microsoft Office packages - Word, PowerPoint and Excel as teaching and learning tools. The exposure that learners are given at the CCP level to use ICT in exploring learning will build their confidence, and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

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CORE COMPETENCIES

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

Critical Thinking and Problem Solving (CP)

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

Creativity and Innovation (CI)

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

Communication and Collaboration (CC)

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

Cultural Identity and Global Citizenship (CG)

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

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Personal Development and Leadership (PL)

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

Digital Literacy (DL)

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

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to Appendix A for details of the components of the core competencies.

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INSTRUCTIONAL EXPECTATIONS

Teachers are expected to:

- Guide and facilitate learning by creating a communicative environment for learners and challenging them to acquire the language based on their unique individual differences.
- Use of teaching and learning materials depicting real life communicative situations (authentic materials) as well as modern technologies (ICT).
- Use the task-oriented approach to learning foreign languages with the view to developing communicative competencies in the learner.

Integration of Skills

A fundamental component of this curriculum is the integrated approach to the teaching of language skills and cultural values, in the sense that Listening, Speaking (cultural values), Reading and Writing are integral in building the grammatical and communicative competence of the learner. Grammar simply sets the rules for speaking, reading and writing correctly. This is not to shift the focus of language lessons to preaching grammatical rules. Small doses of these grammatical rules are fused into literature and composition as well as reading and oral work. It is, therefore, advantageous at this level to adopt an integrated approach in the teaching of language skills and cultural values. This means, for example, that as you teach a writing/composition lesson, relevant grammatical and cultural issues must be raised and explained in relation to the writing task. Similarly, such a lesson must have significant aural and oral components.

Approach to Language and Usage

It is important to point out that at B7-B9, language and usage 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 practiced orally by every learner. As much as is possible, the learner must not be bothered with grammatical terminologies, definitions and lengthy explanation of abstract grammatical concepts.

Listening and Speaking

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

Reading Material

To help the teacher achieve the indicators of the strand "Reading", a list of themes for reading has been provided below. The themes have been carefully selected to help learners acquire vital information on health issues, as well as information on issues of current interest. The text developed must also touch on Gender

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Equality and Social Inclusion (GESI). The teacher is further encouraged to use his/her initiative in improvising and planning new reading materials. It is a requirement that each learner should read three books on different themes each term, that is, nine books per year. Apart from the prescribed books, the teacher should also encourage learners to read any book they find interesting and written in his or her language of study.

Supplementary Reading Material

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

List of Themes for Reading

The following themes have been selected to be used in developing materials for reading from B7 to B9. The teacher is encouraged to look for reading materials that may be relevant to these themes, or select passages from other sources that will be of interest to learners at each level. Reading materials must also include the basic types of prose: narrative, creative, persuasive, descriptive, informative/academic writing, literary writing, letter writing and argumentative as well as bits of drama and poetry.

BASIC YEAR 7 (JHS 1)

1. Drug Abuse
2. Natural Disasters - Earthquakes, floods, tremors, hurricanes, etc.
3. Road Accidents - Causes and Prevention
4. Water - Sources, importance and uses
5. Leisure
6. Gender Equality and Social Inclusion (GESI)
7. Computers/Technology
8. Forest Depletion

BASIC YEAR 8 (JHS 2)

1. Historical events - Independence Day, February shootings, Formation of the UGCC and the struggle for independence
2. Communication - Letters, telephones, E-mail, print and electronic media
3. Social, moral and cultural values such as honesty, diligence, patriotism, commitment respect for elders, and care for public properties.

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4. Teenage Pregnancy
5. Marriage and Gender Equality and Social Inclusion (GESI)
6. HIV/AIDS
7. Energy - Sources, importance, and conservation

BASIC YEAR 9 (JHS 3)

1. Inventions
2. Computers/Technology
3. Forest Depletion
4. Entrepreneurship
5. Adolescent Reproductive Health
6. Marriage and Gender Equality and Social Inclusion (GESI)

Curriculum Reference Numbers

The curriculum has been structured into four columns which are Strands, Sub-strands, Content standards, Indicators and Exemplars. A unique annotation isused for numbering the learning indicators in the curriculum for the purpose of easy referencing. The notation is indicated in Table 2.

Example: B7.4.2.3.1

ANNOTATION	MEANING / REPRESENTATION
B7	Year or Class
4	Strand Number
2	Sub-Strand Number
3	Content Standard Number
1	Learning / Performance Indicator Number

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Strands are the broad learning areas or domains of the Ghanaian Languagecontent to be studied.

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

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

Indicators are clear outcomes or milestones that learners have to exhibit ineach year to meet the content standard expectation. The indicators representthe minimum expected standard in a year.

Exemplars clearly explain the expected outcomes of indicators and serve as support and guidance to the facilitator/teacher in the delivery of the curriculum.

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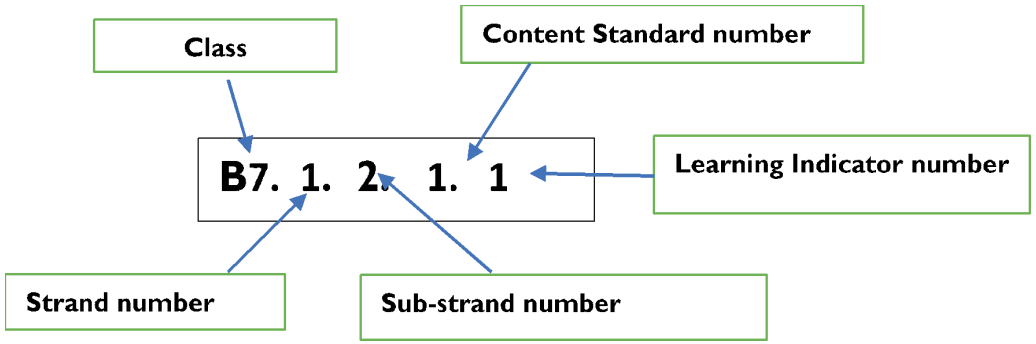
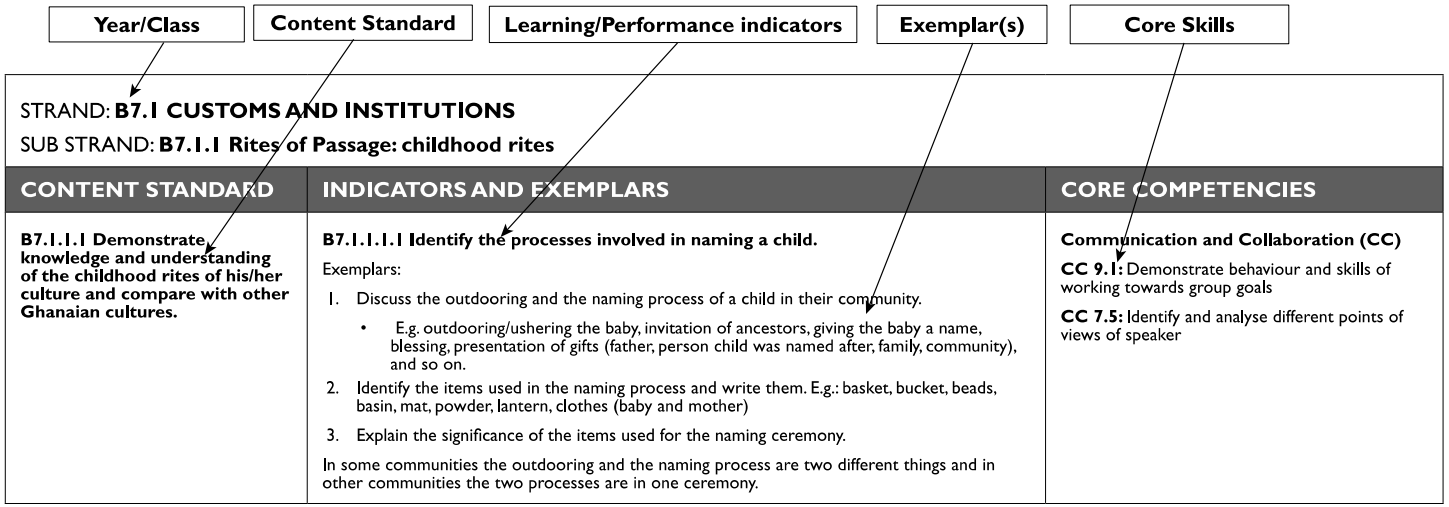
STRUCTURE OF THE CURRICULUM





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SCOPE AND SEQUENCE

STRAND	SUB-STRAND	B7	B8	B9
1. CUSTOMS AND INSTITUTIONS	1. Rites of Passage: childhood, puberty, marriage, death and funeral rites	✓	✓	✓
	2. Naming Systems: Day names, family names, kinship terms, order of birth, circumstantial names, reincarnation, nicknames, insinuation names, etc.	✓	✓	✓
	3. The Clan System	✓	✓	✓
	4. Chieftaincy: Chieftaincy Installation and destoolment, Traditional Government, Judicial Systems (Traditional and Contemporary)	✓	✓	✓
2. LISTENING AND SPEAKING	1. Conversation/Everyday discourse	✓	✓	✓
	2. Listening Comprehension	✓	✓	✓
	3. Speech sounds	✓		
	4. Tone	✓	✓	
	5. Vocabulary development	✓		
	6. Presentation	✓	✓	✓
3. READING	1. Reading	✓	✓	✓
	2. Translation	✓	✓	✓
4. LANGUAGE AND USAGE	1. Sentence: simple, compound, complex	✓		
	2. Integrating grammar in written language (nouns, pronouns, adjectives)	✓	✓	✓
	3. Integrating grammar in written language (verbs, adverbs, conjunctions, postpositions/prepositions)	✓	✓	✓
	4. Vocabulary (spelling and punctuations)	✓		
5. COMPOSITION WRITING	1. Structure and organise ideas in composition writing	✓	✓	✓
6. LITERATURE	1. Oral and written literature	✓	✓	✓

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BASIC 7

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STRAND 1: B7.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 1: B7.1.1 RITES OF PASSAGE - CHILDHOOD RITES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures	**B7.1.1.1.1 Identify the processes involved in naming a child.** **Exemplars:** 1. Discuss the outdooring and the naming process of a child in their community. • E.g. outdooring/ushering the baby, invitation of ancestors, giving the baby a name, blessing, presentation of gifts (father, person child was named after, family, community), and so on. **NB: Let learners watch a video on the traditional naming process and discuss it.** 2. Identify the items used in the naming process and write them. E.g.: water, basket, bucket, beads, basin, mat, powder, lantern, clothes (baby and mother). 3. Explain the significance of the items used for the naming ceremony. **NB: In some communities the outdooring and the naming process are two different things.**	**Communication and Collaboration (CC)** **CC 9.1**: Demonstrate behaviour and skills of working towards group goals. **CC 7.5**: Identify and analyse different points of views of a speaker. **Digital Literacy** **DL 5.3:** Ability to find and use digital content.
	B7.1.1.1.2 Discuss the significance of the processes in naming a child. **Exemplars:** 1. Read a words on naming ceremony intheir culture. 2. Discuss the significance of the processes involved in naming a child as raised in the passage. E.g. • Welcomes the child into the family and community. • The child gets an identity. 3. Discuss a libation text used during naming ceremony. 4. Write the three main parts of a libation text.	**Communication and Collaboration (CC)** **CC 9.1**: Demonstrate behaviour and skills of working towards group goals. **CC 7.5**: Identify and analyse different points of view of speaker.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures	**B7.1.1.1.3 Compare and contrast the naming processes in their culture to other Ghanaian cultures.** **Exemplars:** 1. Discuss the naming process of one other culture of Ghana and compare with the naming process of their people. 2. Write about commonalities and differences among the cultures.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.
	B7.1.1.1.4 Compare and contrast the traditional naming process to the contemporary naming process. **Exemplars:** 1. Discuss the contemporary naming processes and compare it with the traditional naming processes in Ghana. 2. Show the similarities and differences. ***Similarities:* e.g.** • It is organised • Family members are involved. • Presentation of gifts, etc. ***Differences:* e.g.** • Organised in the family house but now organised at other places, e.g. church, in front of houses, event places, etc. • Items used are different from the contemporary process. • Baby named eight days after birth (but these days it is not always the case), etc.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. **Cultural Identity and Global Citizenship (CG)** **CG 5.2:** Develop and exhibit the ability to defend one's cultural beliefs, practices and norms
B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures	**B7.1.1.1.5 Role play a naming ceremony session in their culture.** **Exemplars:** 1. Role play a naming ceremony among their people. 2. Discuss the role play and what they have learnt from it. **NB: The facilitator should make sure that ALL learners get equal chance to participate in the role play not forgetting gender roles.**	**Communication and Collaboration (CC)** **CC 9.7**: Effectively perform multiple roles within the group. **CC 8.1:** Speak clearly and explain ideas. Share a narrative or an extended answer while speaking to a group.

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STRAND 1: B7.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 2: B7.1.2 NAMING SYSTEMS: DAY NAMES, ORDER OF BIRTH NAMES

<table>
<tr><th>CONTENT STANDARD</th><th>INDICATORS AND EXEMPLARS</th><th>CORE COMPETENCIES</th></tr>
<tr>
<td>B7.1.2.1 Exhibit understanding of day-born names and order of birth names and relate the names to the days and order of birth</td>
<td>
B7.1.2.1.1 State the names of the days of the week and relate their names to the days.
Exemplars:
1. State the names of the days of the week and important occasion (e.g. festival) months of the year in the Ghanaian language of study.
2. Relate the names of the days of the week or months of the year to human names.
<table>
<tr><th>Monday</th><th>Female</th><th>Male</th></tr>
<tr><td>Akan:</td><td>• Adwoa</td><td>• Kodwo/Kwadwo</td></tr>
<tr><td>Dangme/Ga:</td><td>• Ajo</td><td>• Kojo</td></tr>
<tr><td>Ewe:</td><td>• Adzo</td><td>• Kɔdzo/Kudzo</td></tr>
<tr><td>Gonja:</td><td>• Atani</td><td>• N/A</td></tr>
</table>
NB: The day naming system is not applicable to all cultures of Ghana. It is language specific. The teacher should watch out for cultural shocks and address it skilfully.
</td>
<td>
Communication and Collaboration (CC)
CC 7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication

Cultural Identity and Global Citizenship (CG)
CG 5.4: Develop and exhibit the sense of cultural identity.
</td>
</tr>
</table>

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<table>
<tr><th>CONTENT STANDARD</th><th>INDICATORS AND EXEMPLARS</th><th>CORE COMPETENCIES</th></tr>
<tr><td rowspan="2">B7.1.2.1 Exhibit an understanding of day names and order of birth names and relate the names to the days and order</td><td>B7.1.2.1.2 State the order of birth (i.e. first, second, and so on.) and relate the names accordingly.
Exemplars:
1. State the order of birth of their culture.
• E.g. first born, second born, and so on.
2. Relate the names to the order of birth.
• E.g.:
<table><tr><th>First born</th><th>Female</th><th>Male</th></tr><tr><td>•</td><td>Piesie (Akan)</td><td>Piesie (Akan)</td></tr><tr><td>•</td><td>Gogo (Ewe-Peki)</td><td>Foli (Ewe-Peki)</td></tr><tr><td>•</td><td>Dede (Dangme)</td><td>Tɛte (Dangme)</td></tr><tr><td>•</td><td>Ayele (Ga)</td><td>Ayite (Ga)</td></tr><tr><td>Second born</td><td></td><td></td></tr></table>
NB: The order of birth names is not applicable to all cultures of Ghana. It is language specific. The teacher should watch out for cultural shocks and address it skilfully.</td><td>Communication and Collaboration (CC)
CC 7.4: Identify underlying themes, implications and issues when listening</td></tr>
<tr><td>B7.1.2.1.3 Compare and contrast the day names and order of birth names in their culture to other cultures in Ghana.
Exemplars:
1. Compare the day names and order of birth names in their culture with those of other cultures in Ghana.
2. Discuss the similarities and differences.
Similarities:
• E.g.: Both are done in order, etc.
Differences:
• E.g.: Same names for both sexes in some cultures but not same in other cultures, etc.</td><td>Communication and Collaboration (CC)
CC 9.1: Demonstrate behaviour and skills of working towards group goals</td></tr>
</table>

STRAND 1: B7.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 3: B7.1.3 THE CLAN SYSTEM

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.1.3.1 Demonstrate an understanding of the clan system among their people	**B7.1.3.1.1 Describe the clan system and state some clans in theirethnic community.** **Exemplars:** 1. Explain what a clan is. 2. State some clans you know. **NB**: **Learners associate themselves with the clans stated.** E.g.: • Akan: Aduana, Agona, etc. • Dangme: Dangmebiawɛ, Piɛngua, Kabubiawɛ, Jebiam, etc. • Ewe (Aŋlɔ): Bateawo, Adzɔviawo, etc. • Ga: Sempe (Ga Mashi), Kinkawe (Osu), Abese (La), Agbawe (Tɛshi), Nii Moi We(Nuŋua), Jɔɔshi(Tɛma) etc. • Gonja: Nsuwa, Ngbanyabia, etc. • Dagaare: Emoala/Ewaala, Kusiele, etc.	**Communication and Collaboration(CC)** **CC 8.2:** Explain ideas in a clear order withrelevant detail, using correct construction and structure of speech. **Cultural Identity and Global Citizenship (CG)** **CG 5.1:** Show a strong sense of belongingness to one's culture
	B7.1.3.1.2 Discuss the features of the clan system in relation totheir community. **Exemplars:** 1. Discuss the features of their clan system. **E.g. symbols, taboos, totems, names, etc.** 2. Relate their clan system to another clan system. 3. Read a passage on a clan system. 4. Write the main ideas in the passage read in their own words.	**Communication and Collaboration(CC)** **CC 9.1:** Demonstrate behaviour and skills ofworking towards group goals.

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STRAND 1: B7.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 4: B7.1.4 CHIEFTAINCY — INSTALLMENT AND DESTOOLMENT

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.1.4.1 Demonstrate knowledge in and an understanding of how chiefs and queenmothers are selected, enstooled/ enskinned and compare their duties and responsibilities	**B7.1.4.1.1 Discuss how chiefs and queenmothers are selected in their ethnic community.** **Exemplars:** 1. Read a passage on how chiefs and queenmothers are selected in their community. 2. Identify the traditional leaders mentioned in the passage. E.g. chiefs, sub-chiefs, and so on. 3. Relate how chiefs and queenmothers are selected among their people to the passage read.	**Communication and Collaboration (CC)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **Cultural Identity and Global Citizenship (CG)** **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.
	B7.1.4.1.2 Discuss the processes involved in enstooling/enskinning chiefs and queenmothers. **Exemplars:** 1. Discuss the qualities of a person who qualifies to be a chief or a queenmother among your people. 2. Create a profile of the qualities of a chief or queenmother. 3. Identify those who select the chief and queenmother among your people. 4. Role play the enstoolment/enskinment of chiefs and queenmothers. **Learners watch a video on the topic before the role play.** **NB: Some cultures of Ghana do not have queenmothers but have female chiefs. The facilitator should make sure that ALL learners take active part in the role play.**	**Communication and Collaboration (CC)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **Digital Literacy (DL)** **DL 5.3:** Ability to find and utilise digital content
	B7.1.4.1.3 Discuss the duties and responsibilities of chiefs and queenmothers among their people. **Exemplars:** 1. Identify the duties of a chief and queenmother in their community. 2. Evaluate the duties of a chief and queenmother among your people.	**Communication and Collaboration (CC)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES

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B7.1.4.1 Demonstrate knowledge in and an understanding of how chiefs and queenmothers are selected, enstooled/ enskinned and compare their duties and responsibilities	**B7.1.4.1.4 Discuss and compare modern trends affecting the enstoolment/enskinement of chiefs and queenmothers.** **Exemplars:** 1. Discuss some modern trends affecting the enstoolment/enskinement of chiefs/queenmothers among your people. E.g. Monetary influence, political influence, etc. 2. Explain how the trends mentioned affect the chieftaincy institution. 3. Compare the modern ways of enstooling/enskinning chiefs/ queenmothers with the traditional ways of enstooling/enskinning chiefs/ queenmothers.	**Communication and Collaboration (CC)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals.

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STRAND 2: B7.2 LISTENING AND SPEAKING

SUB-STRAND 1:B7.2.1: CONVERSATION/EVERYDAY DISCOURSE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.1.1 Demonstrate use of appropriate language orally in specific situations	**B7.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues** **Exemplars:** 1. Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standard for work, school and public gathering and offices, at the palace and business settings, and hospitals. 2. Use appropriate language to participate in formal interactions. e.g. no slang/jargon, no contracted forms. **Learner should go online and read on the topic.** 3. Identify informal situations: E.g. casual or intimate relationship between friends and acquaintances, family and team mates, etc. 4. Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings, etc. (Examples of informal language include slang words, jargons, contracted forms, non-verbal communication)	**Communication and Collaboration (CC)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CC 8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. **Digital Literacy (DL)** **DL 5.3:** Ability to find and utilise digital content
	B7.2.1.1.2 Ask questions that elicit elaboration and respond to others' questions in a conversation **Exemplars:** 1. Identify words that can help give elaborate responses to questions in conversation (e.g. why, how, for what reason). 2. Engage in conversation using these words to elicit elaboration. E.g. Ama: Do you think babies should talk? Dɛre: Yes Ama: Why do you think so?	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.1.1 Demonstrate use of appropriate language orally in specific situations	**B7.2.1.1.3 Use appropriate language orally to describe experiences about oneself and others** **Exemplars:** 1. Use appropriate language: tense structures, variety of sentences, figurative expressions, etc. 2. Use appropriate vocabulary: nouns, adjectives, adverbs, etc. to talk about one's experiences and those of others in specific situations e.g. at the hospital, shopping in a market/supermarket, at a bus terminal/station, etc.	**Communication and Collaboration (CC)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication.
	B7.2.1.1.4 Listen to and give accurate directions to familiar places **Exemplars:** 1. 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 show direction. 2. Direct people using a range of these vocabulary and expressions appropriately to given locations.	**Communication and Collaboration (CC)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CC 8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.
	B7.2.1.1.5 Use techniques (voice modulation and eye contact) for effective oral communication **Exemplars:** 1. Converse using appropriate voice (pace, volume, tone) 2. Maintain eye contact (look at the person speaking, maintain appropriate posture and facial expression in conversation. 3. Engage in conversation using the right tone and maintaining eye contact. Monitor how your partner shows this in the conversation.	

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STRAND 2: B7.2 LISTENING AND SPEAKING

SUB-STRAND 2: B7.2.2 LISTENING COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.2.1 Demonstrate the ability to listen to extended reading and identify key information	**B7.2.2.1.1 Listen to a level-appropriate text attentively and identify key information.** **Exemplars:** 1. Identify key points: • Intent or purpose of the message (e.g. to inform, persuade, instruct). • Assess the speaker's enthusiasm and passion for the topic. • Identify main ideas and supporting points in the text. 2. Read out and cross check the information written.	**Communication and Collaboration (CC)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication.
	B7.2.2.1.2 Listen to, discuss ideas and share opinions from a level-appropriate text. **Exemplars:** 1. Listen to and write key points from texts/speeches/presentations. 2. Discuss key points identified and share opinions with peers.	**Communication and Collaboration (CC)** **CC 7.5:** Identify and analyse different points of views of speaker.

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STRAND 2: B7.2 LISTENING AND SPEAKING

SUB-STRAND 3: B7.2.3 SPEECH SOUNDS — VOWELS, CONSONANTS AND SYLLABLES

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.3.1 Recognise and sound vowels and consonants and read one syllable words of their linguistic community	**B7.2.3.1.1 Identify and produce the vowels in the language of study.** **Exemplars:** 1 Identify vowels in words. **2** Produce the vowel sounds of your language. **e.g. /a/, /e/, /ɛ/. etc.** 3 Record the vowel sounds of your language. 4 Pronounce vowel sounds correctly in connected speech.	**Communication and Collaboration (CC)** **CC7.1:** Identify words or sentences in context appropriately.
	B7.2.3.1.2 Identify and produce the consonants in the language of study.Exemplars: 1. Identify consonants in words. **2.** Produce the consonant sounds of your language. **E.g. /b/, /f/, /g/. etc.** 3. Record the consonant sounds of your language. 4. Pronounce consonant sounds correctly and fluently in connected speech.	**Communication and Collaboration (CC)** **CC 7.1:** Identify words or sentences in context appropriately.
	B7.2.3.1.3 Identify and produce one to four syllable words of the language of study. **Exemplars:** 1. Read one syllable words. • E.g.: **Akan**: Kɔ, ba, tu, etc. **Dagaare:** Kɔ, ba, tu, etc. **Dangme**: Kɔ, ba, tu, etc. **Ewe:** Kɔ, ba, tu, etc. **Ga:** Kɔ, ba, tu, etc. **Gonja:** Kɔ, ba, tu, etc.	**Communication and Collaboration (CC)** **CC 7.1:** Identify words or sentences in context appropriately.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.3.1 (CONTINUED): Recognise and sound vowels and consonants and read one syllable words of their linguistic community	2. Read two to three syllable words. E.g.: **Akan/Nzema:** bɛ + fa = bɛfa, ku + be = kube, etc. n + su + wa = nsuwa, a + ku + tu = akutu, etc. **Dagaare:** ba + ma = bama, dɔ + bɔ = dɔbɔ, etc. tu + gi + ta = tugita, bi + bi + le =bibile **Dangme**: du + mi = dumi, bi + yo = biyo, etc. ko + ko + te = kokote, a + gbe +li = agbeli **Ewe:** fe + tu = fetu, ga + li = gali, etc. ko + to + ku= kotoku, a + ɖi + ba= aɖiba, etc. **Ga:** ka + ko = kako, ta + ko = tako, etc. to + ko + ta = tokota, a + de + ka = adeka, etc. **Gonja:** ka + bɛ = kabɛ, ku + lɔ = kulɔ be + ni + mu = benimu, ka + se + so = kaseso, etc 3. Read four syllable words 4. Pronounce polysyllabic words correctly and fluently in connected speech.	**CC 7.1:** Identify words or sentences in context appropriately.

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STRAND 2: B7.2 LISTENING AND SPEAKING

SUB-STRAND 4: B7.2.4 TONE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.4.1 Recognise the basic tones in their language	**B7.2.4.1.1 Identify and produce the basic tones in their language.** **Exemplars:** 1. Identify the tones on syllables in their language. E.g.: low (`), high (′), and mid (¯). 2. Pronounce words with tones correctly and fluently in connected speech. 3. Use the knowledge of tone to pronounce same words that have different tones in context.	**Communication and Collaboration (CC)** **CC 7.1:** Identify words or sentences in context appropriately.

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STRAND 2: B7.2 LISTENING AND SPEAKING

SUB-STRAND 5: B7.2.5 VOCABULARY DEVELOPMENT (SIGHT AND CONTENT VOCABULARY)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.5.1 Exhibit an understanding of recognising and producing words and using them in sentences	**B7.2.5.1.1 Identify and produce words in the home and school environments and use them to form meaningful sentences.** **Exemplars:** 1. Identify vocabulary items in relation to the home. • E.g. dining, cooking, bathing, etc. **(the vocabulary items should be mentioned in the language of study)** 2. Identify vocabulary items in relation to the school. • E.g. classroom, headteacher's office, school compound, etc. **(the vocabulary items should be mentioned in the language of study)** 3. Use the vocabularies identified to form meaningful sentences.	**Communication and Collaboration (CC)** **CC 7.1:** Identify words or sentences in context appropriately.

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STRAND 2: B7.2 LISTENING AND SPEAKING

SUB-STRAND 6: B7.2.6 PRESENTATION — EVERYDAY EXPERIENCE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.6.1 Present information effectively on familiar topics using appropriate language	**B7.2.6.1.1 Describe daily activities using appropriate register, structure and gestures for the contest being presented.** **Exemplars:** 1. Outline some activities that you do on a daily basis. 2. Narrate with gestures what you do in the morning before school, at school and after school. 3. Develop a daily activity calendar. 4. Converse with others about daily activities. 5. Make a presentation on other familiar topics, e.g. family, school, holidays, weather, hobbies, animals, hometown or village, favourite time of the year and festival.	**Communication and Collaboration (CC)** **CC 8.1:** Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.

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STRAND 3: B7.3 READING

SUB-STRAND 1: B7.3.1 READING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.3.1.1 Understand the main ideas and supporting points in texts	**B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.** **Exemplars:** 1. Skim a given passage of about one hundred and fifty words and state the main ideas. 2. Identify the supporting ideas in texts on themes from other subject areas. (E.g. Social Studies, Science, Religious and Moral Education, Physical Education, ICT, etc.) 3. Explain the relationship between the main ideas and supporting ideas. 4. Answer recall and inferential questions concerning the text read. **NB: As learners read, watch out for those with speech impairment and assist them to avoid being mocked at.**	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.
	B7.3.1.1.2 Read to understand and summarise the main ideas in a given grade level passage. **Exemplars:** 1. Identify and write main ideas in passages read from a range of subject areas. 2. List the ideas identified in the order in which they occur in a passage. 3. Summarise a passage of about one hundred and fifty words in fifty words using your own words.	**Communication and Collaboration (CC)** **CC8.5:** Vary the level of detail and the language used when presenting to make it appropriate to the audience.

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STRAND 3: B7.3 READING

SUB-STRAND 2: B7.3.2 TRANSLATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.3.2.1 Demonstrate knowledge of translating words. Phrases and simple sentences	**B7.3.2.1.1 Translate words and phrases in his/her language.** **Exemplars:** 1. Translate given words and simple phrases from the source language to a target language. 2. Translate phrases simple sentences from the source language of study to a target language. 3. Translate simple sentences from the source language to a target language.	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.

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STRAND 4: B7.4 LANGUAGE AND USAGE

SUB-STRAND 1: B7.4.1 SENTENCES — SIMPLE, COMPOUND AND COMPLEX

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences	**B7.4.1.1.1 Discuss the components of sentences.** **Exemplars:** 1. Explain what a sentence is. 2. Give examples of sentences and their component parts in their language. 3. Discuss the components of a sentence in their language.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using construction and structure of speech.
	B7.4.1.1.2 Discuss the types of sentence structure (simple, compound and complex). **Exemplars:** 1. Identify the components of a simple sentence in their language and give examples. 2. Identify the components of a compound sentence in their language and give examples. 3. Identify the components of a complex sentence in your language and give examples.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using construction and structure of speech.
	B7.4.1.1.3 Classify sentences according to functions (declarative, imperative and interrogative). **Exemplars:** 1. Identify the functions of a sentence. 2. Construct some sentences in relation to their functions. • E.g. To ask a question, etc.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using construction and structure of speech.

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STRAND 4: B7.4 LANGUAGE AND USAGE

SUB-STRAND 2: B7.4.2 INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (NOUNS, PRONOUNS AND ADJECTIVES)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.4.2.1 Demonstrate knowledge of identifying and using the various forms of nouns (common, proper, collective), pronouns and adjectives in sentences and passages	**B7.4.2.1.1 Categorise nouns under common, proper and collective and use them correctly in speech and in texts.** **Exemplars:** 1. Identify nouns in a passages. 2. Classify the nouns identified into common, proper and collective nouns. 3. Pronounce the nouns and use them correctly in speech and texts. 4. Construct simple and compound sentences (orally and in written forms)with the types of nouns identified.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using construction and structure of speech
	B7.4.2.1.2 Categorise pronouns according to their types and construct sentences with them. **Exemplars:** 1. Identify pronouns in a passage. 2. Classify the pronouns into their types. 3. Construct sentences with the types of pronouns in speaking and writing individually and in mixed ability groups. 4. Replace nouns with the appropriate pronoun in a passage.	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes
	B7.4.2.1.3 Categorise adjectives into their types and construct simple sentences with them. **Exemplars.** 1. Identify adjectives from passages. 2. Classify the adjectives into their types. 3. Use the adjectives to form simple and compound sentences in speaking and writing.	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes

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STRAND 4: B7.4 LANGUAGE AND USAGE

SUB-STRAND 3: B7.4.3 INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (VERBS, ADVERBS, CONJUNCTIONS, POSTPOSITIONS/PREPOSITIONS)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.4.3.1 Recognise the use of verbs, adverbs, conjunctions and postpositions/ Prepositions in sentences	**B7.4.3.1.1 Identify and classify verbs into their types.** **Exemplars:** 1. Identify and use verbs appropriately and correctly in passages and in speaking and writing. 2. Categorise the verbs into types and use them to construct simple and compound sentences.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using construction and structure of speech.
	B7.4.3.1.2 Identify and classify adverbs into their various types. **Exemplars:** 1. Identify and use adverbs appropriately and correctly in simple sentences in speaking and writing. 2. Categorise the verb into types and use them to construct simple and compound sentences in speaking and writing individually and in mixed ability groups.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using construction and structure of speech.
	B7.4.3.1.3 Identify and classify conjunctions and use them appropriately in a range of texts. **Exemplars:** 1. Identify and use conjunctions appropriately and correctly in simple and compound sentences in speaking and writing. 2. Categorise the conjunctions into types and use them to construct simple and compound sentences.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using construction and structure of speech.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	B7.4.3.1.4 Explore the use of postpositions/prepositions appropriately and correctly in a range of texts. **Exemplars:** 1. Identify and use postpositions/prepositions appropriately in simple and compound sentences in speaking and writing.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using construction and structure of speech.

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STRAND 4: B7.4 LANGUAGE AND USAGE

SUB-STRAND 4: B7.4.4 VOCABULARY, SPELLING AND PUNCTUATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.4.4.1 Demonstrate knowledge and understanding of vocabulary, spelling and punctuations in writing	**B7.4.4.1.1 Use vocabulary appropriately and correctly in writing** **Exemplars:** 1. Identify and write vocabulary related to home and school. 2. Use the vocabulary of identified items to construct appropriate and correct sentences.	**Communication and Collaboration (CC)** **CC 7.1:** Identify words or sentences in context appropriately.
	B7.4.4.1.2 Spell words related to home and school correctly. **Exemplars:** 3. Write down vocabulary items related to home and school dictated correctly. 4. Construct sentences with the vocabulary items written down.	**Communication and Collaboration (CC)** **CC 7.1:** Identify words or sentences in context appropriately.
	B7.4.4.1.3 Identify and use punctuations appropriately and correctly in writing. **Exemplars:** 1. Use punctuation marks appropriately in about a fifty-word paragraph.	**Communication and Collaboration (CC)** **CC 7.1:** Identify words or sentences in context appropriately.

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STRAND 5: B7.5 COMPOSITION WRITING

SUB-STRAND 1: B7.5.1 STRUCTURE AND ORGANISE IDEAS IN COMPOSITION WRITING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing)	**B7.5.1.1.1 Discuss the features of a paragraph.** **Exemplars:** 1. Ability to write the topic and supporting sentences of a paragraph. 2. Develop the skills of expressing and organising ideas in paragraphs. 3. Identify the salient points/ideas in a given paragraph. 4. Write a paragraph of about fifty words on a given topic taking into consideration the features and skills of paragraph writing.	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes
	B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type. **Exemplars:** 1. Discuss the features of narrative, descriptive, creative/free writing. 2. Write a three-paragraph essay on a topic on the text types above.	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes

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STRAND 6: B7.6 LITERATURE

SUB-STRAND 1: B7.6.1 FOLKTALES, SONGS, PROSE, DRAMA, POETRY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)	**B7.6.1.1.1 Discuss the components of literature.** **Exemplars:** 1. Discuss the characteristics of literature. 2. Classify literature into types. 3. Give examples and relate to the types 4. Develop the skills of appreciating and analysing literary texts.	**Communication and Collaboration (CC)** **CC 9.4:** Help group work on relevant activities.
	B7.6.1.1.2 Discuss the components of oral literature (folktales and songs-lullabies and play songs). **Exemplars:** 1. Explain what oral literature is. 2. Describe the structure of a folktale and a song. 3. Analyse a folktale and a song. 4. Appreciate the significance of a folktale and a song.	**Communication and Collaboration (CC)** **CC 8.5:** Vary the level of detail and the language used when presenting to make it appropriate to the audience.
	B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry). **Exemplars:** 1. Discuss the structure of the various genres of written literature. 2. Discuss how characters are created in a range of prose, poetry and drama texts. 3. Explore ways that writers use literary devices, mood and tone in a range of prose, poetry and drama texts.	**Communication and Collaboration (CC)** **CC 8.5:** Vary the level of detail and the language used when presenting to make it appropriate to the audience.

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BASIC 8

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STRAND 1: B8.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 1: B8.1.1 RITES OF PASSAGE: PUBERTY RITES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana	**B8.1.1.1.1 Identify the processes involved in performing puberty rites in your culture.** **Exemplars:** 1. Explain what puberty rites are. 2. Talk about the items needed for the performance of puberty rites among their people and their significance. 3. Discuss the processes involved in performing puberty rites for boys/girls among their people. 4. Read and discuss a two-hundred-word passage on puberty rites. 5. Explain the significance of puberty rites. 6. Role play a puberty rite activity. **NB: The facilitator should ensure equal participation of ALL learners.**	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 7.4:** Identify underlying themes, implications and issues when listening. **CG 5.1:** Show a strong sense of belongingness to one's culture.
	B8.1.1.1.2 Compare and contrast the processes involved in performing puberty rites in their culture to other cultures of Ghana. **Exemplars:** 1. Discuss the similarities in the performance of puberty rites among their people and those of other Ghanaian cultures. 2. Discuss the differences in the performance of puberty rites among their people and those of other Ghanaian cultures. 3. Write the summary of the similarities and differences.	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 7.4:** Identify underlying themes, implications and issues when listening. **CG 5.3:** Develop and express respect, recognition and appreciation of others' culture.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.1.1.1 Demonstrate understanding of how puberty rites are performed in their linguistic community, its significance and compare with other cultures of Ghana	**B8.1.1.1.3 Discuss the changes that has occurred in puberty rites performance over time.** **Exemplars:** 1. Assess the current ways puberty rites are performed among his/her people. 2. Compare the contemporary ways to the traditional ways by which your people were performing puberty rites. E.g. ***i.* It is now done by the church.** **ii. Duration for the rites has changed.** **iii. Done for all ages.** 3. Identify the threats to puberty rites in contemporary times. E.g.: technology, migration, education and religion	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 7.4:** Identify underlying themes, implications and issues when listening. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.

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STRAND 1: B8.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 2: B8.1.2 NAMING SYSTEMS — FAMILY NAMES, KINSHIP TERMS, PROVERBIAL AND INSINUATION NAMES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.1.2.1 Recognise and understand family names, kinship terms and proverbial and insinuation names.	**B8.1.2.1.1 Discuss the sources of family names in your language and use them appropriately.** **Exemplars:** 1. Read a text on names and their sources. 2. Mention family names and their sources. E.g. clan, grand and great-grand parents, etc. 3. Discuss the importance of family names. 4. Make a documentation on family names for male and female and indicate their sources.	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **CG 5.4:** Develop and exhibit the sense of cultural identity.
B8.1.2.1 Recognise and understand family names, kinship terms and proverbial and insinuation names.	**B8.1.2.1.2 Examine kinship terms in their community.** **Exemplars:** 1. Read a passage (200 words) on kinship terms. 2. Cite the kinship terms that are used to address your family members. E. g. father, mother, uncle, aunt, niece, nephew, grandparents, etc. 3. Discuss and document the importance of kinship terms.	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **CG 5.4:** Develop and exhibit the sense of cultural identity.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	B8.1.2.1.3 State and discuss the effects of the modern trends of naming on family names and kinship terms. **Exemplars:** 1. Identify and talk about modern ways of naming babies among your people. E..g. **i. Naming is done after anybody instead of from the family line/lineage.** **ii. Naming from other cultures.** **iii. Giving Christian/Muslim names instead of names from the familylineage, etc.** 2. Explain how the modern ways of naming affect the family names among your people. E.g. **i. Loss of identity.** ii. **Belittling the indigenous culture.**	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.
B8.1.2.1 Recognise and understand family names, kinship terms and proverbial and insinuation names.	**B8.1.2.1.4 Discuss proverbial and insinuation names.** **Exemplars:** 1. Explain proverbial and insinuation names. 2. Discuss the characteristics of proverbial and insinuation names. E.g. They are one-word names that represent whole sentences. 3. Identify situations that lead to proverbial and insinuation names. E.g. To cast insinuations. To show appreciation	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.

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<table>
<tr><th>CONTENT STANDARD</th><th>INDICATORS AND EXEMPLARS</th><th>CORE COMPETENCIES</th></tr>
<tr><td rowspan="2">B8.1.2.1 Recognise and understand family names, kinship terms and proverbial and insinuation names</td><td>4. Give examples of proverbial and insinuation names used among your people. E.g.:
• Akan: Obimpɛ, Obinim.
• Gonja: Dukulubi, Ndefoso.
• Dagaare: Dɔmɔnaaŋmene, Kannyiri
• Dangme: Koodimɛ, Zogbemɛ
• Ga: Ayeayeefɛɛ, Kaajɛmi.
• Ewe: Akpeleasi, Aɖukonu, Dɔmelevo.
• Nzema: Bɛzenɛ, Ɛkpɔlɛgyɛne
• Dagbani: Mbaŋba, Bɛjema.
• Kasem: Ayerjoa, Ajoawora.</td><td></td></tr>
<tr><td>B8.1.2.1.5 Explore and discuss appellations that go with names.
Exemplars:
1. Explain appellation.
2. Give examples of day names and their appellations.
• E.g.
<table>
<tr><th>People</th><th colspan="2">Day Name/ Appellation</th></tr>
<tr><th></th><th>Male</th><th>Female</th></tr>
<tr><td>• Akan</td><td>• Kwadwo - Okoto,</td><td>• Adwoa - Badwo</td></tr>
<tr><td>• Nzema</td><td>• Kodwo - Asɛla,</td><td>• Adwoba - Mɔlɛsa</td></tr>
<tr><td>• Dangme</td><td>• Kueku, Aku - Nyumu</td><td>• Ajoyo - Ajo</td></tr>
<tr><td>• Ga</td><td>• Kojo - Okuŋtswa</td><td>• Ajoa - Ajo</td></tr>
<tr><td>• Ewe</td><td>• Kɔmla - Dzamfosu</td><td>• Akua - Sabia (Peki)</td></tr>
</table></td><td>Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)
CC 9.1: Demonstrate behaviour and skills of working towards group goals.
CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.</td></tr>
</table>

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<table>
<tr><th>CONTENT STANDARD</th><th>INDICATORS AND EXEMPLARS</th><th>CORE COMPETENCIES</th></tr>
<tr><td>B8.1.2.1 Recognise and understand family names, kinship terms and proverbial and insinuation names</td><td>3. Identify and discuss appellations that go with family and other names where applicable.
• E. g.
<table><tr><th>People</th><th>Name</th><th>Appellation</th></tr><tr><td>• Akan:</td><td>• Asante</td><td>• Korɔbea</td></tr><tr><td>• Dangme</td><td>• Tɛtɛ</td><td>• Ogbetee</td></tr><tr><td>• Ewe:</td><td>• Xɔɖasi</td><td>• Menyeametɔ o</td></tr><tr><td>• Gonja</td><td>• Awari</td><td>• Janjina</td></tr><tr><td>• Ga:</td><td>• Lante</td><td>• Okuŋka</td></tr><tr><td>• Dagbani:</td><td>• Andani</td><td>• Dandani</td></tr><tr><td>• Nzema</td><td>• Awɔkɛ</td><td>• Ɛkyelebenle</td></tr></table></td><td></td></tr>
</table>

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STRAND 1: B8.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 3: B8.1.3 THE CLAN SYSTEM

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.1.3.1 Exhibit knowledge of the clan system in their locality by discussing the importance and threats to the clan systems	**B8.1.3.1.1 Discuss the importance and threats to the clan system.** **Exemplars:** 1. Read and discuss a passage on clan system of their culture. 2. Discuss and write the importance of the clan system of their culture. 3. Discuss the threats to the clan system.	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **CG 5.4:** Develop and exhibit the sense of cultural identity.

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STRAND 1: B8.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 4: B8.1.4 CHIEFTAINCY: DESTOOLMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.1.4.1 Discuss the processes involved in the destooling/deskining of a chief or queenmother.	**B8.1.4.1.1 Examine some behaviours that can lead to the destoolment/deskinment of chiefs and queenmothers.** **Exemplars:** 1. Read and discuss a text on destoolment/deskinment in their traditional area. 2. Examine and write behaviours that lead to the destoolment/deskinment of a chief or queenmother among their people. • E.g. i. Misuse of property of the people. ii. Disrespect for kingmakers and subjects. iii. Neglect/abuse of tradition.	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **CG 5.4:** Develop and exhibit the sense of cultural identity.
B8.1.4.1.1 Discuss the processes involved in the destooling/deskining of a chief or queenmother	**B8.1.4.1.2 Discuss the processes involved in the destoolment/ deskinment of a chief or a queenmother.** **Exemplars:** 1. Examine and write the process of destooling/deskining a chief and queenmother among their people. • E.g. i. Complaints by subjects ii. Cautioning by kingmaker iii. Summoning the chief/queenmother for arbitration, etc. **NB: The processes involved differ from culture to culture.** 2. Write the advantages and disadvantages of destoolment/deskinment. 3. Role play destoolment/deskinment of a chief among their people.	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	B8.1.4.1.3 Compare and contrast the destoolment/deskinment processes among their people and other cultures of Ghana. **Exemplars:** 1. Discuss and write the similarities and differences of the destoolment/ deskinment process of your people and that of other Ghanaian cultures. 2. Write the similarities and differences.	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 7.4:** Identify underlying themes, implications and issues when listening. **CG 5.3:** Develop and express respect, recognition and appreciation of others' cultures.

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STRAND 2: B8.2 LISTENING AND SPEAKING

SUB-STRAND 1: B8.2.1— CONVERSATION/EVERYDAY DISCOURSE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.1.1 Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas	**B8.2.1.1.1 Develop and modify their language in narrating some selected daily activities.** **Exemplars:** 1. Narrate what you do at home every Saturday. 2. Describe what you saw on your last visit to a market. 3. Draw and discuss a scenery on a given topic (e.g.: fishing, farming, weaving, etc.). 4. Describe a visit to a hospital. 5. Describe a scene at a lorry station.	**Communication and collaboration (CC)** **CC 8.1:** Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.

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STRAND 2: B8.2 LISTENING AND SPEAKING

SUB-STRAND 2: B8.2.2 LISTENING COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.2.1 Demonstrate the ability to listen to extended reading and identify key information	**B8.2.2.1.1. Listen to a level-appropriate dialogue attentively and identify key information** 1. Listen to and note important issues in a dialogue e.g. message, mood, tone. 2. Listen and compare the issues noted in the dialogue with peers.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.
	B8.2.2.1.2. Listen to and discuss the ideas and share opinions from a level-appropriate text 1. Listen and write down key information from texts/talk shows/news. 2. Discuss the key information from texts and add opinions.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.

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STRAND 2: B8.2 LISTENING AND SPEAKING

SUB-STRAND 4: B8.2.4 TONE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.4.1 Recognise changes in meaning due to tone contrast	**B8.2.4.1.1 Establish the meaning of words when the tone on the syllables in a word changes.** **Exemplars:** 1. Pronounce words with high tone. 2. Pronounce words with mid-tone (where applicable). 3. Pronounce words with low tone. 4. Read same words with different tone in context. 5. State the differences of those words as used in context.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening. **CC 7.1:** Identify words or sentences in context appropriately.

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STRAND 2: B8.2 LISTENING AND SPEAKING

SUB-STRAND 6: B8.2.6 PRESENTATION — EVERYDAY EXPERIENCE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.6.1 **Demonstrate knowledge of presentational skills in listening, following daily conversation, speaking clearly and explaining ideas**	**B8.2.6.1.1 Develop and modify their language in narrating some selected daily activities.** **Exemplars:** 1. Narrate what you do at home every Saturday. 2. Describe what you saw on your last visit to a market. 3. Draw and discuss a scenery on a given topic (e.g.: fishing, farming, weaving, etc.). 4. Describe a visit to the hospital. 5. Describe a scene at a lorry station.	**Communication and collaboration (CC)** **CC 8.1:** Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.

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STRAND 3: B8.3 READING

SUB-STRAND 1: B8.3.1 READING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.3.1.1 Understand the main ideas and supporting points in texts	**B8.3.1.1.1 Understand the main ideas and supporting points in a range of extended texts on familiar and unfamiliar topics.** **Exemplar:** 1. Read a three-paragraph passage from different subject areas (Science, Social Studies, RME, ICT, etc.) and answer questions to identify specific information and details.	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.
	B8.3.1.1.2 Summarise long passages read. **Exemplar:** 1. Read longer texts and summarise main and supporting ideas.	**Communication and Collaboration (CC)** **CC 8.5:** Vary the level of detail and the language used when presenting to make it appropriate to the audience.

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STRAND 3: B8.3 READING

SUB-STRAND 2: B8.3.2 TRANSLATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.3.2.1 Demonstrate knowledge of translating words, phrases and sentences.	**B8.3.2.1.1 Establish the meaning of words, phrases and sentences in their various languages.** **Exemplars:** 1. Translate given words, phrases and sentences from source language to target language.	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.

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STRAND 4: B8.4 LANGUAGE AND USAGE

SUB-STRAND 2: B8.4.2 INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF NOUNS, PRONOUNS AND ADJECTIVES)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives.	**B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them.** **Exemplars:** 1. Write down nouns and pronouns in their language. 2. Classify nouns under the various types (abstract, concrete, countable and uncountable). 3. Construct compound sentences with nouns and pronouns in speech and in texts. 4. Replace nouns with the appropriate pronouns in a given text.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.
	B8.4.2.1.2 Determine and categorise adjectives under size, colour, shape, quantity, etc. in their language. **Exemplars:** 1. Determine the role of an adjective in a variety of texts. 2. Identify and classify adjectives in a given text.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.

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STRAND 4: B8.4 LANGUAGE AND USAGE

SUB-STRAND 3: B8.4.3 INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (VERBS, ADVERBS AND CONJUNCTIONS)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.4.3.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions.	**B8.4.3.1.1 Recognise and use the tense and aspectual (habitual, progressive, future) forms of verbs in sentences.** **Exemplars:** 1. Identify the types of tense and aspectual forms in their language. 2. Form sentences with the various types of tense and aspectual forms.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.
	B8.4.3.1.2 Identify and use adverbs appropriately in sentences. **Exemplars:** 1. Determine the functions of adverbs in sentences. 2. Identify and classify adverbs in a given text. 3. Construct compound sentences using adverbs.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.
	B8.4.3.1.3 Identify and use conjunctions in an increasing range of texts appropriately and correctly. **Exemplars:** 1. Use appropriate conjunctions to link simple and compound sentences in texts.	**Communication and Collaboration (CC)** **CC 8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.

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STRAND 5: B8.5 COMPOSITION WRITING

SUB-STRAND: B8.5.1 STRUCTURE AND ORGANISE IDEAS IN COMPOSITION WRITING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types (persuasive/ argumentative writing, informative/ academic/ expository and letterwriting).	**B8.5.1.1.1 Develop coherent essays using the features of given text types.** **Exemplars:** 1. Discuss the features of persuasive/argumentative writing, informative/ academic/expository and letter writing. 2. Write a composition on a topic on the text types above.	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.

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STRAND 6: B8.6 LITERATURE

SUB-STRAND 1: B8.6.1 PROVERBS, IDIOMS, PROSE, DRAMA, POETRY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.	**B8.6.1.1.1 Discuss the features of proverbs and idioms** **Exemplars:** 1. Describe the features of proverbs and idioms and give examples of each. 2. Identify and interpret proverbs and idioms in your language. 3. State the occasions and situations in which the given proverbs and idioms are used. 4. State the importance of proverbs and idioms.	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.
B8.6.1.2 Demonstrate knowledge and understanding in theuse of language in a prose, poetry and drama texts	**B8.6.1.2.1Discuss how writers use language to create effect in prose, poetry and drama.** **Exemplars:** 1. Discuss how writers use language to create character in prose, poetry and drama texts, giving examples from the text. 2. Explore ways in which writers use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in a range of prose, poetry and drama texts. 3. Discuss the ways writers use language to create settings for different effects in prose, poetry and drama. 4. Discuss how writers use language to create mood and tone in prose, poetry and drama 5. Discuss the ways writers structure texts in prose, poetry and drama.	**Communication and Collaboration (CC), Cultural Identity and Global Citizen (CG)** **CC 9.1:** Demonstrate behaviour and skills of working towards group goals. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.

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STRAND 1: B9.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 1: B9.1.1 RITES OF PASSAGE: MARRIAGE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.1.1.1 Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana	**B9.1.1.1.1 Discuss the processes involved in performing marriage rites in their culture.** **Exemplars:** 1. Explain what marriage is. 2. Read and discuss a text on marriage. 3. Identify types of marriage. 4. Identify some of the marriage rites in their culture and write them. 5. Discuss marriage rites performance. 6. Explore the significance of the processes involved in performing marriage rites.	**Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CG 5.4:** Develop and exhibit the sense of cultural identity.
	B9.1.1.1.2 Compare and contrast the marriage rites in their culture to other cultures in Ghana. **Exemplar:** 1. Present marriage rites among their people. 2. Relate the marriage rites of their culture to those of other Ghanaian cultures.	**Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.
B9.1.1.1 **Demonstrate an understanding of marriage of their culture and compare with other cultures of Ghana**	**B9.1.1.1.3 Compare and contrast the traditional marriage rites to the contemporary marriage rites and dramatise both.** **Exemplars:** 1. Explain some of the contemporary marriage rites in their culture. 2. Compare and contrast the traditional to the contemporary marriage rites. 3. Dramatise marriage rites session of their culture.	**Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.

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STRAND 1: B9.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 2: B9.1.2 NAMING SYSTEMS — CIRCUMSTANTIAL, REINCARNATION, DEITY NAMES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names	**B9.1.2.1.1 Identify and discuss circumstances that result in naming children in their community.** **Exemplars:** 1. Explain circumstances that lead to circumstantial names. 2. Write some of the names and relate them to the circumstances. 3. Discuss the significance of circumstantial names.	**Communication and Collaboration, Cultural Identity and Global Citizenship (CG)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.
	B9.1.2.1.2 Discuss reincarnation names and their meanings. **Exemplars:** 1. Identify reincarnation names and discuss their meanings. 2. Discuss the significance of reincarnation names.	**Communication and Collaboration, Cultural Identity and Global Citizenship (CG)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.1.2.1. Exhibit knowledge of the understanding and application of circumstantial, reincarnation and deity names	**B9.1.2.1.3 Identify and discuss deity names.** **Exemplars:** 1. Explain circumstances that lead to giving new borns deity names. E.g. • Akan: Tutu, Antoa, etc • Dagaare: Gyebuni, Kala • Dagbani: Yabdoo, Tidoo • Dangme: Agbee, Nadu • Ewe: Afram, Klu • Ga: Nai, Dzan • Gonja: Kipo, Lansa • Nzema: Tanoɛ, Botokule • Kasem: Kukula 2. Discuss the significance of deity names.	**Communication and Collaboration, Cultural Identity and Global Citizenship (CG)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.

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STRAND 1: B9.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 3: B9.1.3 THE CLAN SYSTEM

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.1.3.1 **Demonstrate understanding and knowledge of the factors that militate against the clan system**	**B9.1.3.1.1 Discuss trends affecting the clan system.** **Exemplars:** 1. Identify and discuss the trends affecting the clan system. 2. Discuss ways by which the clan system can be strengthened. 3. Discuss the similarities and differences between the various clan systems in their locality.	**Communication and Collaboration, Cultural Identity and Global Citizenship (CG)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.

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STRAND 1: B9.1 CUSTOMS AND INSTITUTIONS

SUB-STRAND 4: B9.1.4 CHIEFTAINCY: TRADITIONAL GOVERNMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.1.4.1 Exhibit knowledge and understanding of the traditional governing structure (chief/ queenmother, chief priest, traditional military, sub chiefs, king makers) of their society and their duties.	**B9.1.4.1.1 Explore the traditional governing structure of their community and discuss the duties of the functionaries.** **Exemplars:** 1. Read and discuss a text on traditional governance. 2. Identify the traditional governing structure of their community. 3. Discuss and write down the duties of the functionaries. 4. Discuss and write the importance of the functionaries.	**Communication and Collaboration, Cultural Identity and Global Citizenship (CG)** **CC 7.3:** Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication. **CG 5.5:** Adjust to the demands of customs, traditions, values and attitudes of society.

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STRAND 2: B9.2 LISTENING AND SPEAKING

SUB-STRAND 1: B9.2.1: CONVERSATION/EVERYDAY DISCOURSE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.1.1 Demonstrate use of appropriate language orally in specific situations	**B9.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues.** **Exemplars:** 1. Identify some slang words and jargons accepted locally and internationally. 2. Use everyday, informal topics and situations that are more appropriate for the use of slang and jargon e.g. going out with friends, talking about music, hobbies, sport, and so on. 3. Create and act scenes on texts/issues/topics using both formal and informal register to distinguish characters.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.
	B9.2.1.1.2 Ask questions that link the ideas of several speakers and respond to others' questions in a discussion **Exemplars:** 1. Use open ended questions to enable speaker link ideas of other speakers on topics/issues e.g. In your opinion what are the views of people on bush fires, corruption, sanitation, energy conservation, 'galamsey', corona virus, Gender Equality and Social Inclusion (GESI), etc.? 2. Listen attentively to view points on topics/issues in a conversation and respond appropriately. 3. Engage in conversations on topics/issues with several speakers and respond to different views.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.1.1 Demonstrate use of appropriate language orally in specific situations	**B9.2.1.1.3 Use appropriate language orally to discuss grade-level national issues fluently** **Exemplars:** 1. Identify grade-level national issues (the youth in agriculture, sanitation, life style diseases, free SHS, etc.) 2. Discuss grade-level national issues in detail using appropriate register.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.
	B9.2.1.1.4 Express opinions and advice on a range of everyday issues and situations clearly. **Exemplars:** 1. Identify a range of everyday issues e.g. road/domestic accidents, domestic violence, child abuse. 2. Engage in conversations on these issues giving your opinion and advice.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.
	B9.2.1.1.5 Demonstrate appropriate turn taking and use techniques for effective argument (debate). **Exemplars:** 1. Identify interesting topics/issues appropriate for argument and debate e.g.'Children should be allowed to take decisions on matters concerning them.' 2. Observe and use the skills of turn taking in arguments and debates.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.

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STRAND 2: B9.2 LISTENING AND SPEAKING

SUB-STRAND 2: B9.2.2: LISTENING COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.2.1: Demonstrate the ability to listen to extended reading and identify key information	**B9.2.2.1.1 Listen to a more natural level-appropriate interactions with multiple speakers for example, TV shows, dramas, films, etc.** **Exemplars:** 1. Discuss and write key information e.g. message, theme, tone, mood in level appropriate texts/speeches. 2. Listen to and compare information written from texts/speeches.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.
	B9.2.2.1.2 Initiate and participate in meaningful and collaborative discussions on texts and related materials building on others' ideas and expressing their own clearly and persuasively. **Exemplars:** 1. Listen to and identify key issues in level appropriate texts/speeches/ dialogues e.g. argumentative texts, news, presentations. 2. Initiate discussions on ideas and share opinions on level appropriate texts/ speeches/dialogues 3. Engage in conferences to discuss ideas noted from texts/speeches/ dialogues and express their own clearly and persuasively	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.

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STRAND 2: B9.2 LISTENING AND SPEAKING

SUB-STRAND 4: B9.2.4 TONES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.4.1 Demonstrate knowledge and understanding in the use of the basic tones correctly in speaking and reading.	**B9.2.4.1.1 Apply the idea of tones correctly when speaking and reading in contexts.** **Exemplars:** 1. Engage in a conversation on a given topic using the basic tones correctly. 2. Read sentences using the correct tones. 3. Read a passage using the correct tone patterns to depict the right context.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.

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STRAND 2: B9.2 LISTENING AND SPEAKING

SUB-STRAND 4:B9.2.6 PRESENTATION: EVERYDAY EXPERIENCES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.6.1 Describe their everyday experiences on more complex topics using appropriate presentational skills.	**B9.2.6.1.1 Discuss complex topics related to everyday activities.** **Exemplars:** 1. Read a text on deforestation in Ghana, same sex marriage, insecurity, etc. 2. Discuss some of the everyday activities in the factory, traditional occupational shops, settlement of cases at the palace, etc.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.
	B9.2.6.1.2 Compose their own group report on some topical issues. **Exemplars:** 1. Develop their own report on a range of suitable familiar and unfamiliar, concrete and abstract topics. Examples, pollution in Ghana, food production in Ghana, main industries in Ghana. 2. Make a presentation on the topics above to the class for discussion.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.

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STRAND 3: B9.3 READING

SUB-STRAND 1: B9.3.1 READING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.3.1.1 Read longer passages silently, identify main ideas, answer questions and summarise the passage.	**B9.3.1.1.1 Locate the main and subsidiary points in a range of texts and rewrite logically with accuracy in their own words.** **Exemplars:** 1. Read and understand a passage of between 200-250 words from different subject areas silently. 2. Identify the main ideas in the passage. 3. Rewrite the ideas logically in their own words. 4. Answer recall, meaning and inferential questions based on the passage.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening. **CC 7.2:** Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures.
	B9.3.1.1.2 Summarise passages read in given number of sentences. **Exemplars:** 1. Arrange the main ideas in a range of passages logically and coherently. 2. Summarise a passage of two hundred words in fifty words.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening. **CC 7.2:** Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures.

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STRAND 3: B9.3 READING

SUB-STRAND 2: B9.3.2 TRANSLATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.3.2.1 Demonstrate knowledge of translating texts from source language to the target language.	**B9.3.2.1.1 Decode the meaning of texts and translate from source to target language.** **Exemplars:** 1. Translate texts of about one hundred words from source to a target language. 2. Read and discuss the translated text.	**Communication and Collaboration (CC)** **CC 8.3:** Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.

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STRAND 4: B9.4 LANGUAGE AND USAGE

SUB-STRAND 2: B9.4.2 INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (NOUNS, ADJECTIVES)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.4.2.1 Demonstrate knowledge of the use of singular and plural nouns in sentences and passages.	**B9.4.2.1.1 Discuss nouns under singular and plural forms in an increasing and abstract range of texts.** **Exemplars:** 1. Identify and classify nouns in a passage according to their singular and plural forms. 2. Construct simple and compound sentences with the singular and plural nouns in speech and in writing.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.
B9.4.2.2 Demonstrate knowledge of how adjectives are combined in a sentence.	**B9.4.2.2.1 Discuss how adjectives follow each other in a sentence.** **Exemplars:** 1. Identify adjectives in texts. 2. Form sentences with two or three adjectives.	**Communication and Collaboration (CC)** **CC 7.1:** Identify words or sentences in context appropriately.

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STRAND 4: B9.4 LANGUAGE AND USAGE

SUB-STRAND 3: B9.4.3 INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (VERBS, ADVERBS)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.4.3.1 Exhibit knowledge and understanding of the use of auxiliary verbs.	**B9.4.3.1.1 Discuss auxiliary verbs in sentences.** **Exemplars:** 1. Identify types of verbs in a recorded/read passage. 2. Discuss auxiliary verbs (where applicable). 3. Construct sentences with auxiliary verbs.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.
B9.4.3.2 Demonstrate knowledge of how adverbs are combined in a sentence.	**B9.4.3.1.3 Discuss how adverbs follow each other in a sentence.** **Exemplars:** 1. Identify adverbs in texts. 2. Construct sentences with two or three adverbs correctly.	**Communication and Collaboration (CC)** **CC 7.1:** Identify words or sentences in context appropriately.

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STRAND 5: B9.5 COMPOSITION WRITING

SUB-STRAND 1: B9.5.1 STRUCTURE AND ORGANISE IDEAS IN COMPOSITION WRITING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.5.1.1 Demonstrate knowledge and understanding of the features of the various text types discussed and use the knowledge to write a coherent essay on the text types.	**B9.5.1.1.1 Plan and structure a range of extended texts using paragraphs to show progression from one idea to the next and linking paragraphs using cohesive language.** **Exemplar:** 1. Write a coherent essay on any of the text types (e.g. narrative, descriptive, creative, academic, and argumentative and letter writing) on a given topic. 2. Identify and write the topic and supporting sentences in the paragraphs.	**Communication and Collaboration (CC), Critical thinking and Problem solving (CP)** **CC 7.4:** Identify underlying themes, implications and issues when listening. **CP 5.2:** Analyse and make distinct judgement about viewpoints expressed in an argument.

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STRAND 6: B9.6 LITERATURE

SUB-STRAND 1: B9.6.1 DRUM/HORN/XYLOPHONE LANGUAGE, PROSE, POETRY AND DRAMA

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.6.1.1 Demonstrate an understanding of drum language, appellations and war songs.	**B9.6.1.1.1 Explore drum language/appellations and war songs respectively.** **Exemplars:** 1. Describe the features of drum language/appellation. 2. Discuss drum language/appellation. 3. Discuss the occasions/situations on/in which drum language/appellation is used. 4. State the importance of drum language/appellation. 5. Appreciate war songs in your language. 6. Discuss the importance of war songs.	**Cultural identity and Global Citizenship(CG)** **CG 5.1:** Show a strong sense of belongingness to one's culture. **CG 6.1:** Understanding of influences of globalisation on traditions, languages and cultures.
B9.6.1.2 Demonstrate knowledge and understanding in the writer's use of language in a prose, poetry and drama texts.	**B9.6.1.2.1 Discuss how writers use language to create effect in an increasing range of prose, poetry and drama.** **Exemplars:** 1. Discuss characterisation in relation to prose, poetry and drama texts and give examples from texts. 2. Explore ways that writers use a wide range of literary devices (personification, alliteration, assonance) in a range of prose, poetry and drama texts. 3. Discuss how writers use settings to create different effects in a range of prose, poetry and drama. 4. Discuss how writers use language to create mood and tone in an increasing range of prose, poetry and drama 5. Discuss the ways writers structure texts in a range of prose, poetry and drama texts.	**Communication and Collaboration (CC)** **CC 7.4:** Identify underlying themes, implications and issues when listening.

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APPENDICES

APPENDIX 1: CORE COMPETENCIES AND SUBSKILLS OF THE COMMON CORE PROGRAMME (CCP)

1. COMMUNICATION AND COLLABORATION (CC)

B7-B9		
CC7: LISTENING	**CC8: PRESENTING**	**CC9:TEAMWORK**
CC7.1: Identify words or sentences in context appropriately	**CC8.1**: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group	**CC9.1**: Demonstrate behaviour and skills of working towards group goals
CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures	**CC8.2**: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech	**CC9.2**: Understand and use interpersonal skills
CC7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication	**CC8.3**: Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes	**CC9.3**: Understand roles during group activities
CC7.4: Identify underlying themes, implications and issues when listening	**CC8.4**: Anticipate different responses from the audience and plan for them	**CC9.4**: Help group work on relevant activities
CC7.5: Identify and analyse different points of views of speaker	**CC8.5**:Vary the level of detail and the language used when presenting to make it appropriate to the audience	**CC9.5**: Appreciate the importance of including all team members in discussions and actively encourage contributions from them
		CC9.6: Ability to work with all group members to complete a task successfully
		CC9.7: Effectively perform multiple roles within the group
		CC9.8: Demonstrate an awareness of the wider team dynamics and work to minimise conflicts in the team

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2. CRITICAL THINKING AND PROBLEM SOLVING (CP)

B7-B9	
CP5: CRITICAL THINKING	**CP6: PROBLEM SOLVING**
CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion	**CP 6.1:** Ability to effectively define goals towards solving a problem
CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument	**CP 6.2:** Ability to explain plans for attaining goals
CP 5.3: Create simple logic trees to think through problems	**CP 6.3:** Identify important and appropriate alternatives
CP 5.4: Generate hypothesis to help answer complex problems	**CP 6.4:** Ability to identify important and appropriate criteria and use them to evaluate available alternatives
CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem	**CP 6.5:** Ability to select alternative(s) that adequately meet selected criteria
CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation	**CP 6.6:** Preparedness to recognise and explain results after implementation of plans
CP 5.7: Provide new insight into controversial situation or task	**CP 6.7:** Implement strategies with accuracy
CP 5.8: Identify and prove misconceptions about a generalised concept or fact specific to a task or situation	
CP 5.9: Identify and explain a confusion, uncertainty, or a contradiction surrounding an event	
CP 5.10: Develop and defend a logical plausible resolution to a confusion, uncertainty or contradiction surrounding an event	

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3. PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

B7-B9	
PL5: PERSONAL DEVELOPMENT	**PL6: LEADERSHIP**
PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations),in reacting and adjusting to novel situations	**PL6.1:** Ability to serve group members effectively
PL5.2: Demonstrate a sense of belongingness to a group	**PL6.2:** Division of tasks into solvable units and assigning group members to task units
PL5.3: Recognise one's emotional state and their preparedness to apply emotional intelligence	**PL6.3:** Ability to manage time effectively
PL5.4: Ability to understand one's personality traits	**PL6.4:** Ability to manage and resolve conflicts
PL5.5: Desire to accept one's true self and overcome weaknesses	**PL6.5:** Ability to monitor team members to ascertain progress
PL5.6: Ability to set and maintain personal standards and values	**PL6.6:** Ability to mentor peers
	PL6.7: Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others
	PL6.8: Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those changes

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4. CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

B7-B9	
CG5: CULTURAL IDENTITY	**CG6: GLOBAL CITIZENSHIP**
CG5.1: Show a strong sense of belongingness to one's culture	**CG6.1:**Understanding of influences of globalisation on traditions, languages and cultures
CG5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms	**CG6.2:**Recognise resistance to global practices that are inimical to our culture
CG5.3: Develop and express respect, recognition and appreciation of others' cultures	**CG6.3:**Know the global discourse about the roles of males and females
CG5.4: Develop and exhibit a sense of cultural identity	**CG6.4:**Exhibit a sense of nationality and global identity
CG5.5: Adjust to the demands of customs, traditions, values and attitudes of society	

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5. CREATIVITY AND INNOVATION (CI)

B7-B9	
CI5: KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	**CI6: REFLECTION AND EVALUATION**
CI 5.1: Examine alternatives in creating new things	**CI 6.1:** Exhibit strong memory, intuitive thinking, and respond appropriately
CI 5.2: Ability to merge simple/complex ideas to create novel situations or things	**CI 6.2:** Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used
CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable	**CI 6.3:** Ability to select the most effective creative tools for work, and give reasons for the choice
CI 5.4: Ability to visualise alternatives, see possibilities, and identify problems and challenges	**CI 6.4:** Imagining and seeing things in a different way
CI 5.5: Ability to try new alternatives and different approaches	**CI 6.5:** Anticipate and overcome difficulties relating totaking initiatives
CI 5.6: Understand and use analogies and metaphors	**CI 6.6:** Being open-minded, adapting and modifying ideas to achieve creative results
CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things	**CI 6.7:** Look and think about things differently and from different perspectives
	CI 6.8: Recognise and generalise information and experience; search for trends and patterns
	CI 6.9: Interpret and apply learning in new contexts
	CI 6.10: Reflect on work and explore the thinking behind thoughts and processes

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6. DIGITAL LITERACY (DL)

B7-B9	
DL5: PHOTO-VISUAL AND INFORMATION LITERACY	**DL6: SOCIO-EMOTIONAL AND REPRODUCTION LITERACY**
DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem	**DL 6.1:** Understand the sociological and emotional aspects of cyberspace
DL5.2: Ability to recognise and avoid traps in cyberspace	**DL 6.2:** Create a meaningful and original piece of work, or its interpretation by integrating existing information
DL5.3: Ability to find and utilise digital content	**DL6.3:**Use digital tools to create novel things
DL5.4: Ability to construct knowledge from a non-linear hyper-textual navigation	**DL6.4:**Adhere to behavioural protocols that prevail in cyberspace
DL5.5: Evaluate the quality and validity of information	**DL6.5:**Recognition of societal issues emanating from the use of digital technologies
DL5.6: Preparedness to make better decisions using available information	**DL6.6:**Knowledge and recognition of ethical use of information

Please note these inclusivity issues

The core competencies outlined in this document must be assessed taking into consideration learners with special needs (physical disabilities, learning disabilities, etc.).Consider the use of realia for visual and visually challenged learners.

A system of creating alternatives for tasks must also be adopted.

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