

GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

**ENGLISH LANGUAGE
COMMON CORE PROGRAMME CURRICULUM
(BASIC 7 - 10)**

FEBRUARY 2020



English Language Curriculum for B7- B10

Enquiries and comments on this Curriculum should be addressed to:

The Executive Secretary

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P. O. Box CT PMB 77

Cantonments

Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh

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Ministry of Education
Ghana

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

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

Also, to enable our learners become members of the international community, they must be exposed to English, the most widely used global language. This means that success in education at all levels depends, to a very large extent, on the individual's proficiency in the English language. However, learners must first be given a strong foundation in their first language to make the learning of English easier for them as confirmed by research. It is for these and other reasons that English Language is a major subject of study in Ghanaian schools.

PHILOSOPHY

Borrowing from a variety of philosophical ideas like the interactionists and contextualists, this English Language curriculum is informed by two major ideas, namely the Developmental Theory and the Social Constructivism which is a built-up on the theory of cognitivism.

Learners go through developmental stages as they learn language and research is clear that they develop language at their own pace as they interact with the social environment around them. Therefore, when learners are provided with a good social environment, they develop language faster than learners who are in a non-interactive and poor language environment.

In teaching English Language, the curriculum adopts the socio-constructivist dimensions to learning. At school, language learning goes through the same developmental processes. Learners have in-built potentials to develop and acquire new languages while approximating grammatical structures as they learn to speak. As they interact, they gradually learn the appropriate language of the community.

The social constructivist theory holds the notion that reading and writing are an active process of constructing meaning from print; hence, the use of their favourite phrase "meaning making" to describe how active the reader is in learning language and comprehending what s/he reads or hears. The teacher guides learners to decode text and supports them to engage and make sense of the texts they read. This is to ensure that good readers do not just take in a store of given information but make their own interpretation of experiences to elaborate and test those interpretations.

Thus, a participatory approach should be emphasised to help learners connect language learning in the classroom to solving real world problems in their environment and world around them. The teacher should promote interaction and make learners active in their own learning. Learners' differences in the language classroom should not be taken as a deficit, but provide the teacher with the background to support learners. Current definitions emphasise that language learning is not just reading and writing but also listening, speaking and thinking. It involves the knowledge and skills to engage in social and academic processes needed for effective functioning in the school and community.

GENERAL AIMS

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

SPECIFIC AIMS

The overriding aim for the Language and Literacy curriculum (in both Ghanaian Language and English language) in basic schools is to promote high standards of language and literacy by equipping pupils with a good command of the spoken and written word to enable them to:

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

TEACHING AND LEARNING EXPECTATIONS

Teachers are expected to:

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

CORE COMPETENCIES

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

1. Critical Thinking and Problem-Solving (CP)

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

choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

2. Creativity and Innovation (CI)

This competence promotes in learners entrepreneurial skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this competency can think independently and creatively as well.

3. Communication and Collaboration (CC)

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas, engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

4. Cultural Identity and Global Citizenship (CG)

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

5. Personal Development and Leadership (PL)

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

6. Digital Literacy (DL)

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

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)

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

- Knowledge, Understanding and Application;
- Language Skills;

- Attitudes and Values.

Knowledge, Understanding and Application

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

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

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

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

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

- Knowing:** This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall concepts already learnt and this constitutes the lowest level of learning.
- Understanding:** This is the ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based on a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial, or symbolic.
- Applying:** This dimension is also referred to as “Use of Knowledge”. It is the ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.

- Analysing:** This is the ability to break down concepts/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts, etc.
- Synthesising:** This is the ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create and generate new ideas and solutions.
- Evaluating:** This is the ability to appraise, compare features of different things and make comments or judgment, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some concepts based on some criteria.
- Creating:** This is the ability to use information or materials to plan, compose, produce, manufacture or construct products. From the foregoing, creating is the highest form of thinking and learning and is, therefore, a very important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking skills, beginning right from the lower primary level, it is advised that teachers do their best to help their learners develop analytic skills as has been said already.

Language Skills

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

- Listening
- Reading
- Speaking
- Writing

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

- Listening

This is the ability to accurately receive and interpret messages in the communication process. For example, the ability to listen to, understand and follow directions, instructions, etc. given in a language.

- Reading

This is the ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently and must be able to answer questions arising from the passage read. He/she should also be able to summarise passages read in his/her own words to show understanding of the passages.

- **Speaking**

This is the ability to speak a language clearly and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practise to perfection.

- **Writing:**

This is the ability to express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.

Learning the English Language implies the acquisition of two major abilities or behaviours. These are "Knowledge and Understanding" and the "Use of Knowledge". "Knowledge and Understanding" refers to the ability to identify and recall, for example, the principles of grammar acquired through instruction and further acquired through Listening and Reading. "Use of Knowledge" implies the ability to use the language in writing and in speaking. Beside the two dimensions are the four skills, Listening, Reading, Speaking and Writing. Listening and Reading are referred to as "Receptive Skills." They are the skills through which a learner receives communication. Speaking and Writing are referred to as "Productive Skills" since these are the skills which require the learner to produce knowledge acquired through speaking the language and through writing letters, compositions, etc.

ATTITUDES AND VALUES

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

Attitudes

i. Curiosity:

It is an inclination or a feeling towards seeking information about how things work in a variety of fields.

ii. Perseverance:

This is the ability to pursue a problem until a satisfying solution is found.

iii. Flexibility in ideas:

It is the willingness to change an opinion in the face of more plausible evidence.

iv. Respect for Evidence:

It is the willingness to collect and use data in one's investigation and also have respect for data collected by others.

v. Reflection:

This is the habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon.

Values

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

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

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

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

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

Teamwork/Collaboration: Ghana's schools are to be dedicated to a constructive and team-oriented working and learning environment. This also means that learners should live peacefully with all persons with an attitude of tolerance and collaboration.

Truth and Integrity: The curriculum aims to develop Ghana's learners into individuals who will consistently tell the truth, irrespective of the consequences, be morally upright with the attitude of doing the right thing, even when no one is watching, be true to themselves and 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 students to see and apply academic skills and competencies in the world of work.

ASSESSMENT

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

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

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

Assessment for learning: It is an approach used to monitor learners' progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence, which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Assessment of learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period. The emphasis is to evaluate the learner's cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, one should try to select indicators in such a way that he/she will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When one develops assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a "Criterion-Referenced Assessment". In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure one uses i.e. class assessments, homework, projects, etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

SUGGESTED TIME ALLOCATION

A total of (Insert) periods a week, each period consisting of (Insert), is allocated to the teaching of English Language at Basic Seven to Basic ten.

PEDAGOGICAL APPROACHES

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

- i. 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;
- ii. the positioning of inclusion and equity at the centre of quality teaching and learning;
- iii. the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;
- iv. the use of Information Communications Technology (ICT) as a pedagogical tool;
- v. the identification of SUBJECT SPECIFIC instructional expectations needed for making learning in the subject relevant to learners; and
- vi. the integration of assessment into the teaching and learning process and as an accountability strategy.

Learning-Centred Pedagogy

The learner is at the centre of learning. At the heart of the national curriculum is the learning progression and improvement of learning outcomes for Ghana's young people, with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her group. At the primary school level, the progression phases are B7 – B10.

The curriculum encourages the creation of a learning-centred classroom, with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher, to also actively engage in looking for answers,

working in groups to solve problems, researching for, analysing and evaluating information. The aim of the learning-centred classroom approach is to develop learner-autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

The teacher should create a learning atmosphere that ensures that:

- learners feel safe and accepted;
- learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways;
- teacher assumes the position of a facilitator or coach who;
- helps learners to identify a problem suitable for investigation via project work;
- connects the problem with the context of the learners' world so that it presents authentic opportunities for learning;
- organises the subject matter around the problem, not the discipline;
- gives learners responsibility for defining their learning experience and planning to solve the problem;
- encourages learners to collaborate in learning; and
- expects all learners to demonstrate the results of their learning through a product or performance.

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

Inclusion

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

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

Differentiation and Scaffolding

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

- task,
- pastoral support and
- outcome.

Differentiation by task involves teachers setting different tasks for learners of 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.

Differentiation by support involves the teacher referring weak students to the Guidance and Counselling Unit for academic support.

Differentiation by outcome involves the teacher allowing students to respond at different levels. Weaker students are allowed more time for complicated tasks.

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

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

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

INFORMATION COMMUNICATIONS 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; and
- enhanced flexibility and differentiated approach of delivery.

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

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

ORGANISATION OF THE CURRICULUM

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

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

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

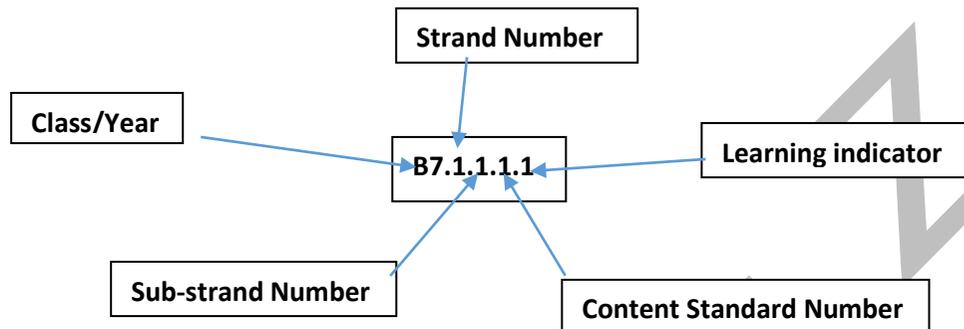
Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

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

Exemplars serve as support and guidance, which clearly explain the expected outcomes of indicators and suggest what teaching and learning activities could support the facilitators/teachers in the delivery of the curriculum.

Curriculum Reference numbers

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



Strand 3: Grammar Usage Sub-Strand 1: Grammar			
B7	B8	B9	B10
B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.	B10.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.
B7.3.1.1.1. Demonstrate command and application of nouns in text.	B8.3.1.1.1. Demonstrate command of the functions of nouns in situational analysis	B9.3.1.1.1. Identify and use noun phrases accurately in context	B10.3.1.1.1. Use the noun clause accurately in context

NOTE TO THE TEACHER

Integration of Skills

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

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

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

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

Approach to Grammar

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

Oral Language (Listening and Speaking)

The section on Oral Work, referred to as “Listening and Speaking” in this syllabus, has the following segments: songs, rhymes, storytelling, dramatisation, conversation, listening comprehension, asking and answering questions, giving and responding to commands/instructions/directions, making and responding to requests and presentations. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing, carry out instructions and speak English with confidence. In B1 to B3, the Grammar has been integrated into the Listening and Speaking as well as Writing aspects of the lessons. The teacher must give the segments their due weight, balance and influence in the teaching process. Above all, the teacher must endeavour to get his/her learners to speak English, as much as possible, for them to be able to acquire effective skills in speaking the English Language.

Reading Material

To help the teacher to achieve the indicators of the strand “Reading”, a list of topics for reading has been provided below. The topics have been carefully selected to help learners acquire vital information on health issues, as well as information on issues of current interests. The teacher is further encouraged to use his/her initiative in improvising and planning new materials. It is a requirement that each learner should read five books on different topics each term, that is, fifteen books per year.

Supplementary Material

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

List of Topics for Reading

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

The teacher should select relevant and interesting reading materials that will help improve learners' understanding and use of English at all levels – B7 to B10.

B7

1. Ghana's Natural Resources – Gold, Diamonds, Bauxite, Manganese, Timber, Water Resources, Oil and Gas
2. Mining
3. Environment – degradation, preservation
4. Industrialization in Ghana
5. Energy conservation
6. Diseases and their prevention – Malaria, Diarrhoea, T. B., STIs, coronavirus,
7. Festivals
8. Destruction of water bodies
9. Adolescent reproductive health
10. Entrepreneurship
11. Exercise, health and diet

B8

1. Tourism (Water falls, mountains, e.g. Afajato, Everest)
2. Modern Communication
3. Space Crafts
4. Banking
5. Sports and Games
6. Inventions – local and foreign
7. Communication – E-mail, Internet, print and electronic media
8. Diseases and their control – Guinea Worm, Bird Flu
9. Bad Farming Practices
10. Environmental degradation
11. Adolescent reproductive health
12. Entrepreneurship
13. Exercise, health and diet

B9

1. Governance – Forms (Communism, Socialism and Democracy)
2. Media – social, print, audio, visual etc.
3. Social, moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property
4. Important Rivers of the World and Their Uses
5. Forest Depletion
7. Transportation – Land, air and sea.
8. ECOWAS, AU and UN
9. Drug Abuse
10. Climate change
11. Adolescent reproductive health
12. Entrepreneurship
13. Exercise, health and diet

B10

1. Values: Attitude to work: loyalty, honesty, courtesy, assertiveness, hardwork, patriotism, tolerance
2. Water Resources/Bodies
3. Environmental Issues/ Natural Disasters e.g. Floods, Bush fires, sanitation etc.
4. Nature: The Natural Environment – Plants, animals, birds
5. Entertainment: Sports, Games, Music & Dance
6. Social issues e.g. Child Labour, Child Trafficking, Child Abuse, kidnapping, bribery and corruption, armed robbers
7. Diseases: AIDS, Malaria
8. Festivals
9. Transportation: Land, air, rail & Sea
11. Adolescent reproductive health
12. Entrepreneurship
13. Exercise, health and diet.

Scope and Sequence

S/N	STRAND	SUB-STRAND
1	Oral Language	<ol style="list-style-type: none"> 1. Conversation/Everyday Discourse 2. Listening Comprehension 3. English sounds
2	Reading	<ol style="list-style-type: none"> 1. Comprehension 2. Summarsing
3	Grammar	<ol style="list-style-type: none"> 1. Grammar 2. Punctuation and Capitalisation 3. Vocabulary and Spelling
4	Writing	<ol style="list-style-type: none"> 1. Production and Distribution of Writing 2. Text Types and Purposes 3. Building and Presenting Knowledge
5	Literature	<ol style="list-style-type: none"> 1. Prose, Drama and Poetry

BASIC 7

Draft Zero

STRAND I: ORAL LANGUAGE (LISTENING AND SPEAKING)
SUB-STRAND I: CONVERSATION/EVERYDAY DISCOURSE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations</p>	<p>B7.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues</p> <ul style="list-style-type: none"> • Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standard for work, school and public offices and business settings. • Use appropriate language to participate in formal interactions. e.g. no slangs/jargons. • Identify informal situations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, etc. • Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc (Examples of informal language include; slang words, jargons, contracted forms, non-verbal communication,) 	<p>Communication and collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p>
	<p>B7.1.1.1.2. Ask questions that elicit elaboration and respond to others' questions in conversation</p> <ul style="list-style-type: none"> • Identify words that can help give elaborate responses to questions in conversation (e.g. why, how, for what reason). • Engage in conversation using these words to elicit elaboration e.g. Ama: Do you think babies should talk? Aziz: Yes Ama: Why do you think so? 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.1.1.1.3. Use appropriate language orally to describe experiences about oneself and others</p> <ul style="list-style-type: none"> • Use <ul style="list-style-type: none"> ○ language: tense structures, variety of sentences, figurative expressions etc ○ vocabulary: nouns, adjectives, adverbs, etc. to talk about one's experiences and those of others in specific situations e.g. the hospital, shopping in a market/supermarket, at a bus terminal/station, etc. 	<p>Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership</p> <p>Creativity and innovation Digital Literacy</p>
	<p>B7.1.1.1.4. Listen to and give accurate directions to familiar places</p> <ul style="list-style-type: none"> • Use appropriate language (e.g. opposite, adjacent, a few meters away, ten minute-walk /drive, turn left/right) and landmarks (church, mosque, hospital, filling station etc.) to show direction. • Direct people using a range of these vocabulary and expressions appropriately to given locations. 	<p>Communication and collaboration Critical Thinking and Problem Solving Personal Development and Leadership</p>
	<p>B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication</p> <ul style="list-style-type: none"> • Converse using appropriate voice (pace, volume, tone, stress) e.g. word and sentence stress. increase (noun) increase (verb). • Maintain eye contact (look at the person speaking, maintain appropriate posture and facial expression) in conversation. • Engage in conversation using voice modulation and maintaining eye contact. Monitor how your partner shows this in the conversation. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

STRAND 1: ORAL LANGUAGE		
SUB-STRAND 2 :LISTENING COMPREHENSION		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	<p>B7.1.2.1.1. Listen to a level-appropriate text attentively and identify key information</p> <ul style="list-style-type: none"> • Identify key points <ul style="list-style-type: none"> ○ intent or purpose of the message (e.g. to inform, persuade, instruct). ○ assessing the speaker’s enthusiasm and passion for the topic. ○ Identify main idea and supporting points. • Read out and cross check the information written. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership
	<p>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</p> <ul style="list-style-type: none"> • Listen to and write key points from texts/speeches/presentations. • Discuss key points identified and share opinions. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership

STRAND 1: ORAL LANGUAGE		
SUB-STRAND 3 :SOUNDS (VOWELS, CONSONANTS AND INTONATION)		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7.1.3.1.1. Produce pure vowel sounds in context (short vowels) <ul style="list-style-type: none"> Identify and produce pure vowels e.g. /a/, /i/, /e/ in context. Distinguish between pure vowels (long and short vowels) in context. Use pure vowels in speech. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership
	B7.1.3.1.2. Produce pure vowel sounds in context (long vowels) <ul style="list-style-type: none"> Identify words containing long vowels e. g .part, peel, bloom. Listen to and produce sounds as used in connected speech. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership
	B7.1.3.1.3. Produce diphthongs in context (centering and closing) <ul style="list-style-type: none"> Identify centering diphthongs e.g. /eə / /iə/ in context. Identify closing diphthongs e.g. /au/, /ai/ in context. Listen and distinguish between vowels and diphthongs in context. Use vowels and diphthongs accurately in connected speech. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership

STRAND 2: READING SUB-STRAND 1: COMPREHENSION		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.2.1.1: Demonstrate increasing confidence in independence in reading.	<p>B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualization strategies</p> <ul style="list-style-type: none"> • Read narrative texts and create mental pictures to aid understanding. • Read fluently to build confidence. • Engage in meaningful interaction with text and peers. • Monitor for understanding and self-correct where necessary. • Make connections with what is read to own experiences. 	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>
	<p>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</p> <ul style="list-style-type: none"> • Make predictions about the content of a text using; <ul style="list-style-type: none"> ○ Prior knowledge ○ Typographical and visual features ○ Text features ○ Organizational patterns ○ Organizational structure • Ask questions to form ideas. • Answer questions to elicit understanding (meaning). 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts</p> <ul style="list-style-type: none"> • Read a text closely for implicit meaning. • Write questions to guide reading. • Look back at questions as you read and create a link with text. • Provide and interpret evidence to support understanding. • Answer questions accurately. • Use the answers to identify the main idea of the text. 	<p>Communication and collaboration</p>

	<p>B7.2.1.1.4. Use text structure to understand and read texts independently</p> <ul style="list-style-type: none"> • Interact with a variety of texts. • Examine the topic sentences that clue to a specific structure. • Identify how the structure (how the information is organized) of the text influences meaning. These may include; <ul style="list-style-type: none"> ○ description, ○ sequence, ○ problem and solution, ○ cause and effect, and ○ compare and contrast. • Use a graphic organizer to make a chart of the text structure. • Write paragraphs that follow a specific text structure. • Read independently and identify how text structure helps with understanding other texts. 	<p>Personal development and leadership</p> <p>Communication and collaboration</p>
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.2.1.2: Read, comprehend and interpret texts	<p>B7.2.1.2.1. Identify the main text features of a non- literary texts</p> <ul style="list-style-type: none"> • Use samples of varied texts such as non-fiction – articles, formal letters (business letters, newsletters) etc. to identify text features (Print, Graphic, and Organizational): <ul style="list-style-type: none"> ○ Print Features: Title, Heading/Sub-Heading, Bold Print, Italics, Captions, etc. ○ Graphic Features: Photographs with or without captions, Drawing, Diagram, Map, Graph, Chart, etc. ○ Organizational Features: Table of Content, Index, Glossary, etc. • Discuss how the text features aid in the comprehension of a text. E.g. a. A title indicates the topic, subject matter or the main idea of an entire text. b. Bold print signals important vocabulary and/or a phrase that is integral to understanding the content of a text 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts</p> <ul style="list-style-type: none"> • Write out essential questions. • Read the text. • Make connections between texts and personal experience. • Research or make inferences and share opinions on biases and facts in texts. • Distinguish between facts and opinions in a range of non-fiction texts. • Interpret the different attitudes exhibited by the choice of words in texts to support understanding. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B7.2.1.2.3. Interpret a non-literary texts showing personal responses and supporting responses with textual evidences</p> <ul style="list-style-type: none"> • Read a variety of texts discussing the main ideas. • Identify how writer’s choice of words and intentions contribute to meaning. • Differentiate viewpoints with textual evidence. • Examine the impact of different viewpoints and how these contribute to meaning. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

STAND 2 : READING SUB-STRAND 2: SUMMARIZING		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.2.2.1: Demonstrate an understanding in summarizing	<p>B7.2.2.1.1: Use summarizing to understand key ideas in a range of texts</p> <ul style="list-style-type: none"> • Read a variety of passages and identify the main ideas. • Analyze and decide what is important. <ul style="list-style-type: none"> ○ Don't write the same words as author. ○ Think and write in your own words. ○ Ask, what's the whole write up about? • Restate or map out the gist/main idea and key details. • Put up a defense for the choice/ answer. • Restate main ideas in own words as far as possible. • Identify main ideas in given paragraphs/ texts individually. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
B7.2.2.2: Demonstrate understanding of textual evidence that supports text	<p>B7.2.2.2.1.: Determine and analyze central and supporting ideas of texts</p> <ul style="list-style-type: none"> • Read a variety of texts for main ideas. • Identify the main idea/topic sentence in the paragraphs. • Identify supporting details and how these relate to main details in texts. • Summarize main ideas of texts in own words and peer edit. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

STRAND 3: GRAMMAR USAGE		
SUB-STRAND 1: GRAMMAR		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	<p>B7.3.1.1.1. Demonstrate command and application of nouns in texts and in speaking</p> <ul style="list-style-type: none"> • Compile a list of noun types (common, proper, countable and uncountable, concrete) from passages. • Construct sentences (simple, compound and complex) using noun types. • Categorise irregular noun forms in passages e.g. <i>mouse – mice, child – children, sheep – sheep, half – halves.</i> • Use nouns forms (regular and irregular) in sentences. 	<p>Critical Thinking and Problem-Solving</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration</p>
	<p>B7.3.1.1.2. Use types of pronouns accurately in texts and in speaking</p> <ul style="list-style-type: none"> • Classify and use types of pronouns in simple, compound and complex sentences: <ul style="list-style-type: none"> ○ Personal Pronouns ○ Possessive Pronouns ○ Relative Pronouns ○ Reflexive Pronouns ○ Interrogative Pronouns ○ Demonstrative Pronouns 	<p>Critical Thinking and Problem-Solving</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p>
	<p>B7.3.1.1.3. Use adjectives accurately in texts</p>	<p>Critical Thinking and Problem-Solving</p>

	<ul style="list-style-type: none"> • Construct sentences using adjectives directly before nouns. E.g. Tom is an <i>excellent</i> singer • Construct sentences using adjectives with the verb "to be" to describe the subject of the sentence. E.g. Peter was very <i>tired</i> • Use adjectives with sense verbs (sight, taste, smell, touch, hearing) or verbs of appearance to modify the nouns, which comes before the verb. E.g. The fish <i>tasted</i> awful. He <i>seemed</i> very upset. 	<p>Communication and Collaboration Creativity and Innovation</p>
	<p>B7.3.1.1.4. Relate forms of verbs to everyday activities (Tense & Aspects)</p> <p>Present Tense</p> <ul style="list-style-type: none"> • Use verbs that show present tense and aspect in sentences <ul style="list-style-type: none"> ○ simple present tense – I <i>wash</i> a car ○ present progressive – I <i>am washing</i> a car ○ present perfect – I <i>have washed</i> the car ○ present perfect progressive – I <i>have been washing</i> the car <p>Past Tense</p> <ul style="list-style-type: none"> • Use verbs that show past tense and aspect in sentence <ul style="list-style-type: none"> ○ simple past tense – I <i>washed</i> the car ○ past progressive – I <i>was washing</i> the car ○ past perfect – I <i>had washed</i> the car ○ past perfect progressive – I <i>had been washing</i> the car 	<p>Critical Thinking and Problem-Solving</p> <p>Communication and Collaboration</p>
	<p>B7.3.1.1.5. Use adverbs to modify verbs accurately at the phrase and sentence level</p> <ul style="list-style-type: none"> • Construct sentences using adverbs to give more information about the verb. E.g. She <i>slowly</i> entered the room. • Construct sentences using adverbs to give more information about the adjective. E.g. The test was <i>extremely</i> difficult. • Construct sentences using the first adverb to give more information about the second adverb. E.g. The cheetah runs <i>incredibly</i> quickly. 	<p>Critical Thinking and Problem-Solving Communication and Collaboration Creativity and Innovation</p>

	<p>B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse</p> <ul style="list-style-type: none"> • Construct sentences using coordinating conjunctions. E.g. <i>for, and, nor, but, or, yet, and so</i> • Construct sentences using correlative conjunctions. E.g. <i>either... or, neither... nor, and not only... but also.</i> • Use subordinating conjunctions to join ideas. E.g. <i>because, since, as, although, though, while, and whereas</i> • Use adverbs that sometimes can function as a conjunction in sentences. E.g. <i>until, after, or before</i> 	<p>Critical Thinking and Problem-Solving Communication and Collaboration Creativity and Innovation</p>
	<p>B7.3.1.1.7. Demonstrate command of use of prepositions in discourse</p> <ul style="list-style-type: none"> • Use complex prepositions (more than one word) in constructing sentences. e.g. <i>consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work), etc.</i> E.g.: <ul style="list-style-type: none"> ○ The tree is <i>in front of</i> the house. ○ The prefect spoke <i>on behalf of</i> the class. • Use complex prepositions to express: <ul style="list-style-type: none"> ○ place e.g. <i>near/close to, in front of, out of, far from, by the side of, etc.</i> ○ time e.g. <i>in time of, about to, during the course of, at noon, for one week, etc.</i> ○ reason e.g. <i>due to, because of, on account of, as a result of, etc.</i> ○ concession e.g. <i>in spite of, apart from etc.</i> 	<p>Critical Thinking and Problem-Solving Communication and Collaboration Creativity and Innovation</p>
	<p>B7.3.1.1.8. Identify and use determiners in text and in speaking</p> <ul style="list-style-type: none"> • Compile list of determiners from a text. <ul style="list-style-type: none"> ○ Articles are the most popular types of determiners. E.g. <i>definite article 'the,' indefinite 'a,' and 'an.'</i> ○ Possessives provide context in a sentence by informing the reader what belongs to the subject, such as <i>'our,' 'your,' 'mine,' 'their,' 'her,' and 'his'</i> E.g. Her car is over there ○ Demonstratives (<i>that, this, there, these, and those</i>) identify an object based on its location. 	<p>Critical Thinking and Problem-Solving Communication and Collaboration</p>

	<ul style="list-style-type: none"> Use determiners in providing context and specificity to the noun/pronoun of sentences. E.g. That cat is very fat. An apple fell from the tree. Is your coffee on the counter? Use nouns preceded by articles or determiners in meaningful sentences e.g. <i>some oil, a chicken, the student</i> etc. 	
B7.3.1.2: Demonstrate command of structural and functional use of sentences.	B7.3.1.2.1. Demonstrate command and use of compound sentences <ul style="list-style-type: none"> Construct independent clauses. E.g. <i>Kofi arrived late.</i> <i>He missed the exam.</i> Join two or more independent clauses to form compound sentences using coordinating conjunction (and, but, or, so, etc.) Analyse compound sentences to identify the various independent clauses in them. 	<p>Critical Thinking and Problem-Solving</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p>
B7.3.1.3: Apply knowledge of clauses in communication	B7.3.1.3.1. Use dependent and independent clauses appropriately in writing and in speaking <ul style="list-style-type: none"> Recognize simple sentences as independent clauses E.g. <i>We danced at the party.</i> Use knowledge of independent clauses to identify the part of the sentence that cannot stand as a dependent clause. Analyse sentences to identify which part is dependent and which is independent clauses. Construct sentences by combining dependent and independent clauses. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem-Solving</p> <p>Creativity and Innovation</p>
B7.3.1.4: Demonstrate understanding of the use of conditional tenses in communication	B7.3.1.4.1. Use conditional sentences in communication to indicate a possible condition and its possible result <ul style="list-style-type: none"> Construct simple sentences using the future simple, e.g. <i>We will go home tomorrow.</i> Construct complex sentences and analyse them to show the main clause and the subordinate clause(s), e.g. <i>When we came, they were at a meeting.</i> <i>When we came</i> – subordinate clause 	<p>Critical Thinking and Problem-Solving</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p>

	<p><i>They were at a meeting – main clause</i></p> <ul style="list-style-type: none"> • Use if- clauses to construct conditional sentence type I (for indicating possible conditions and their possible results), e.g. If it rains, we will get there late. • Analyse given conditional sentences (main clause and subordinate clauses) • Discuss features of a conditional sentence type I <p><i>In a Type I conditional sentence, the tense in the 'if' clause is the simple present, and the tense in the main clause is the simple future. E.g. I will be happy if you come to my party.</i></p> <p>The 'If clause' is the condition while Main clause is the result and the order of the clauses is not fixed. Conditional sentence type one is used to communicate real situations.</p> <ul style="list-style-type: none"> • Use conditional sentences (type I) appropriately in communication (to indicate varied possible conditions and their possible results). 	
<p>B7.3.1.5: Demonstrate mastery of use of active and passive voice</p>	<p>B7.3.1.5.1. Use passive sentences with correct passive verb forms for a range of functions</p> <ul style="list-style-type: none"> • Use the passive voice to: <ul style="list-style-type: none"> ○ Describe processes ○ Talk/write about past actions when we do not know who did them ○ Talk/write about past actions when we know who did them ○ Write reports and other formal texts. • Construct a sentence in an active voice (subject, verb and object) E.g. The class won the game. • Reconstruct the same sentence into a passive voice. E.g. The game was won by the class. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p>
	<p>B7.3.1.5.2. Demonstrate command of use of reported speech:</p>	

	<ul style="list-style-type: none"> • Compose sentences in the direct speech and change them to reported speech. • Report what people said (when speaking) in informal and formal situations e.g. 'she said she would meet me after school', 'he said he was busy on Saturday and wouldn't be able to come', 'you said there wasn't any homework', 'he said he had been walking along the road when the car hit the tree'. • Talk/write about past events when we want to include what was said without using direct speech • Write newspaper reports 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem-Solving</p> <p>Creativity and Innovation</p>
<p>B7.3.1.6: Show understanding and use of question tags in communication</p>	<p>B7.3.1.6.1. Use question tags accurately</p> <ul style="list-style-type: none"> • Listen to dialogues involving question tags • Identify statements with the question tags: e.g. 'You're not going to play football today, are you?' 'You like tea, don't you?' 'She's older than me, isn't she?' • Explain the two types of question tags <ul style="list-style-type: none"> ○ Positive statements followed by negative question tags ○ Negative statements followed by positive question tags • Compose positive statements with their question tags and negative statements with their question tags. • Ask a question when they think they know the answer, e.g. about arrangements, likes and dislikes, facts: 'You're not going to football today, are you?' 'You like tea, don't you?' 'She's older than me, isn't she?' 	<p>Critical Thinking and Problem-Solving</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p>

STRAND 3: GRAMMAR		
SUB-STRAND 2: PUNCTUATION AND CAPITALISATION		
CONTENT STANANRD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.1.1.1: Demonstrate mastery of use of capitalisation and punctuation in communication	<p>B7.1.1.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts</p> <ul style="list-style-type: none"> • Identify and use question, exclamation, full stop, comma, in a given text. • Correct punctuation errors (question, exclamation, full stop, comma) in given paragraphs 	<p>Critical Thinking and Problem-Solving</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p>
	<p>B7.1.1.1.2. Identify and use capitalisation accurately in writing</p> <ul style="list-style-type: none"> • Identify and use capital letters in a given text. • Correct capitalization errors in given paragraphs <ul style="list-style-type: none"> ○ the first word in every sentence ○ the pronoun 'I' and the interjection 'O' ○ the names of persons and animals e.g. ○ the names of Planets, stars, and other heavenly bodies. 	<p>Critical Thinking and Problem-Solving</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p>

STRAND 3: GRAMMAR SUB-STRAND 3: VOCABULARY		
CONTENT STANANRD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.3.1: Demonstrate appropriate use of vocabulary in communication	<p>B7.3.3.1.1. Use vocabulary appropriately in specific contexts</p> <ul style="list-style-type: none"> • Use appropriate vocabulary in specific contexts and situations. E.g <ul style="list-style-type: none"> ○ When ordering food in a restaurant, ○ When buying food items in a shop or market, ○ When chatting with friends, when speaking to a neighbor, ○ When writing a formal letter. 	<p>Communication and Collaboration Critical Thinking and Problem-Solving Creativity and Innovation</p>
B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	<p>B7.3.4.1.1. Use proverbs to enrich communication</p> <ul style="list-style-type: none"> • Identify proverbs in stories. • Examine proverbs in context to figure out their meanings. • Find Ghanaian proverbs to match the English ones identified. • Use proverbs to construct meaningful sentences. 	<p>Critical Thinking and Problem-Solving Communication and Collaboration Creativity and Innovation</p>

Strand 4: WRITING		
Sub-Strand 1: PRODUCTION AND DISTRIBUTION OF WRITING		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	<p>B7.4.1.1.1. Use cohesive devices (pronouns and basic conjunctions) to link sentences</p> <ul style="list-style-type: none"> • Explain how or why cohesive devices are linked in sentences. • Write simple, compound and complex sentences. • Use conjunctions to join clauses in compound sentences: <i>and, but, nor, or, so, then, yet.</i> • Use subordinating conjunctions to join clauses in complex sentences: <ul style="list-style-type: none"> ○ time clauses: <i>when, before, after, since, while, as, until</i> ○ conditional clauses: <i>if, unless</i> ○ purpose clauses: <i>in order to, so that</i> ○ reason clauses: <i>because, since, as</i> ○ result clauses: <i>so that</i> ○ concessive clauses: <i>although, though, while</i> ○ place clauses: <i>where, wherever</i> ○ clauses of manner: <i>as, like, the way.</i> • Use pronouns in place of noun phrases, adjectival phrases and adverbial phrases to expand sentences. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.4.1.2: Create different paragraphs on a given topic</p>	<p>B7.4.1.1.2. Organise information in a logical manner and reorganise parts (introduction, body, conclusion) of a paragraph in a logical order</p> <ul style="list-style-type: none"> • Write paragraphs with a topic sentence and supporting sentences • Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type (narrative, descriptive, directions, short stories, notices etc.). • Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> ○ ordering ideas: <i>firstly, secondly, finally, etc</i> ○ addition: <i>moreover, furthermore, in addition, etc</i> ○ similarity: <i>similarly, likewise, in the same way, etc</i> ○ contrast: <i>however, nevertheless, although, though, on the other hand, etc</i> ○ cause/effect: <i>because, therefore, as a result, consequently, etc</i> ○ conditions: <i>if, provided that, unless, etc</i> ○ sequence in time: <i>next, soon, after, then, later, suddenly, afterwards, etc</i> • Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text (i.e. a text in which its sentences and paragraphs linked together to show meaning and beauty) 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>

Strand 4: Writing Sub-Strand 2: Text (Types and Purposes)		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts	<p>B7.4.2.1.1. Write personal narratives to develop real or imagined experiences or past events using effective techniques such as, descriptive details and event sequences.</p> <ul style="list-style-type: none"> • Generate ideas and draft personal experiences or past events: <ul style="list-style-type: none"> ○ describe with descriptive details the setting, experiences or series of events. ○ describe in the first person’s point of view, feelings and thoughts. ○ state why the experiences/ events described are memorable. ○ use appropriate grammatical structures: <ul style="list-style-type: none"> - adjectives and adjective phrases for producing vivid descriptions - adverbs and <i>adverbials</i> for describing how an action has been carried out - connectors for showing sequence of events - direct and indirect speech for variation and adding interest - nouns and noun phrases (e.g., participants, objects) - prepositions and prepositional phrases - use of first-person pronouns • Revise and edit the writing for sense or meaning, and effect (emotional reaction). • Proofread to self-correct or peer-correct. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>

	<p>B7.4.2.1.2. Use precise words, phrases and sensory language to convey a vivid mental picture of people and experiences</p> <ul style="list-style-type: none"> • Describe people using precise words (e.g. <i>He staggers</i>, to say precisely how someone walks), phrases and sensory details (words that appeal to sight, sound, smell, taste, and touch). • Use appropriate grammatical structures: • Revise and edit the writing for sense or meaning, and effect (emotional reaction). • Proofread to self-correct or peer-correct. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B7.4.2.1.3. Write advertisements to persuade a given audience to take decisions on products and services</p> <ul style="list-style-type: none"> • Compose advertisement for the sale of products, services, events following appropriate format/style using process approach: e.g. <ul style="list-style-type: none"> ○ Title ○ body – information about the product or service, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?) • Use: <ul style="list-style-type: none"> ○ the simple present for conveying timeless statements and facts ○ modals for persuasive effect and hedging ○ mental verbs (e.g. I think, I believe) for conveying a viewpoint ○ verb phrases ○ rhetorical questions and repetition for persuasion 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B7.4.2.1.4. Compose a paragraph to explain a process (how to do or use something, how something works)</p> <ul style="list-style-type: none"> • Write the steps taken to do or make something or how something works (rules of a game or sport, recipes, instructions on how to use a device) by: <ul style="list-style-type: none"> ○ writing the aim of the text ○ listing the materials needed ○ sequencing and/ or describing items to be carried out or conditions to be observed 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global</p>

	<ul style="list-style-type: none"> ○ using appropriate text features (e.g., main heading, bullets/ numbering) ○ adjectives and adjective phrases for describing materials and objects ○ connectors for showing sequence in steps ○ nouns and noun phrases (e.g., ingredients in recipes) ○ quantifiers for indicating amounts of ingredients and materials ○ use of the simple present for indicating the timeless nature of procedures 	<p>Citizenship</p> <p>Digital literacy</p>
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B7.4.2.2: Apply writing skills to specific life situations	<p>B7.4.2. 2.1 Compose informal letters on varied topics using appropriate format</p> <ul style="list-style-type: none"> • Identify features of informal letters (writer’s address, date, salutation, body, subscription- name). • Use the correct features of informal letters appropriately. • Write informal letters on range of themes to friends and relatives. (E.g. of themes; school life, excursions, games, festivals etc.). • Correct errors of informal letters written by others. 	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B7.4.2. 2.2 Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format</p> <ul style="list-style-type: none"> • Identify features of formal letters (writer’s address, recipient address, date, heading, salutation, body, subscription -signature, name). • Write formal letters to offices. (E.g. to the headmaster, the Director of education, the assembly man, the SMC chairman, the PTA chairman etc.). • Correct errors of formal letters written by others. • write notices to class or club members to provide updates on rules, schedules or programmes • Create a variety of media texts for different purposes and audiences using 	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Cultural Identity and Global Citizenship</p>

	<p>appropriate forms, conventions, and techniques.</p> <ul style="list-style-type: none"> • Reflect on and identify strengths, areas for improvement, and the strategies found most helpful in understanding and creating media texts. 	Digital literacy
	<p>B7.4.2. 2.3 copy,take and make notes for academic and other purposes</p> <ul style="list-style-type: none"> • Identify and record the steps taken to take note: <ul style="list-style-type: none"> ○ source information (title, author, date etc) ○ headings to help you identify the key topics ○ key points, examples, names, new ideas ○ triggers to make your notes more memorable – such as mnemonics, colour or drawings ○ further reading and ideas to follow up later. • Identify and select key ideas • organise ideas and make connections • plan and structure written assignments • write notes while listening to teacher, reading a text or revising • make notes from a text 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <ul style="list-style-type: none"> • Digital literacy
	<p>B7.4.2. 2.3 Compose notices and poster for different purposes and audiences</p> <ul style="list-style-type: none"> • Write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on school excursion, notices on voluntary cleaning etc.) 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p>

		Digital literacy
	<p>B7.4.2. 2.4 Write articles on given issues for publication in class and club magazines.</p> <ul style="list-style-type: none"> • Identify the topic, purpose, and audience for article writing. • generate ideas about more challenging topics and identify those most appropriate for the purpose • writing, using a variety of strategies and a wide range of print and electronic resources • sort and classify ideas and information for writing a variety of articles • write articles of different lengths on given issues for publication (e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine) 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy</p>
	<p>B7.4.2. 2.5. B7 Create dialogues between two interlocutors on different themes</p> <ul style="list-style-type: none"> • Compose dialogues of different lengths on given topics by using the following strategies: <ul style="list-style-type: none"> ○ Say the dialogue out loud ○ Cut small talk when writing dialogue ○ Keep your dialogue brief and impactful ○ Give each character a unique voice ○ Add world-appropriate slang ○ Be consistent with the characters' voices ○ Remember who they're speaking to ○ Avoid long dialogue paragraphs ○ Cut out greetings 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy</p>

	<ul style="list-style-type: none"> ○ Show who your character is 	
<p>B7.4.3.1: Research to build and present knowledge</p>	<p>B7.4.3.2 Identify and record information from non-text sources (figures and tables), organise and present it in writing</p> <ul style="list-style-type: none"> • Describe simple graphical data in words when speaking • Write sentences to describe simple graphical data accurately 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <ul style="list-style-type: none"> • Digital literacy

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	<p>within a text</p> <ul style="list-style-type: none"> • Identify linguistic features in literature (word choice) • Discuss how linguistic choices of words support the message/theme in: • Prose • Drama • Poetry <p>B7.5.1.1.4. Identify and explain the effect of different literary features within a text</p> <ul style="list-style-type: none"> • Identify and describe figures of speech and rhetorical devices (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc) as they appear in: • Prose • Drama • Poetry <ul style="list-style-type: none"> • Explain how meaning is conveyed in prose/drama/poetry through metaphor, simile, personification, alliteration, assonance, consonance: • Prose • Drama • Poetry 	<ul style="list-style-type: none"> • Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership • Cultural Identity and Global Citizenship • Creativity and Innovation • Digital Literacy
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BASIC 8

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STRAND 1: ORAL LANGUAGE (LISTENING AND SPEAKING)		
SUB-STRAND 1: CONVERSATION/EVERYDAY DISCOURSE		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	<p>B8.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues</p> <ul style="list-style-type: none"> • Converse using appropriate register (informal language) in everyday situations e.g. about a football match, at a fast food joint • Converse using appropriate register in formal situations e.g. making reservations at a travel and tour office, inviting the District Chief Executive to a function in your school. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p>
	<p>B8.1.1.1.2. Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topic under discussion</p> <ul style="list-style-type: none"> • Use open ended questions (e.g. why is it..., how can...,) in conversation on texts/ topics/issues. <ul style="list-style-type: none"> ○ Examples of texts/issues/topics are , cultural practices, peace and patriotism. ○ <p>Tetteh :”It is December . Why is it raining so heavily? “</p> <p>Naa : “I think...”</p> <p>Tetteh : “How can this...?”</p> 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p>
	B8.1.1.1.3. Use appropriate language orally to describe familiar places and	Communication and

	<p>events</p> <ul style="list-style-type: none"> • Identify descriptive language e.g. adjectives and words that appeal to the senses (foggy, creepy, tingling, piercing, tantalizing, stale, bumpy, staggering), figurative language (simile, metaphor etc) adverbs • Describe familiar places and events e.g. a tourist site, a durbar of a festival. 	<p>collaboration Critical Thinking and Problem Solving Personal Development and Leadership</p>
	<p>B8.1.1.1.4. Listen to and give accurate directions of complex routes to different locations</p> <ul style="list-style-type: none"> • Listen to and identify vocabulary and expressions used in giving accurate directions to complex locations e.g. street names, complex prepositions (in between etc), quite a distance, a day's journey. • Use relatively permanent landmarks as guides to specific locations e.g. penthouses, supermarkets avenues churches, mosques, schools, hospital • Use these in giving directions to complex locations e.g. from the airport to the Jubilee House. 	<p>Communication and collaboration Critical Thinking and Problem Solving Personal Development and Leadership</p>
	<p>B8.1.1.1.5. Demonstrate appropriate turns taking for effective oral communication</p> <ul style="list-style-type: none"> • View turn taking in conversations (eg. between friends, at a snack bar,) meetings (eg. class/ club/ Student Representative Council meetings) and round table conferences (eg executives of societies/ clubs at a district conference) • Use the different strategies to show turn taking (eg. listening patiently while keeping eye contact/ noting points for further clarifications, using a toy microphone, flag, word cards) in conversations and discussions on varied topics/issues. • Use body language, gestures, eye contact, signal interest and attention through appropriate expressions and posture to involve others in the conversation. • Demonstrate effective turn taking in everyday discourse and discussions on varied topics/issues 	<p>Communication and collaboration Critical Thinking and Problem Solving Personal Development and Leadership Digital Literacy</p>

STRAND 1: ORAL LANGUAGE		
SUB-STRAND 2 :LISTENING COMPREHENSION		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	<p>B8.1.2.1.1. Listen to a level-appropriate dialogue/ discussion by more than one speaker attentively and identify key information</p> <ul style="list-style-type: none"> • Listen to and note important issues in a range of level appropriate dialogues/ discussions by more than one speaker. e.g. message, mood, tone. • Listen and compare the issues in the dialogues/ discussion by more than one speaker with what was noted in first listening. • Identify implicit meaning based on vocabulary/language used in the selected dialogue or discussion. 	Communication and collaboration Critical Thinking and Problem Solving Personal Development and Leadership Digital Literacy
	<p>B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text</p> <ul style="list-style-type: none"> • Listen and write down key information from texts/talk shows/news. • Discuss the key information from texts and add opinions. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership Digital Literacy

STRAND 1: ORAL LANGUAGE		
SUB-STRAND 3 :SOUNDS (VOWELS, CONSONANTS AND INTONATION		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1. Produce consonant sounds in context (plosives) <ul style="list-style-type: none"> Listen to and identify plosives in context e.g. /p/, /t/, /g/. Distinguish between voiced and voiceless plosives in context e.g. /b/ and /p/. Use plosives in connected speech. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership Digital Literacy
	B8.1.3.1.2. Produce consonant sounds in context (fricatives) <ul style="list-style-type: none"> Listen to and identify fricatives in context e.g. /f/, /v/, /θ/ /ð/ Distinguish between voiced and voiceless fricatives in context e.g. /f/, /v/, Use plosives in connected speech. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership Digital Literacy
	B8.1.3.1.3. Produce consonant sounds in context (nasals and affricates) <ul style="list-style-type: none"> Listen to nasals and affricates in context e.g. /m/, /tʃ/ Distinguish between nasals sounds e.g. /m/,/n/ in context Distinguish between affricates in context e. g. /tʃ/ and /dʒ/ Use consonants in connected speech. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and Leadership Digital Literacy

STRAND 2: READING SUB-STRAND 1: COMPREHENSION		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.2.1.1: Demonstrate increasing confidence in independence in reading.	B8.2.1.1.1. Use Monitoring and mental visualization to engage and understand non-fictional texts <ul style="list-style-type: none"> • Read narrative texts and create mental pictures to aid understanding. • Identify the basic information and then move to more complex and detailed information as arranged in texts. • Underline main ideas of the text and how they add to meaning. • Pay attention to vocabulary as it adds to meaning. • Engage in meaningful interaction with text and peers. 	Communication and collaboration Personal development and leadership.
	B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts <ul style="list-style-type: none"> • Make connections with prior knowledge and experiences. • Think critically ahead and ask own questions. • Re-read/ skim portions of the text to better understand or to recall facts about events. • Restate the gist/main idea and key details. • Monitor your understanding of the text. • Explain and support personal response to text. • Develop own experience using textual evidence. • Generate thought provoking questions. 	Communication and collaboration Personal development and leadership

	<p>B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading of non-fiction texts of various kinds</p> <ul style="list-style-type: none"> • Have a purpose for your reading • Read the text closely for interpretation. • Think actively as you read and monitor for comprehension. • Make connections between texts and prior experience. • Make own connections between texts to build confidence. • Think about the sequence of event in the text. • Identify and restate the key words in the questions and relate to the text. • Generate relevant answers to questions. types of questions <ul style="list-style-type: none"> ○ Right there questions ○ Think and search questions ○ Author and you questions ○ On your own questions 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
<p>B8.2.1.1: Read, comprehend, interpret texts</p>	<p>B8.2.1.2.1. Identify the main text features of non-fiction texts</p> <ul style="list-style-type: none"> • Read a text closely for interpretation. • Make connections between texts and prior experience. • Make own connections between texts to build confidence. • Generate relevant answers to questions. 	<p>Communication and collaboration</p> <p>Personal development and leadership.</p>
	<p>B8.2.1.2.2. Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyze text</p> <ul style="list-style-type: none"> • Read age appropriate texts. • Use contextual cues to understand the text. • Identify ways that any of the cues help with meaning • Identify ways through which cues like date of writing/author/culture influences the writing to help with meaning. • Find other texts and use contextual cues to help with meaning. 	<p>Communication and collaboration</p>

	<p>B8.2.1.2.3. Read silently and answer more complex comprehension questions on texts /passages</p> <ul style="list-style-type: none"> • Read a text closely for interpretation. • Make connections between texts and prior experience. • Read silently to comprehend text. • Answers questions appropriately. 	<p>Communication and collaboration</p> <p>Personal development and leadership.</p>
	<p>B8.2.1.2.4. Provide evidence and show mastery to support understanding (meaning) of text</p> <ul style="list-style-type: none"> • Read a text closely for interpretation. • Interpret text in your own opinion citing evidence to support ideas that help with implicit meaning. • Generate relevant answers to questions. 	<p>Personal development and leadership</p>
	<p>B8.2.1.2.5. Generate simple themes from a text and apply to different situations</p> <ul style="list-style-type: none"> • Read a text closely for interpretation. • Focus on identifying the main ideas. • Generate simple themes from texts. • Gather relevant details to support the themes. • Apply these themes to relevant situations. 	<p>Communication and collaboration</p>
	<p>B8.2.1.2.6. Examine the connections between a text and other points of view</p> <ul style="list-style-type: none"> • Read a text closely for interpretation. • Make connections between texts and prior experience. • Make connections between texts and different viewpoints. • Identify relevant answers to questions. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	<p>B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political)</p> <ul style="list-style-type: none"> • Read a text closely for interpretation. • Use vocabulary to make meaning and expand vocabulary. • Use appropriate vocabulary in sentences and to situation. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B8.2.1.2.8. Integrate appropriate grade level vocabulary in different contexts</p> <ul style="list-style-type: none"> • Use grade level appropriate texts to identify the needed vocabulary. • Integrate the vocabulary in different contexts. • Use the vocabulary in meaningful sentences. 	<p>We recommend changes are made to the learning indicator.</p> <p>This would appear to be a writing skill not a reading skill. It is also unclear. Delete</p>

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STRAND 2 : READING		
SUB-STRAND 2: SUMMARIZING		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary	B8.2.2.1.1.Determine the central idea in paragraphs and analyze to identify supporting ideas <ul style="list-style-type: none"> • Read texts for information. • Identify most important/central idea in the paragraphs that make up the text.. • Eliminate unnecessary information as you write down the main ideas. • State details in own words as far as possible. • Summarize the ideas in specific detail. 	Communication and collaboration Personal development and leadership

STRAND 3: GRAMMAR USAGE														
SUB-STRAND 1: GRAMMAR														
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES												
B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences <ul style="list-style-type: none"> Identify and use plural forms of compound nouns correctly in a variety of communication E.g. <table border="1" data-bbox="658 571 1641 790"> <tr> <td>compound noun</td> <td>plural form</td> </tr> <tr> <td>car park</td> <td>car parks</td> </tr> <tr> <td>blackboard</td> <td>blackboards</td> </tr> <tr> <td>mother-in-law</td> <td>mothers-in-law</td> </tr> <tr> <td>passer-by</td> <td>passers-by</td> </tr> <tr> <td>grown-up</td> <td>grown-ups</td> </tr> </table> 	compound noun	plural form	car park	car parks	blackboard	blackboards	mother-in-law	mothers-in-law	passer-by	passers-by	grown-up	grown-ups	Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation
	compound noun	plural form												
car park	car parks													
blackboard	blackboards													
mother-in-law	mothers-in-law													
passer-by	passers-by													
grown-up	grown-ups													
B8.3.1.1.2 Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing <ul style="list-style-type: none"> Construct sentences with relative pronouns that relate to human beings (who/whose/that) E.g. The boy (who/that) won the competition is Kwame. The girl whose picture you sent me is now our prefect. Construct sentences with relative pronouns that relate to non-human entities (which/that) The car (which/that) is sprayed dark brown is for Kwame Use relative pronouns to join two independent clauses together. E.g. <i>I like friends. They are helpful.</i> I like friends that are helpful 	Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation													
	B8.3.1.1.3. Demonstrate command of adjectives in discourse <ul style="list-style-type: none"> Identify and discuss the descriptive roles of adjectives in texts Use adjectives to provide vivid descriptions of participants (opposing sides in a football match), settings (urban/rural setting/environment), materials 	Communication and Collaboration Critical Thinking and Problem Solving												

	(textile/cloth), and objects (a new electrical appliance) e.g. The team captain arrived wearing a bushy hair)	Creativity and Innovation
	<p>B8.3.1.1.4. Use verb forms correctly when talking about future</p> <p>Future Time</p> <ul style="list-style-type: none"> • Use verbs that show future tense and aspect in sentences <ul style="list-style-type: none"> ○ simple future tense – I will wash my clothes ○ future progressive – I will be washing my clothes ○ future perfect – I will have washed my clothes ○ future perfect progressive – I will have been washing my clothes 	Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation
	<p>B8.3.1.1.5. Demonstrate command of the knowledge of adverbs/</p> <ul style="list-style-type: none"> • Use adverbs to modify adjectives (e.g. That was a very funny comedian) in writing • Use adverbs to pre-modify another adverb (I saw many very fast moving vehicles on the road.) in writing • Use adverbs to pre-modify prepositions or prepositional phrases (The bullet went right through the shooter) • Use adverbs to pre-modify indefinite pronouns, pre-determiners, and cardinal numerals in communication <ul style="list-style-type: none"> ○ Nearly everybody bought the same vehicle ○ I paid more than three thousand Ghana cedis for the laptop ○ We will stay about three weeks. ○ She handed me almost the largest bottle of lemonade 	Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation Personal Development and Leadership
	<p>B8.3.1.1.7. Demonstrate command of use of prepositions in writing and speaking</p> <ul style="list-style-type: none"> • Use different types of prepositions to convey a variety of meaning (e.g.) <ul style="list-style-type: none"> ○ Time – I'm just going to study for two hours ○ Place – We slept under the canopy ○ Movement – She doesn't like running her bike up the hills ○ Agent – This book is written by Chinua Achebe ○ Direction – She went to the Boomerang Club 	Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation

	<ul style="list-style-type: none"> ○ Instrument – Kwame comes by train daily • Fill in gaps in a text with the appropriate verbs and prepositions • Match verbs with the appropriate prepositions that collocates with them(verbs) in writing and in speaking. • Collocation refers to a group of two or more words that usually go together. Many verbs in English collocate with specific prepositions, e.g. to look for, to listen to, to thank for, etc. • Indicator: Demonstrate mastery of the use of preposition and verb collocation in writing and in speaking. 	
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.3.1.2: Demonstrate command of structural and functional use of sentences	<p>B8.3.1.2.1. Demonstrate command of use of declarative, interrogative and imperative sentences</p> <ul style="list-style-type: none"> • Construct sentences to express opinion • Derive the appropriate meaning from types of sentences. • Use types of sentences to elicit the right response. • Use declarative sentences effectively to communicate information • Use interrogative sentences to elicit the right response. • Use imperative sentences to give instruction or make requests 	Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation
B8.3.1.3: Apply knowledge of the structure of sentences in communication.	<p>B8.3.1.3.1: Use combination of compound and complex sentences appropriately in communication.</p> <ul style="list-style-type: none"> • Use coordinating conjunctions (and, but, or, so, nor, yet, for) to construct compound sentences. • Use subordinating conjunctions to construct complex sentences. 	Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation

	<ul style="list-style-type: none"> • Discuss the features of complex sentences. <ul style="list-style-type: none"> - They are made up of one independent clause and one or more dependent clauses. E.g. She went home before the game began. (She went home= independent clause, Before the game began=dependent clause) - The dependent clause begins with a subordinating conjunction (when, after, as, because, etc.) - The dependent clause is also known as subordinate clause - When a complex sentence begins with the subordinate clause, a comma should be used to separate it from the independent clause (Main clause). <p>Analyse complex sentences to identify independent clause and subordinate clause(s) in them.</p>	
<p>B8.3.1.4: Demonstrate understanding of the use of conditional tenses in communication</p>	<p>B8.3.1.4.1: Use conditional sentences in communication to indicate an unlikely condition and its probable result</p> <ul style="list-style-type: none"> • Use if-clauses to construct complex sentences about real life situations. E.g. <i>If you have any problem, give me a call.</i> • Use if- clauses to construct conditional sentences type 2 (for indicating an unlikely condition and its probable result, e.g. If I were taller, I would buy this dress. If I were you, I would give up smoking. • Analyse given conditional sentences 2 into main clause and subordinate clauses (if- clauses) • Discuss features of a conditional sentence type 2 . In type 2 conditional sentences, the time is now or any time and the situation is imaginary. These sentences are not based on the actual situation. The tense of the 'If- clause is simple past while the tense of the main clause is present conditional or present continuous conditional. E.g. <i>If I won lotto I would buy a new car.</i> • Use variety of conditional sentences (types 1&2) appropriately in communication. 	<p>Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation</p>

<p>B8.3.1.5: Demonstrate mastery of use of active and passive voice</p>	<p>B8.3.1.5.1. Use passive sentences with correct passive verb forms for a range of functions</p> <ul style="list-style-type: none"> • Change active to passive sentences in variety of tenses ○ Construct a sentence with a pattern subject, verb and object. E.g. The class won the game. ○ Construct the same sentence saying the same thing in another way. E.g. The game was won by the class. • Describing a process using passive sentences • Use passive form to talk or write about past actions without showing the agent • Use passive forms to write reports and other formal texts. • 	<p>Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation</p>
	<p>B8.3.1.5.2. Demonstrate command of use of reported speech: reporting verbs</p> <ul style="list-style-type: none"> • Compose text using reported speech. • Reporting people' questions (when speaking) in informal and formal situations e.g. 'she asked me, "When will she meet me at the school?" = He asked me when you would be meeting him at the school. • Examine reported questions to identify rule involved in reporting an interrogative sentence. E.g. <ul style="list-style-type: none"> ○ 1. " Whose child are you carrying now?" She inquired= She inquired from me whose child I was carrying then. ○ 2. "Are you teachers here?" she asked us= She asked us if we were teachers there. ○ Rule for question 1: Changes occurred in pronoun (You=I), tense (are=was), time word (now=then), question mark (?)= full stop (.) Question word, 'whose' remained unchanged. ○ Rule for question 2: changes occurred in pronoun (You=we), tense (are=were), place word (here=there), question mark (?)= full stop (.) 'if' introduced, • Use reported speech to Talk/writ about past events when we want to include what was said without using direct speech • Writing newspaper reports 	<p>Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation</p>

	<ul style="list-style-type: none"> • Compose sentences to make statements and change them to reported speech. 	
B8.3.1.6: Show understanding and use of question tags in communication	<p>B8.3.1.6.1: Demonstrate mastery of use of question tags</p> <ul style="list-style-type: none"> • Use question tags in everyday expressions • Asking a question when they think they know the answer, e.g. about arrangements, likes and dislikes, facts: ‘You’re not going to football today, are you?’ ‘You like tea, don’t you?’ ‘She’s older than me, isn’t she?’ 	<p>Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation</p>

STRAND 3: GRAMMAR		
SUB-STRAND 2: PUNCTUATION AND CAPITALISATION		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.1.1.1: Demonstrate mastery of capitalisation and punctuation in communication	<p>B8.1.1.1.1. Use punctuation marks (colon, semi-colon, apostrophe) in context</p> <ul style="list-style-type: none"> • Use colon to: E.g. <ul style="list-style-type: none"> ○ introduce a list ○ interpret what precedes it ○ introduce speech in plays ○ separate chapters from verses ○ separate hours from minutes. • Use semi-colon to: <ul style="list-style-type: none"> ○ separate two independent clauses when coordinating conjunction is not used. ○ separate different items in a list that has commas. • Use apostrophe to: <ul style="list-style-type: none"> ○ to show possession in singular nouns, plural nouns, irregular nouns etc. ○ indicate indefinite case of possessive pronouns ○ indicate possessive form of the last word in compound nouns ○ show names of business firms ○ show joint possession-two or more people possess something individually ○ show contraction or omission of words ○ form plural of numbers and letters. 	<p>Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation</p>

	<ul style="list-style-type: none"> • Punctuate given texts appropriately. • Construct texts and punctuate them correctly. 	
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STRAND 3: GRAMMAR SUB-STRAND 3: VOCABULARY		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	<p>B8.3.3.1.1. Use vocabulary appropriately in writing and speaking (can we bring phrasal verbs here?)</p> <ul style="list-style-type: none"> • Use the relationship between particular words (synonyms / antonyms, analogy to better understand words in context. • Use connotations (associations) of words with similar denotations. • Use words to replace given words in given passages. • Construct texts using series of words with similar meaning. 	<p>Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation</p>

Strand 4: WRITING		
Sub-Strand 1: PRODUCTION AND DISTRIBUTION OF WRITING		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	<p>B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices (e.g., connectors, pronouns, repetition of vocabulary or grammatical structures)</p> <ul style="list-style-type: none"> • Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning) • Use defining and non-defining relative clauses to expand sentences. • Use noun phrases, adjectival phrases and adverbial phrases to expand sentences. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B8.4.1.1.2. Organise different parts (topic sentence, supporting details, including closing sentence) of a paragraph</p> <ul style="list-style-type: none"> • Write paragraphs showing the topic sentence, minor and major supporting sentences using the following cohesive devices appropriately and accurately: <ul style="list-style-type: none"> ○ time clauses: <i>when, before, after, since, while, as, until</i> ○ conditional clauses: <i>if, unless</i> ○ purpose clauses: <i>in order to, so that</i> ○ reason clauses: <i>because, since, as</i> ○ result clauses: <i>so that</i> ○ concessive clauses: <i>although, though, while</i> ○ place clauses: <i>where, wherever</i> ○ clauses of manner: <i>as, like, the way.</i> 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>

<p>B8.4.1.2: Create different paragraphs within a composition on a given topic</p>	<p>B8.4.1.2.1. Record and use different techniques to capture the reader’s attention in introductory paragraphs</p> <ul style="list-style-type: none"> • Write paragraphs using different techniques to capture the reader’s attention in introductory paragraphs e.g. using anecdote, facts etc. • • Write introductory paragraphs showing how the sentences are organised in a logical sequence to create a coherence appropriate for the text type. • Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> ○ contrast: <i>however, nevertheless, although, though, on the other hand, etc</i> ○ cause/effect: <i>because, therefore, as a result, consequently, etc</i> ○ conditions: <i>if, provided that, unless, etc</i> • Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create cohesion and coherence and unity and completeness of paragraph. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy</p>
<p>B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts</p>	<p>B8.4.2.1.1. Write reflective narratives using descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Write personal experiences or past events showing the following language features: <ul style="list-style-type: none"> ○ first or third person point of view ○ Written in the past tense ○ Events described sequentially ○ Connectives that signal time e.g. that night, later on, once, then ○ Language used to create an impact on the reader e.g. adverbs, adjectives, images • Write about life experiences and explore how you have changed, developed or grown from those experiences. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy</p>
	<p>B8.4.2.1.2. Use precise words phrases and sensory language to convey a vivid mental picture of places and events</p> <ul style="list-style-type: none"> • Describe places using words such as: <ul style="list-style-type: none"> ○ ancient - a place that has a long history ○ beautiful - very pleasing on the eye ○ boring - dull and not very interesting ○ bustling - a crowded, busy place 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving</p>

	<ul style="list-style-type: none"> ○ charming - nice, very pleasing ○ contemporary - modern, very up to date ● Describe events using words such as: <ul style="list-style-type: none"> ○ ultimate rare, far-off divine, violent stellar, common cross-cultural, unusual cosmological, unstoppable historic, freakishly improbable, major historic, dire, huge, childish, infuriating, unexplained but fortuitous, suspicious or untoward, unusual and perhaps significant, ● Use appropriate grammatical structures: ● Revise and edit the writing for sense or meaning, and effect (emotional reaction). ● Proofread to self-correct or peer-correct. 	<p>Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B8.4.2.1.3. Write shorter transactional texts to convince an audience to accept an opinion</p> <ul style="list-style-type: none"> ● Compose texts on advertisements, diary entries, postcards, invitation cards, etc.using the appropriate formats/style using process approach: e.g. <ul style="list-style-type: none"> ○ Title ○ body – information about the product or service, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?) ● Use: <ul style="list-style-type: none"> ○ the simple present for conveying timeless statements and facts ○ modals for persuasive effect and hedging ○ mental verbs (e.g. I think, I believe) for conveying a viewpoint ○ verb phrases ○ rhetorical questions and repetition for persuasion 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B8.4.2.1.4. Compose paragraphs that identify an issue, give details about it and suggest solutions.</p> <ul style="list-style-type: none"> ● Write the steps taken to do or make something or how something works (rules of a game or sport, recipes, instructions on how to use a device) by: <ul style="list-style-type: none"> ○ writing the aim of the text ○ listing the materials needed ○ sequencing and/ or describing items to be carried out or conditions to be observed 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global</p>

	<ul style="list-style-type: none"> ○ using appropriate text features (e.g., main heading, bullets/ numbering) ○ adjectives and adjective phrases for describing materials and objects ○ connectors for showing sequence in steps ○ nouns and noun phrases (e.g., ingredients in recipes) ○ quantifiers for indicating amounts of ingredients and materials ○ use of the simple present for indicating the timeless nature of procedures ● analyze and write about a topic by identifying a problem and proposing one or more solutions: <ul style="list-style-type: none"> ○ Explain your solution clearly ○ Give details about how this solution will solve the problem ○ Explain who will be in charge and how it will be funded ○ Give evidence that your solution will work (expert opinion, examples of when it has worked before, statistics, studies, or logical argument) ● Write to show the following clearly in the body of a problem/solution text that the solution you provide: <ul style="list-style-type: none"> ○ Will solve the problem. ○ Is cost-effective. ○ Is feasible to implement. ○ Is a reasonable solution to the problem. ○ Can stand up to possible objections. ○ Is better than other solutions. 	<p>Citizenship</p> <p>Digital literacy</p>
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<p>B8.4.2. 2: Apply writing skills to specific life situations</p>	<p>B8.4.2. 2.1 Compose formal writing (business letters, email) on given topics using appropriate format</p> <ul style="list-style-type: none"> • Write formal letters (request / complaint / application / thanks / congratulations / sympathy) • Correct errors of formal letters written by others. • Write notices to class or club members to provide updates on rules, schedules or programmes. • Explain how a variety of media texts address intended purpose and audience. • Interpret media texts, using overt and implied messages as evidence for their interpretations (e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine’s audience;). • Compose a variety of media texts (e.g. write emails to news editors to make suggestions, compliments or complaints). • Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • Create a variety of media texts for different purposes and audiences using appropriate forms, conventions, and techniques. • Reflect on and identify strengths, areas for improvement, and the strategies found most helpful in understanding and creating media texts. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy</p>
	<p>B8.4.2. 2.2 Compose notes brochures, flyers for different purposes and audiences</p> <ul style="list-style-type: none"> • Compose flyers for different purposes. • Use: <ul style="list-style-type: none"> ○ Small size e.g. A5 paper ○ Eye-catching headline, slogan or logo ○ Brief description of product ○ List of benefits or offers 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p>

	<ul style="list-style-type: none"> ○ Contact information e.g. website • Write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on school excursion, notices on voluntary cleaning etc.) 	Digital literacy
	<p>B8.4.2. 2.3. Write articles on given issues for publication in school magazines</p> <ul style="list-style-type: none"> • Identify the topic, purpose, and audience for article writing. • Generate ideas about more challenging topics and identify those most appropriate for the purpose. • Writing, using a variety of strategies and a wide range of print and electronic resources. • Sort and classify ideas and information for writing in a variety of ways that allow manipulating information and see different combinations and relationships data gathered • identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies • determine whether the ideas and information gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary (e.g., check for errors or omissions in information using a T-chart) • write articles of different lengths on given issues for publication (e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine) 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B8.4.2. 2.4 Create dialogues among multiple interlocutors on different themes</p> <ul style="list-style-type: none"> • Writing dialogues of different lengths on given topics by using the following strategies: 	<p>Creativity and Innovation Communication and Collaboration Personal Development and</p>

	<ul style="list-style-type: none"> ○ Write the names of the characters on the left side of the page; ○ Use a colon after the name of the character who is speaking; ○ Use a new line to indicate each new speaker; ○ Advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken; ○ Sketch a scenario before you start writing. 	<p>Leadership Critical Thinking and Problem Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B8.4.2. 2.5. Compose speeches for different purposes and occasions.</p> <ul style="list-style-type: none"> • Write a speech by combining narrative, descriptive, explanatory and persuasive skills to make both logical and emotional appeals: <ul style="list-style-type: none"> ○ Tell what you're going to tell them (introduction). ○ Tell them (body). ○ Tell them what you told them (conclusion). 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
<p>B8.4.3.1: Research to build and present knowledge</p>	<p>B8.4.3.1.1. Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing</p> <ul style="list-style-type: none"> • Interpret non-textual elements, such as figures, tables, graphs and maps • Use the information retrieved to support ideas/opinions in write 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</p>	<p>B8.5.1.1.1. Analyse how a writer combines different structural elements and linguistic features to make meaning within a text</p> <ul style="list-style-type: none"> • Identify and describe linguistic features (e.g. how sentences are structured, paragraph divisions, etc) and structural features (e.g. point of view) in: <ul style="list-style-type: none"> ○ Prose ○ Drama ○ Poetry • Explain the effect of figures of speech, rhetorical devices and structural features on the plot as they appear in: <ul style="list-style-type: none"> ○ Prose ○ Drama ○ Poetry <p>B8.5.1.1.2. Identify and explain the effects of different narrative viewpoints</p> <ul style="list-style-type: none"> • Identify the point of view in prose or poetry text and cite words, phrases, ideas, and information from the text that support their identification • Identify the point of view in a prose/poetry text and suggest a possible alternative perspective <p>B8.5.1.1.3. Analyse the effects of the qualities of a character on the plot and the resolution of the conflict in prose, drama, poetry</p> <ul style="list-style-type: none"> • Determine characters' traits by what the characters say about themselves, what others say about them, and what they do. • Examine how the traits of characters contribute to the development of plot and resolution of the conflict in a selected prose/drama text <p>B8.5.1.1.4. Comment on the different ways in which writers use language to portray a character</p> <ul style="list-style-type: none"> • Identify characters in prose, drama, and poetry texts • Examine how writers use words, phrases, rhyme, imagery, action or figurative 	<ul style="list-style-type: none"> • Communication and Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership • Cultural Identity and Global Citizenship • Creativity and Innovation • Digital Literacy

	<p>language to portray a character</p> <ul style="list-style-type: none">• Analyse how a writer uses language to describe qualities/traits (e.g. positive, negative) of characters, facial expression, behaviours reflecting personality, direct speech, and interior monologue)	
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Draft Zero

BASIC 9

Draft Version

STRAND 1: ORAL LANGUAGE (LISTENING AND SPEAKING) SUB-STRAND: CONVERSATION/EVERYDAY DISCOURSE		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT

		SPECIFIC PRACTICES
B9.1.1.1: Demonstrate use of appropriate language orally in specific situations	<p>B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue</p> <ul style="list-style-type: none"> • Identify some slang words and jargons accepted locally and internationally. • Use these in conversation on grade-level topics/texts/issues e.g .Informal (talking about music, sports, hobbies, going out with friends, social media,) the cause of poor academic performance • Create and act scenes on texts/issues/topics using both formal and informal register to distinguish characters. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p>
	<p>B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion</p> <ul style="list-style-type: none"> • Use open ended questions to enable speaker link ideas of other speakers on topics/issues e.g. <ul style="list-style-type: none"> ○ In your opinion what are the views of people on...? ○ What are the views of people on...? ○ Why do you think we should . . .? ○ Why don't you ...? ○ What will you do if you were. . .? • Listen attentively to view points on topics/issues in a conversation and respond appropriately. • Engage in conversations on topics/issues with several speakers and respond to different views. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p>
	<p>B9.1.1.1.3. Use appropriate language and open ended questions to discuss grade-level national issues</p> <ul style="list-style-type: none"> • Identify grade-level national issues (the youth in agriculture, sanitation, life style diseases) 	<p>Communication and Collaboration</p> <p>Critical Thinking and</p>

	<ul style="list-style-type: none"> Discuss with several speakers grade-level national issues in detail using appropriate register and open ended questions. 	Problem Solving Personal Development and leadership Creativity and Innovation Digital Literacy
	B9.1.1.1.4. Give opinions and advice on a range of everyday issues and situations clearly <ul style="list-style-type: none"> Identify a range of everyday issues e.g. road/domestic accidents, domestic violence, child abuse. Engage in conversations on these issues giving your opinions and advice. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and leadership Digital Literacy
	B9.1.1.1.5. Demonstrate appropriate turns taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them . Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. 	Communication and Collaboration Critical Thinking and Problem Solving Personal Development and leadership Digital Literacy
STRAND 1: ORAL LANGUAGE SUB-STRAND 2: LISTENING COMPREHENSION		
B9.1.2.1: Demonstrate the ability to listen to	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures	Communication and Collaboration

<p>extended reading and identify key information</p>	<ul style="list-style-type: none"> Listen to and watch audio-visuals for about 200 words/2minutes write key information (message , theme, tone, mood , character) <p>Examples of Audio -Visual texts</p> <ul style="list-style-type: none"> Films Television programmes Documentaries Recordings Radio programmes Music videos dramas <ul style="list-style-type: none"> Make inferences(about purpose, intention, theme/ message) and simple connections to real life and personal experiences. 	<p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Digital Literacy</p>
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussion using texts and related materials, building on others' ideas and expressing their own clearly and persuasively Listen to and identify key issues in level appropriate texts/speeches/dialogues e.g. argumentative texts, news, presentations. Initiate discussions on ideas and share opinions on level appropriate texts/ speeches/dialogues Engage in conferences to discuss ideas noted from texts/speeches/dialogues and express their own clearly and persuasively 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Digital Literacy</p>

<p>STRAND 1: ORAL LANGUAGE SUB-STRAND 3 :SOUNDS (VOWELS, CONSONANTS AND INTONATION)</p>		
<p>B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening</p>	<p>B9.1.3.1.1. Produce /r/ and // sounds in different positions in word</p> <ul style="list-style-type: none"> Listen to and produce /r/ & // in different positions in words. Positions in words 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

and speaking	<ul style="list-style-type: none"> ○ Beginning ○ Middle ○ End ○ silent <ul style="list-style-type: none"> • Distinguish and produce the sounds in speech 	Digital Literacy
	<p>B9.1.3.1.2. Produce consonant clusters in context</p> <ul style="list-style-type: none"> • Listen to text and produce consonant clusters in context (egpl ,pr ,cr, cl, thr, th, gh) • Produce consonant clusters accurately in connected speech. 	Communication and Collaboration Personal Development and Leadership Digital Literacy
	<p>B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech</p> <ul style="list-style-type: none"> • Listen to and produce mono& di- syllabic words in context (dialogues) • Listen to and write words containing di-syllabic words e.g. travel, visit • Produce mono & di-syllabic words accurately in speech 	Communication and Collaboration Personal Development and Leadership Digital Literacy

STRAND 2: READING SUB-STRAND 1: COMPREHENSION		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES

<p>B9.2.1.1: Demonstrate increasing confidence in independence in reading.</p>	<p>B9.2.1.1.1. Read a variety of grade level texts and demonstrate understanding</p> <ul style="list-style-type: none"> • Read a variety of age appropriate texts. • Set specific learning purposes to be achieved at the end of the reading task. • Find simple strategies to answer questions on the texts. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.1.1.2. Reflect on how reading impacts how self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)</p> <ul style="list-style-type: none"> • Read a variety of texts. • Identify texts that give general view of one’s self and others. • Identify the different points of view through different approaches and texts. • Compare the views of others in achieving success. • Peer edit information gathered. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.1.1.3. Identify ways that the media helps in evaluating the information in different text types</p> <ul style="list-style-type: none"> • Gather samples of media messages/articles/stories (kindle) from credible sources. • Critique these messages and fine tune adopt. • Identify better ways to use the media for messaging. • Create your own articles/ stories etc. and post. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p> <p>Digital literacy</p>

	<p>B9.2.1.1.4. Expand various ideas and perspectives in texts</p> <ul style="list-style-type: none"> • Read a level appropriate text. • Identify the main ideas and writers point of view. • Compare own ideas with other points of views. • Peer review other ideas. • Put ideas together to expand the different perspectives. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
<p>B9.2.1.2: Read, comprehend, and analyse varieties of texts</p>	<p>B9.2.1.2.1. Read given text, within a specific time, for specific information</p> <ul style="list-style-type: none"> • Read age appropriate texts for the main ideas. • Read within given time for specific information. • Answer simple questions on the texts. • Peer review the information gathered. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyze text</p> <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	<p>B9.2.1.2.3. Make generalizations from text and link to real life situations</p> <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalizations. • Identify the highest points and link to real life situations. • Modify portions of texts to suit the realities of life. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/ information from different types of texts</p> <ul style="list-style-type: none"> • Have different types of texts; <ul style="list-style-type: none"> ○ narrative ○ expository ○ procedural • Compare the language, style, structure and purpose, as well as the ideas/themes/information in any two related texts. • Compare ideas through discussion, notes etc. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts /passages</p> <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passage with personal experience. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	<p>B9.2.1.2.6. Show the effect a text has on the reader</p> <ul style="list-style-type: none"> • Identify different literary devices used by the writer • Link the effect of the devices to the meaning of the text. • Identify the impact that literary devices on the reader and how it adds to meaning. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.1.2.7. Interpret use of words/ phrases(figurative, symbolic, sensory) in complex texts</p> <ul style="list-style-type: none"> • Read a variety of texts. • Interpret text in simple terms. • Identify the use of imagery for meaning; <ul style="list-style-type: none"> ○ The senses ○ Symbolism ○ Figurative language • Identify how language (words/ phrases) helps with meaning. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context</p> <ul style="list-style-type: none"> • Identify the use of different registers for specific texts. • Read texts that make distinctions in language use for a variety of purpose. • Use the right vocabulary in complex sentences/ paragraphs. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	<p>B9.2.1.2.9 Make conceptual connections between known and unknown words/ phrases and analyze nuances of word/ phrase in texts/different contexts</p> <ul style="list-style-type: none"> • Read grade appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyze the effect. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
<p>B9.2.1.3:Cite the textual evidence that supports an analysis of what the text says in your own words as far as possible determining the central idea of a text and provide an objective summary</p>	<p>B9.2.1.3.1. Analyze critically a given text in entirety and provide an objective summary</p> <ul style="list-style-type: none"> • Analyze a text. • Identify the main ideas and supporting ideas. • Provide an objective summary on the text. • Answer questions on standard summary questions. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.2.1.1: Demonstrate increasing confidence in independence in reading.	B9.2.1.1.1. Read a variety of grade level texts and demonstrate understanding <ul style="list-style-type: none"> • Read a variety of age appropriate texts. • Set specific learning purposes to be achieved at the end of the reading task. • Find simple strategies to answer questions on the texts. 	Communication and collaboration Personal development and leadership
	B9.2.1.1.2. Reflect on how reading impacts how self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> • Read a variety of texts. • Identify texts that give general view of one's self and others. • Identify the different points of view through different approaches and texts. • Compare the views of others in achieving success. • Peer edit information gathered. 	Communication and collaboration Personal development and leadership
	B9.2.1.1.3. Identify ways that the media helps in evaluating the information in different text types <ul style="list-style-type: none"> • Gather samples of media messages/articles/stories (kindle) from credible sources. • Critique these messages and fine tune adopt. • Identify better ways to use the media for messaging. • Create your own articles/ stories etc. and post. 	Communication and collaboration Personal development and leadership Digital literacy

	<p>B9.2.1.1.4. Expand various ideas and perspectives in texts</p> <ul style="list-style-type: none"> • Read a level appropriate text. • Identify the main ideas and writers point of view. • Compare own ideas with other points of views. • Peer review other ideas. • Put ideas together to expand the different perspectives. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
<p>B9.2.2.1: read, comprehend, and analyse varieties of texts</p>	<p>B8.2.2.1.1. Read given text, within a specific time, for specific information</p> <ul style="list-style-type: none"> • Read age appropriate texts for the main ideas. • Read within given time for specific information. • Answer simple questions on the texts. • Peer review the information gathered. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.2.1.2. Make predictions, identify patterns and relationships of ideas to analyze text</p> <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	<p>B9.2.2.1.3. Make generalizations from text and link to real life situations</p> <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalizations. • Identify the highest points and link to real life situations. • Modify portions of texts to suit the realities of life. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.2.1.4. Compare the language, style, structure and purpose, as well as the ideas/ information from different types of texts</p> <ul style="list-style-type: none"> • Have different types of texts; <ul style="list-style-type: none"> ○ narrative ○ expository ○ procedural • Compare the language, style, structure and purpose, as well as the ideas/themes/information in any two related texts. • Compare ideas through discussion, notes etc. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.2.1.5. Read silently and answer more complex comprehension questions on texts /passages</p> <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passage with personal experience. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	<p>B9.2.2.1.6. Show the effect a text has on the reader</p> <ul style="list-style-type: none"> • Identify different literary devices used by the writer • Link the effect of the devices to the meaning of the text. • Identify the impact that literary devices on the reader and how it adds to meaning. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.2.1.7. Interpret use of words/ phrases(figurative, symbolic, sensory) in complex texts</p> <ul style="list-style-type: none"> • Read a variety of texts. • Interpret text in simple terms. • Identify the use of imagery for meaning; <ul style="list-style-type: none"> ○ The senses ○ Symbolism ○ Figurative language • Identify how language (words/ phrases) helps with meaning. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.2.1.8. Analyze intent or impact of language used in text</p> <ul style="list-style-type: none"> • Read a given text. • Analyze the use of language and the effect it has on meaning. • Identify the impact of vocabulary on meaning. 	

	<p>B9.2.2.1.9. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context</p> <ul style="list-style-type: none"> • Identify the use of different registers for specific texts. • Read texts that make distinctions in language use for a variety of purpose. • Use the right vocabulary in complex sentences/ paragraphs. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B9.2.2.1.10. Make conceptual connections between known and unknown words/ phrases and analyze nuances of word/ phrase in texts/different contexts</p> <ul style="list-style-type: none"> • Read grade appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyze the effect. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
<p>B9.2.1.2:Cite the textual evidence that supports an analysis of what the text says in your own words as far as possible determining the central idea of a text and provide an objective summary</p>	<p>B9.2.1.2.1. Analyze critically a given text in entirety and provide an objective summary</p> <ul style="list-style-type: none"> • Analyze a text. • Identify the main ideas and supporting ideas. • Provide an objective summary on the text. • Answer questions on standard summary questions. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

STRAND 3: GRAMMAR USAGE		
SUB-STRAND 1: GRAMMAR		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.	<p>B9.3.1.1.1. Use noun phrase accurately in context</p> <ul style="list-style-type: none"> • Expand a noun to form a noun phrase (e.g. noun (football)-noun phrase (the blue football)) • Use noun phrase in selected texts (e.g. The brown kente vase is up for sale, I saw a beautiful bird, I want a dress for Christmas, Kwaku lives in a blue dorm, Having been a chef, he knew how to bake) • Determine and discuss the functions of noun phrases in general and in selected sentences (e.g. subject, subject complement, direct object, prepositional complement, appositive) • Determine the grammatical functions of nouns in specific sentences (e.g. <ul style="list-style-type: none"> ○ subject of sentences – The tall lady teaches English in Bakano JHS. ○ subject complement – The man is an awesome welder ○ direct object of transitive verbs – I like the sleek Apple laptop ○ objects of prepositions – He bought a vehicle for the winner of the race. ○ apposition – My hometown, the Northern Region of Ghana, is a wonderful place • Use noun phrases to provide more information (e.g. Kwame Aidoo, the class prefect of Grade 8, is my friend) 	<p>Communication and Collaboration (CC) Critical</p> <p>Thinking and Problem-Solving (CP)</p> <p>Creativity and Innovation (CI)</p>
	<p>B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing</p> <ul style="list-style-type: none"> • Expand an adjective to form an adjective phrase (e.g. adjective (beautiful)-adjective phrase (dazzlingly beautiful)) • Use adjective phrases to provide vivid descriptions of participants, settings, materials, and objects <ul style="list-style-type: none"> ○ The dazzlingly beautiful winner walked down the aisle. ○ She is rather fond of biking ○ The man covered with mud crawled his way out of the mudslide. 	<p>Communication and Collaboration (CC) Critical</p> <p>Thinking and Problem-Solving (CP)</p> <p>Creativity and Innovation (CI)</p>
	B9.3.1.1.3. Use more complex phrasal verbs accurately in	Communication and Collaboration

	<ul style="list-style-type: none"> Identify the vocabulary of fixed phrasal verbs in texts and determine what they mean (come after- pursue, come along-follow, blow up-get angry) 	(CC) Critical Thinking and Problem-Solving (CP) Creativity and Innovation (CI)
	<p>B9.3.1.1.4. Use the knowledge of adverbial phrase and its functions</p> <ul style="list-style-type: none"> Expand adverbs into adverb phrases (e.g. quickly-very quickly) Use adverb phrases to: <ul style="list-style-type: none"> Describe how (e.g. She passed the exam quite easily) Describe where (e.g. I met Kwame near the bridge) Describe why (e.g. The law was abolished to end discrimination of girls in school) Describe when (e.g. The disgraced thief left the scene as quickly as possible) 	Communication and Collaboration (CC) Critical Thinking and Problem-Solving (CP) Creativity and Innovation (CI)
<p>B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication</p>	<p>B9.3.1.2.1. Use conditional sentences in communication to indicate an impossible condition in the past and its probable result in the past</p> <ul style="list-style-type: none"> Construct conditional sentences 1 and 2 and classify them into types. Use if- clauses to construct conditional sentences type 3 to refer to an impossible condition in the past and its probable result in the past. E.g. <i>If I had worked harder I would have passed the exam. You could have been on time if you had caught the bus.</i> Construct and analyse given conditional sentences (1-3) into main clauses and subordinate clauses (if- clauses) Discuss features of a conditional sentence type 3 In conditional sentences type 3, the if clause uses the past perfect, and the main clause uses the perfect conditional, e.g. If we had learned hard, we would have passed the exam. It is used to refer to a time that is in the past, and a situation that is contrary to reality, an impossible condition in the past and its probable result in the past. The facts the sentence is based on is the opposite of what is expressed. 	Communication and Collaboration (CC) Critical Thinking and Problem-Solving (CP) Creativity and Innovation (CI)

	<p>E.g. If they had arrived this morning, she would have gone to school (it means they didn't arrive in the morning so she didn't go to school)</p> <p>Use conditional sentences (types 1-3) appropriately in communication.</p>	
	<p>B9.3.1.2.2. Defining and non-defining relative clauses.</p> <ul style="list-style-type: none"> • Explain the function of dependent and independent clauses in general and their function in specific sentences 	<p>Communication and Collaboration (CC) Critical Thinking and Problem-Solving (CP)</p>
<p>B9.3.1.3: Demonstrate command of structural and functional use of sentences</p>	<p>B9.3.1.3.1. Identify subject and predicate of sentence in texts</p> <ul style="list-style-type: none"> • Distinguish elements of a sentence. • Use the knowledge of the composition of subject. • Know the composition of predicate of a sentence. 	<p>Communication and Collaboration (CC) Critical</p> <p>Thinking and Problem-Solving (CP)</p> <p>Creativity and Innovation (CI)</p>
<p>B9.3.1.4: Demonstrate mastery of use of active and passive voice</p>	<p>B9.3.1.4.1. Use passive forms appropriately in speech and in writing</p> <ul style="list-style-type: none"> • Distinguish between active and passive sentences in speech and in writing. • Construct an opinion using active and passive sentences in speech and in writing. • Change active to passive sentences. 	<p>Communication and Collaboration (CC) Critical</p> <p>Thinking and Problem-Solving (CP)</p> <p>Creativity and Innovation (CI)</p>
	<p>B9.3.1.3.2. Demonstrate command of use of reported speech: reporting noun/pronoun</p> <ul style="list-style-type: none"> • Use reported speech in reporting nouns/pronouns sentences. • Compose text using reported speech. 	<p>Communication and Collaboration (CC) Critical</p> <p>Thinking and Problem-Solving (CP)</p> <p>Creativity and Innovation (CI)</p>

STRAND 3: GRAMMAR		
SUB-STRAND 2: PUNCTUATION AND CAPITALISATION		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.1.1.1: Demonstrate mastery of capitalisation and punctuation in communication	<p>B9.1.1.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context</p> <ul style="list-style-type: none"> • Use of dash (note: the dash is longer than hyphen). E.g. it is used to: <ul style="list-style-type: none"> ○ It is used to mark the beginning and the end of an interruption in a sentence. E.g. My son - where has he gone - will be happy to see you. ○ It is used to introduce an explanation of a word or an expression earlier mentioned. E.g. It was not a lion - it was a tiger - furiously lashing its way through the undergrowth. ○ It is used to introduce a list. E.g. Everyone needs good qualities – loyalty, discipline, honesty etc. • Use hyphen (note that the hyphen is shorter than the dash). <ul style="list-style-type: none"> ○ It is used to form compound words. E.g. father-in-law ○ It is used in joining words in attributive compound. E.g. a well-known artist. ○ It is used to join a prefix to a root word. E.g. co-ordinate ○ It is used to mark expressions that look the same but different. E.g. a poor-rate collection a poor rate-collection. ○ It used to separate two similar consonant or vowel sounds. E.g. pre-empt, Ross-shire etc. ○ It is used to indicate fractions or multipliers. E.g. two-thirds, hundred-folds etc. ○ It is used at the end of a line when writing to indicate that the word is not hyphenated. It is broken for lack of space. Such words should be broken at a syllable. E.g. edu-cation, informa-tion etc. • Use bracket. E.g. it used to: <ul style="list-style-type: none"> ○ enclose something that is added to the sentence but not 	<p>Communication and Collaboration (CC) Critical</p> <p>Thinking and Problem-Solving (CP)</p> <p>Creativity and Innovation (CI)</p>

	<ul style="list-style-type: none"> ○ considered to be of major importance. ○ offer explanation to something that was said earlier. ○ enclose cross reference. E.g. (see figure 2). ● Punctuate given texts appropriately. ● Construct texts and punctuate them correctly. 	
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Strand 3: Grammar		
Sub-Strand 3: Vocabulary		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	Core Competencies and Subject Specific Practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in a more complex text <ul style="list-style-type: none"> ● Demonstrate appropriate use of vocabulary by replacing underlined words in complex texts with similar words that can replace them in the texts. 	Communication and Collaboration (CC) Critical Thinking and Problem-Solving (CP) Creativity and Innovation (CI)

Strand 4: WRITING Sub-Strand I: PRODUCTION AND DISTRIBUTION OF WRITING		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	<p>B9.4.1.1.1.compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures</p> <ul style="list-style-type: none"> • Use coordinating conjunctions to join clauses in compound sentences: <i>and, but, nor, or, so, then, yet.</i> • Use subordinating conjunctions to join clauses in complex sentences: <ul style="list-style-type: none"> ○ time clauses: <i>when, before, after, since, while, as, until</i> ○ conditional clauses: <i>if, unless</i> ○ purpose clauses: <i>in order to, so that</i> ○ reason clauses: <i>because, since, as</i> ○ result clauses: <i>so that</i> ○ concessive clauses: <i>although, though, while</i> ○ place clauses: <i>where, wherever</i> ○ clauses of manner: <i>as, like, the way.</i> • Expand sentences in to paragraphs using defining and non-defining relative clauses. E.g. <i>the men who stole the car were jailed.</i> (defining) <i>The men, who stole the car, were jailed.</i> (non-defining) differences between the two may show in the comma marks. • Use noun phrases, adjectival phrases and adverbial phrases to expand sentences. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>

	<p>Much of this content is the same as B7. Relative clauses should be moved into another section</p>	
	<p>B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples)</p> <ul style="list-style-type: none"> • Write paragraphs showing the topic sentence, minor and major supporting sentences using transitional devices to bring about cohesion and coherence, e.g. <ul style="list-style-type: none"> ○ and, again, and then, besides, equally important, finally, ○ whereas, but, yet, on the other hand, however, nevertheless ○ yet, still, however, nevertheless, in spite of, 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
<p>B9.4.1.2: Create different paragraphs a given topic</p>	<p>B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies</p> <ul style="list-style-type: none"> • Write mixed paragraph (paragraph with the topic sentence located somewhere inside) and periodic paragraphs (paragraph with the topic sentence at the end) using transitional devices to create effect and purpose. • Organise sentences in a logical sequence to create coherence and beauty that sustains interest in an introductory paragraph. • Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> ○ ordering ideas: <i>firstly, secondly, finally, etc</i> ○ addition: <i>moreover, furthermore, in addition, etc</i> ○ similarity: <i>similarly, likewise, in the same way, etc</i> 	<p>Creativity and Innovation</p> <hr/> <p>Communication and Collaboration</p>

	<ul style="list-style-type: none"> ○ contrast: <i>however, nevertheless, although, though, on the other hand, etc</i> ○ cause/effect: <i>because, therefore, as a result, consequently, etc</i> ○ conditions: <i>if, provided that, unless, etc</i> ○ sequence in time: <i>next, soon, after, then, later, suddenly, afterwards, etc</i> ● Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create cohesion and coherence and unity and completeness of paragraph. 	
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Strand 4: Writing		
Sub-Strand 2: Text Types and Purposes		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	REVIEW COMMENTS
B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	<p>B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood.</p> <ul style="list-style-type: none"> ● Write descriptive essays using the following: <ul style="list-style-type: none"> ○ multiple, powerful adjectives for effect ○ sentence structure for effect e.g. frontloading, listing, climactic sentence structure ● Make selective use of detail for effect when describing character ● Proofread to self-correct or peer-correct. 	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy
	B9.4.2.1.2: use different narrative techniques to manipulate time in a story	Creativity and Innovation Communication and Collaboration

	<p>Compose narrative essays showing the following:</p> <ul style="list-style-type: none"> • Backstory • Flashback and flashforward • foreshadowing • Express feelings and thoughts through freewriting on self-selected topics, using emotive/ sensory details 	<p>Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B9.4.2.1.2. Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position</p> <ul style="list-style-type: none"> • Compose argumentative piece suitable following appropriate format/style using process approach. • Use: <ul style="list-style-type: none"> ○ the simple present for conveying timeless statements and facts ○ modals for persuasive effect and hedging ○ mental verbs (e.g. I think, I believe) for conveying a viewpoint ○ verb phrases • Write a rejoinder for publication noting the following: <ul style="list-style-type: none"> ○ An address to the rejoinder. (Own address. ...) ○ A date. After the address comes a date ○ A reference should be included. All rejoinders require references. ○ The recipient's address. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B9.4.2.1.3. Write an informative, explanatory text on a familiar or unfamiliar topic</p> <ul style="list-style-type: none"> • Write an informational text to show How and why something happened: <ul style="list-style-type: none"> ○ Vividly describe a situation ○ gives details of how a problem/situation occurs - show what needs to be done - indicate how it needs to be done 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>

	<ul style="list-style-type: none"> - tell why it will work • Use appropriate, objective language to explain points. • Organise ideas and points in an information text logically - • using selected topics, write reports that is devoid of decisions based on personal bias, cultural differences and any other criterion that cannot be measured or proven 	
B9.4.2. 2: Apply writing skills to specific life situations	<p>B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format</p> <ul style="list-style-type: none"> • Record and use features of formal letters (writer’s address, recipient address, date, heading, salutation, body, subscription -signature, name) to write various formal letters on varieties of themes. • Correct errors of formal letters written by others. • Write and use texts for academic and formal purposes. • List facts or information by using appropriate text features (e.g., bullets/ numbering). • Provide information, explain a situation and/ or express points of view: <ul style="list-style-type: none"> ○ describe, elaborate on and/ or support/ explain key points ○ apply the appropriate format (e.g., salutation in letters/ email, signing off for notes/letters) ○ use appropriate text features (e.g., section headings in letters/ email, main and sub-headings, bullets/ numbering) 	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy
	<p>B9.4.2. 2.2 Compose short text (flyers, posters , invitation cards, email, etc.) for different purposes and audiences</p> <ul style="list-style-type: none"> • Write flyers or posters of varied kinds using: 	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship

	<ul style="list-style-type: none"> ○ Small size e.g. A5 paper ○ Eye-catching headline, slogan or logo ○ Brief description of product ○ List of benefits or offers ○ Contact information e.g. website ○ may have a visual, design element ● Write an invitation cards that has the following: <ul style="list-style-type: none"> ○ Nature of the event ○ Where it will take place ○ Date and time ○ may include dress code ○ Name of invitee ○ May include RSVP ○ may have a visual, design element ● write emails to a pen-pals, parents or teachers ensuring that the following are present: <ul style="list-style-type: none"> ○ The recipient's address—which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, aziz65(name)@gmail. (server) gh(country). ○ CC: these may be the recipients whose attention is called to the email ○ Subject: This is a summary of the content of the email. ○ message ○ Sender's name. 	<p>Digital literacy</p>
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	<p>B9.4.2. 2.3. Write articles (Short reports, Letters and Case Studies) on given issues for publication</p> <ul style="list-style-type: none"> • Write short reports, case studies and letter to the editor on given issues for publication, e.g. <ul style="list-style-type: none"> ○ Self-publication. ○ Letters to the Editor. ○ Newspapers & Publications with a Staff of Writers. ○ Literary Magazines. ○ Other Types of Magazines. ○ Scholarly Journals. ○ Webzines. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy</p>
	<p>B9.4.2. 2.4. Compose speeches for different purposes and occasions.</p> <ul style="list-style-type: none"> • Write a speech that has rhetorical appeals. (<i>ethos, pathos, logos</i>) <ul style="list-style-type: none"> ○ Tell what you're going to tell them (introduction) ○ Tell them (body). ○ Tell them what you told them (conclusion). • Use the following to create effect: <ul style="list-style-type: none"> ○ Emotive adjectives e.g. 'Wonderful, magnificent, fantastic, disgraceful, shocking, outrageous' ○ Tripling e.g. 'it's your country, it's my country, it's our future!' ○ Repetition ○ Parallel sentence structure ○ Powerful imagery e.g. 'I have a dream.' ○ Use of 'we' to include everyone (inclusive language) e.g. 'we all know... we are all agreed...' 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p>

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STRAND 4: WRITING		
SUB-STRAND 3: BUILDING AND PRESENTING KNOWLEDGE:		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B9.4.3.1: Research to build and present knowledge	<p>B9.4.31.1. Conduct short research projects based on focused questions, and present key findings in writing</p> <ul style="list-style-type: none"> • Identify issues of interest in your environment/school/community and conduct an investigation on them based of focused questions. E.g Investigating into the different brands of a product and their prices, i.e, different brands of creamy milk or skimmed milk and their prices. <ul style="list-style-type: none"> ○ sample research questions (What are the different brands of milk? What are their prices, manufacturing companies? ○ Use digital sources ○ Record, organise findings for presentation ○ Make a list of references to avoiding plagiarism 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>

STRAND 5: LITERATURE		
SUB-STRAND 1: PROSE, DRAMA, POETRY		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	<p>B9.5.1.1.1. Analyse how a writer combines different structural elements, linguistic, and literary features for effect with relevant textual references.</p> <ul style="list-style-type: none"> • Identify figures of speech and rhetorical devices (e.g. pun, symbolism, analogy, hyperbole, understatement, metonymy, etc), structural features (e.g. dialogue), and linguistic features (e.g. punctuation) as they appear in: <ul style="list-style-type: none"> ○ Prose ○ Drama ○ Poetry • Explain the effect of figures of speech, rhetorical devices, structural and linguistic features as they appear in: <ul style="list-style-type: none"> ○ Prose ○ Drama ○ Poetry <p>B9.5.1.1.2. Examine how characters contribute to the development of the theme</p> <ul style="list-style-type: none"> • Identify and discuss the different characters in a selected text (e.g. protagonist, antagonist, mentor, tempter, sidekick, sceptic, emotional and logical) 	<ul style="list-style-type: none"> • Communication and Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership • Cultural Identity and Global Citizenship • Creativity and Innovation • Digital Literacy

- Compare and contrast the characters in a selected prose/drama text.
- Examine how different characters contribute to the development of themes in a selected prose/drama text

B9.5.1.1.3. Demonstrate understanding of how writers create a distinctive narrative voice.

- Explain the meaning of a distinctive narrative voice.
- Distinguish between an authorial voice and a character's voice in a prose/poetry text
- Discuss the importance of a distinctive narrative voice. (E.g. to thoroughly analyse any literary work, there should be a proper investigation of "who" of the work)
- Examine how writers create a distinctive narrative voice using recommended texts
 - The story must be told through the eyes of the protagonist.
 - Most scenes and chapters must focus on that character.
 - There must be enough description to support the story and the characters?
- Use distinctive narrative voices in personal prose stories.

B9.5.1.1.4. Analyse how writers create effective descriptions to create mood in prose, drama, or poetry

- Describe the meaning of mood by using a scenario
- Examine the word choices of the writer and relate it to the mood portrayed
- Discuss how the narrator (first person or omniscient) manipulates what a reader should focus on or ignore and relate it to the mood created
- Analyse how descriptions of tone, setting, and internal monologue create mood

BASIC 10

Draft Zero

Strand I: ORAL LANGUAGE (LISTENING AND SPEAKING)		
Sub-Strand: Conversation/Everyday Discourse		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10.1.1.1: Demonstrate use of appropriate language orally in specific situations	<p>B10.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues</p> <ul style="list-style-type: none"> • Create and act dialogues/ skits using a combination of formal and informal register. • Use appropriate register accurately in spontaneous conversation. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p>
	<p>B10.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions and comments in a discussion</p> <ul style="list-style-type: none"> • Use range of more complex open-ended question types to conduct oral interviews on level appropriate topics/issues. Eg. How did you manage...and why? How long will it take to...? Do I need. . .? Which one is correct? Is there a better option? How does that process work now? What are the best things about that process? • Initiate and use open-ended questions to get people respond to and comment on level appropriate issues/topics 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p>

	<p>B10.1.1.1.3. Use appropriate language orally to discuss grade-level global issues</p> <ul style="list-style-type: none"> Identify and explain grade-level global issues e.g. violence, kidnapping, terrorism, child trafficking Discuss orally grade-level global issues/ topics using appropriate language e.g. Register/Vocabulary/, phrasal verbs, idioms 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p>
	<p>B10.1.1.1.4. use appropriate language to produce spontaneous and planned spoken texts and present them in multi-modal ways, where appropriate</p> <ul style="list-style-type: none"> Identify types of spoken texts to address purpose, audience, context and culture Eg. Conversations eg. Make request, panel discussion, carry out a self introduction. Narratives eg. Elaborate on likes and dislikes, re-tell a story, describe an activity, event or person Expositions eg. A persuasive talk to convince the audience, reviews of movies/shows/ books Use appropriate language to initiate conversation/discussions on selected spoken texts 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and leadership</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p>
Sub-Strand 2 :Listening Comprehension		
<p>B10.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</p> <p>Correct codes to B10</p>	<p>B10.1.2.1.1 Listen to level appropriate texts and use appropriate skills and strategies to process meaning</p> <ul style="list-style-type: none"> Listen to recorded texts /speeches/ news / announcements/films/images and use appropriate strategies to process meaning. <p>Egs.</p> <ul style="list-style-type: none"> Identify the sequence of events or ideas Compare and contrast information Distinguish between cause and effect 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Digital Literacy</p>

	<ul style="list-style-type: none"> Discuss and present the information in groups. 	
	<p>B10.1.2.1.2 Listen to and respond to audio and visual texts.</p> <ul style="list-style-type: none"> Listen to and identify ideas in audio texts/speeches/ news/announcements and visual texts.The listening should be 250words/2minutes 30 seconds. Initiate a discussion and share opinions, ideas from texts/ speeches/ news/ announcements and visual texts relating them to personal experiences. 	<p>Communication and Collaboration Personal Development and Leadership Digital Literacy</p>
<p>Sub-Strand 3 :Sounds (Vowels, Consonants and Intonation</p>		
<p>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</p>	<p>B10.1.3.1.1. Pronounce pure vowel sounds and diphthongs with appropriate stress and intonation in words, phrases and clauses in speech</p> <ul style="list-style-type: none"> Listen to and pronounce words/phrases/ clauses with correct stress and intonation. Eg export- noun export - verb exported - past Use appropriate and accurate stress and intonation in connected speech/ conversation. 	<p>Communication and Collaboration Personal Development and Leadership Digital Literacy</p>
	<p>B10.1.3.1.2. Demonstrate the use of appropriate stress patterns in dialogues.</p> <ul style="list-style-type: none"> Listen to and identify stress patterns in level appropriate dialogues. Egs. Tune 1 Tune 2 Converse confidently using tune 1 & tune 2. 	<p>Communication and Collaboration Personal Development and Leadership Digital Literacy</p>
	<ul style="list-style-type: none"> B10.1.3.1.3. Identify features of connected speech, including stress patterns, tone, intonation, and the way some sounds change from word level to connected speech (prosody) Listen to and identify words which are stressed in connected speech e.g. nouns 	<p>Communication and Collaboration Personal Development and Leadership Digital Literacy</p>

	<p>verbs</p> <ul style="list-style-type: none"> • Listen to connected speech and practice tone, intonation in a range of texts. • Listen to connected speech and practice the way sounds change from word level to connected speech. • Use speech skills confidently to converse on a range of level appropriate topics /issues. 	
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CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B10.2.1.1: Demonstrate increasing confidence in independence in reading.</p>	<p>B10.2.1.1.1. Use Monitoring and mental visualization to engage and understand complex expository and information texts</p> <ul style="list-style-type: none"> • Read a variety of age appropriate texts. • Create mental pictures to aid understanding. • Monitor own reading and self- correct. • Engage in meaningful interaction with expository and narrative text and peers. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	<p>B10.2.1.1.2. Use predicting and Summarizing to assess and improve engagement and understanding of complex expository and information texts</p> <ul style="list-style-type: none"> • Use key ideas to predict the main ideas of the text. • Summarize the main points into complex sentences in own words. • Use complex information from text to help monitor understanding. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B10.2.1.1.3. Generate and Answer questions to increase confidence and independent reading of complex expository</p> <ul style="list-style-type: none"> • Read age appropriate texts. • Monitor understanding and self-correct. • Answer questions accurately on the different texts. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B10.2.1.1.4. Use text structure to consolidate confidence and independence in reading complex expository and information texts</p> <ul style="list-style-type: none"> • Read a text closely for interpretation. • Identify the text structure that is significant to helping with meaning. • Engage texts and interpret to support understanding. • Monitor for understanding and self- correct to build confidence. • Answer questions accurately. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

<p>B10.2.1.2: Read, comprehend, interpret texts</p>	<p>B10.2.1.2.1. Evaluate the main text features of more complex texts</p> <ul style="list-style-type: none"> • Use samples of varied complex texts to identify other text features (apart from Print, Graphic, and Organizational) • Discuss how the text features aid in the comprehension of a text. • Examine other ways text organization helps with meaning. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B10.2.1.2.2. Use contextual clues to show explicit meaning of a of more complex texts</p> <ul style="list-style-type: none"> • Read level appropriate texts with meaning. • Find meanings of words in context. • Use these in meaningful sentences. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B10.2.1.2.3. Use prior knowledge to show implicit meaning of more complex texts</p> <ul style="list-style-type: none"> • Read level appropriate text. • Draw on experiences from the past to make meaning. • Make reference to experience that bring meaning. • Use the knowledge to find meaning to complex texts. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	<p>B10.2.1.2.4. Interpret more complex texts pointing out attitudes, opinions, biases and facts</p> <ul style="list-style-type: none"> • Read complex texts. • Discuss writer's attitude, opinions and biases. • Make a comparison and see how it links to meaning. • Answer questions accurately. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
	<p>B10.2.2.1.5. Critique more complex texts showing personal responses and supporting responses with textual evidences</p> <ul style="list-style-type: none"> • Read level appropriate texts and identify main ideas. • Give a genuine response to the text. • Critique a text. • Back these with facts. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
<p>B10.2.1.3: Cite the textual evidence that supports an analysis of what the text says in your own words as far as possible determine the central idea of a text and provide an objective summary</p>	<p>B10.2.1.3.1. Use main and supporting ideas to summarize complex texts</p> <ul style="list-style-type: none"> • Identify the main ideas from text. • Summarize the ideas into meaningful chunks. • Put the main ideas into sentences. • Answer specific questions with appropriate responses. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	B10.2.1.3.2. Answer questions on complex summary texts <ul style="list-style-type: none">• Read level appropriate texts.• Follow the steps in summarizing.• Identify key ideas and use own words as possible.• Answer questions on passage.	Communication and collaboration Personal development and leadership
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STRAND 3: GRAMMAR USAGE		
SUB-STRAND 1: GRAMMAR		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10.3.1: Apply the knowledge of phrases and clauses and their functions in Communication.	<p>B10.3.1.1.1. Demonstrate command of noun clauses in sentences for communicative purposes</p> <ul style="list-style-type: none"> • Use noun clauses to provide more information (e.g. Your assumption, that things will improve, is refreshing) • Use noun clauses to convey specific meanings and add variety and interest to writing or presentations (e.g.) <ul style="list-style-type: none"> ○ That we live in a surreal environment is an understatement ○ That we shall overcome is certain ○ The students are hopeful that they will pass the exam 	<p>Communication and Collaboration (CC) Critical</p> <p>Thinking and Problem- Solving (CP)</p> <p>Creativity and Innovation</p>
	<p>B10.3.1.1.2. Demonstrate command of adjectival clauses in sentences for communicative purposes</p> <ul style="list-style-type: none"> • Use adjectival clauses to convey specific meanings and add variety and interest to writing or presentations. <ul style="list-style-type: none"> ○ The house <u>where the teachers stay</u> was renovated ○ The reason <u>why Kwame did visit us</u> was given. ○ The time <u>when the thief escaped</u> was 4pm. ○ The manner <u>how Aziz runs</u> reminds me of Usain Bolt. <p>B10.3.1.1.3. Demonstrate command of relative clauses in sentences for communicative purposes</p> <ul style="list-style-type: none"> • Use relative clauses to convey specific meanings and add variety and interest to writing or presentations.: <ul style="list-style-type: none"> ○ The student <u>who won the race</u> has been awarded. ○ The book <u>that was found</u> belongs to Justina. ○ Kojo picked the ruler <u>which I left on the table</u> ○ Kojo picked the ruler <u>I left on the table</u> ○ This is the politician <u>whose dog was shot</u> ○ The English teacher <u>whom we met</u> is my uncle ○ The man, who won the scholarship, is my elder brother. ○ The man who won the scholarship is my elder brother. 	<p>Communication and Collaboration (CC) Critical</p> <p>Thinking and Problem- Solving (CP)</p> <p>Creativity and Innovation</p>

	<p>B10.3.1.1.4. Demonstrate command of adverbial clauses in sentences for communicative purposes</p> <ul style="list-style-type: none"> • Use adverbial clauses to convey specific meanings and add variety and interest to writing or presentations. <ul style="list-style-type: none"> ○ Time (The student entered <u>before</u> the Mr. Koranteng arrived) ○ Place (He sleeps <u>wherever</u> he finds convenient) ○ Purpose (We have studied <u>so that we might pass the exam</u>) ○ Result (He studied <u>so he passed the exam</u>) ○ Comparison (Kwaku runs faster <u>than</u> I can) ○ Reason (We have gone to the library <u>because we want to read</u>) ○ Concession (<u>Though times were difficult</u>, we passed our exams) ○ Manner (Afia speaks <u>like</u> Sir Karim does) ○ Condition (You will pass <u>if you study well</u>) 	

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<p>B10.3.1.2: Demonstrate command of structural and functional use of sentences</p>	<p>B10.3.1.2.1. Analyse accurately the elements within the subject and predicate</p> <ul style="list-style-type: none"> • Critique sentences into its elements • Breakdown subject and predicate of sentences 	<p>Communication and Collaboration (CC) Critical Thinking and Problem- Solving (CP) Creativity and Innovation</p>
<p>B10.3.1.3: Understand and use direct and reported speech appropriately.</p>	<p>B10.3.1.3.1. Apply the knowledge of the rules when converting Indirect speech into Direct speech</p> <ul style="list-style-type: none"> • Identify the rules when converting indirect speech into direct speech in context <ul style="list-style-type: none"> ○ Use the reporting verb “say” or “said” in its correct tense ○ Remove the conjunctions “that, to, if, or whether” ○ Insert quotation marks, question mark, exclamation, and full stop ○ Put a comma before the statement ○ Write the first word of the statement with capital letter ○ Change the past tense into present tense wherever the reporting verb is in the past tense ○ Convert the past perfect either into past tense or present perfect as found necessary ○ Be careful about the order of words in the question • Use accurately the rules to convert indirect speech to direct speech (e.g.) <ul style="list-style-type: none"> ○ Kwame said he needed more time for the test ○ Afua promised she would see me the next day ○ The teacher screamed she wanted to see the student then ○ The teacher told the student that was the correct answer ○ Genevieve said that she had won the contest ○ Justina said she lived there ○ They asked if their leader had lost the contest? 	<p>Communication and Collaboration (CC) Critical Thinking and Problem- Solving (CP) Creativity and Innovation</p>

STRAND 3: GRAMMAR		
SUB-STRAND 2: PUNCTUATION AND CAPITALISATION		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10.1.1.1: Demonstrate mastery of capitalisation and punctuation in communication	B10.1.1.1.1. Identify and use punctuation marks (parenthesis, quotation marks) in context <ul style="list-style-type: none"> • Punctuate given texts appropriately. • Construct texts and punctuate them correctly 	Communication and Collaboration (CC) Critical Thinking and Problem- Solving (CP) Creativity and Innovation

STRAND 3: GRAMMAR		
SUB-STRAND 3: VOCABULARY		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10.3.3.1 Demonstrate appropriate use of vocabulary and spelling conventions in communication	B10.3.3.1.1. Identify and use vocabulary appropriately in diverse situations <ul style="list-style-type: none"> • Identify proverbs, phrasal verbs, idioms, and idiomatic expressions in texts • Analyse the meaning of proverbs, phrasal verbs, and idiomatic expressions in given passages. • Use proverbs, phrasal verbs, and idiomatic expressions to convey specific meanings and add variety and interest to enrich communication 	Communication and Collaboration (CC) Critical Thinking and Problem- Solving (CP) Creativity and Innovation

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STRAND 4: WRITING SUB-STRAND 1: PRODUCTION AND DISTRIBUTION OF WRITING (PARAGRAPH DEVELOPMENT, STRUCTURE OF AN EASY AND WRITING AS A PROCESS)		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B10.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	<p>B10.4.1.1.1. Use an extended range of cohesive devices (e.g., connectors to show addition, contrast, results etc.) to improve intra and inter- paragraph coherence</p> <ul style="list-style-type: none"> • Write paragraphs using cohesive devices effectively to achieve coherence in them. Examples include: <ul style="list-style-type: none"> ○ To Add: and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.) ○ To Compare: whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true ○ To Prove: because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is ○ To Show Exception: yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes ○ To Show Time: immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then ○ To Repeat: in brief, as I have said, as I have noted, as has been noted ○ To Emphasize: definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation ○ To Show Sequence: first, second, third, and so forth. A, B, C, 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Citizenship</p> <p>Digital literacy</p>

	<p>and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon</p> <ul style="list-style-type: none"> ○ To Give an Example:for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate To Summarize or Conclude:in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently 	
	<p>B10.4.1.1.2.Develop a paragraph, focusing on the elements of unity, coherence – direct references and transitional words)</p> <ul style="list-style-type: none"> • Write paragraphs showing the topic sentence, minor and major supporting sentences using the following cohesive devices appropriately and accurately: <ul style="list-style-type: none"> ○ time clauses: <i>when, before, after, since, while, as, until</i> ○ conditional clauses: <i>if, unless</i> ○ purpose clauses: <i>in order to, so that</i> ○ reason clauses: <i>because, since, as</i> ○ result clauses: <i>so that</i> ○ concessive clauses: <i>although, though, while</i> ○ place clauses: <i>where, wherever</i> clauses of manner: <i>as, like, the way.</i> 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy</p>
	<p>B10.4.1.1.3.Compose an essay with a thesis statement from which topic sentences can be developed</p> <ul style="list-style-type: none"> • Write an introductory paragraph that contains a thesis question and thesis statement: <ul style="list-style-type: none"> ○ take on a subject upon which reasonable people could disagree ○ deal with a subject that can be adequately treated given the nature of the assignment 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital literacy</p>

	<ul style="list-style-type: none"> ○ express one main idea ○ assert your conclusions about a subject 	
B10.4.1.2: Create different paragraphs within a composition on a given topic	<p>B10.4.1.2.1. Critically analyse and compose body and concluding paragraphs on a given topic</p> <ul style="list-style-type: none"> • Organise sentences in a logical sequence to create coherence and beauty that sustains interest in an introductory paragraph. • Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> ○ ordering ideas: <i>firstly, secondly, finally, etc</i> ○ addition: <i>moreover, furthermore, in addition, etc</i> ○ similarity: <i>similarly, likewise, in the same way, etc</i> ○ contrast: <i>however, nevertheless, although, though, on the other hand, etc</i> ○ cause/effect: <i>because, therefore, as a result, consequently, etc</i> ○ conditions: <i>if, provided that, unless, etc</i> ○ sequence in time: <i>next, soon, after, then, later, suddenly, afterwards, etc</i> • Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create cohesion and coherence and unity and completeness of paragraph. <p>Write body paragraphs of given themes by:</p> <ul style="list-style-type: none"> ○ Explaining that something has happened ○ Giving details about how it happened ○ Explaining who is/are involved ○ Giving evidence to justify what you said (expert opinion, examples of when it happened, statistics, studies, or logical argument) 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
B10.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts	<p>B10.4.2.1.1. Write short stories, using precise words and phrases and sensory language to convey a vivid picture of experiences, events, setting, and/or characters</p> <ul style="list-style-type: none"> • Write a story using metaphors, similes, personification, imagery, hyperbole, and alliteration to bring out the style of a narrative piece. • Write a story using backstory, flashback, flash-forward, and foreshadowing to bring out the plot of a story. 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p>

	<ul style="list-style-type: none"> • Write a story using first person, second person, third person, and third-person omniscient to show the person telling the story. • Revise and edit the writing for sense or meaning, and effect (emotional reaction). • Proofread to self-correct or peer-correct. 	Digital literacy
	<p>B10.4.2.1.2. Write a well-organised persuasive piece(e.g. debate) that states and defends a position and responds to objections raised about it</p> <ul style="list-style-type: none"> • Compose argumentative piece suitable for a school debate following appropriate format/style using process approach. Essentials of debate writing include: <ul style="list-style-type: none"> ○ A proposition ○ An outline of the main points ○ Vocative (speaker’s address of the chair and audience) • Use: <ul style="list-style-type: none"> ○ the simple present for conveying timeless statements and facts ○ modals for persuasive effect and hedging ○ mental verbs (e.g. I think, I believe) for conveying a viewpoint ○ verb phrases <p>B10.4.2.1.3. Write a rejoinder for different audiences</p> <ul style="list-style-type: none"> • Write a rejoinder for publication (in school magazine, national newspaper, international newspaper/magazine)noting the following: <ul style="list-style-type: none"> ○ An address to the rejoinder. (Own address. ...) ○ A date. After the address comes a date ○ A reference should be included. All rejoinders require references. ○ The recipient's address. 	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Citizenship Digital literacy.

	<p>B10.4.2.1.4. Compose paragraphs to compare and contrast given issues or situations</p> <ul style="list-style-type: none"> • Write paragraphs to compare and contrast two things, events and places: • Write a thesis that clearly states the two subjects that are to be compared, contrasted, or both and the reason for doing so. The thesis could lean more toward comparing, contrasting, or both. Remember, the point of comparing and contrasting is to provide useful knowledge to the reader. Take the following thesis as an example that leans more toward contrasting: <ul style="list-style-type: none"> ○ Carefully consider the two (or more) texts you're being asked to write about. ○ Make a list of the key similarities and differences in your texts. ○ Isolate the most important points and turn them into your central argument. ○ Write an outline that will form the skeleton of your essay. ○ Fill in textual details to write your essay. ○ Edit ○ use of the simple present for indicating the timeless nature of procedures 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
<p>B10.4.2. 2; Apply writing skills to specific life situations</p>	<p>B10.4.2.2.1. Compose formal letters (business letters, email on given topics using appropriate format</p> <ul style="list-style-type: none"> • Write business letter and emails for specific purposes and audiences: <ul style="list-style-type: none"> ○ use the appropriate format (e.g., salutation in letters/ email, signing off for notes/letters) ○ use appropriate text features (e.g., section headings in letters/ email, main and sub-headings, bullets/ numbering) 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>

	<p>B10.4.2. 2.2 Compose notes for different purposes and audiences</p> <ul style="list-style-type: none"> • Write notes and notices of varied kinds: <ul style="list-style-type: none"> ○ thank you notes, greeting or invitation cards ○ letters or email to a pen-pal, parent or teacher ○ notices to the class providing information on an event ○ news bulletins for the class or school ○ eye-witness accounts of an incident to a teacher 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B10.4.2. 2.3 Write articles on given issues for publication in international magazines</p> <ul style="list-style-type: none"> • Identify the topic, purpose, and audience for article writing. • Generate ideas about the topic and identify those most appropriate for the purpose. • writing, using a variety of strategies and a wide range of print and electronic resources. • sort and classify ideas and information for writing in a variety of ways that allow manipulating information and see different combinations and relationships data gathered. • identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies. • determine whether the ideas and information gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary (e.g., check for errors or omissions in information using a T-chart). • write articles of different lengths on given issues for publication (e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine). 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
	<p>B10.4.2. 2.4 Compose speeches for different purposes and occasions.</p> <ul style="list-style-type: none"> • Write a speech to make both logical and emotional appeals: <ul style="list-style-type: none"> ○ Tell what you're going to tell them (introduction). 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership</p>

	<ul style="list-style-type: none"> ○ Tell them (body). ○ Tell them what you told them (conclusion). 	<p>Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>
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<p>Strand 4: Writing Sub-Strand 3: Building and Presenting Knowledge: (writing based on non-text sources)</p>		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
	<p>B10.4.2.8: Retrieve information from multiple print and digital sources, organise and present it in writing</p> <ul style="list-style-type: none"> • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, • Organise while acknowledging the sources of the information • Use simple graphs, tables charts, and other pictorial pictures Effectively to Present your structure and writing style. • 	<p>Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Cultural Identity and Global Citizenship</p> <p>Digital literacy</p>

- Use Figures and Tables Effectively to Present your structure and writing style.

STRAND 5: LITERATURE		
SUB-STRAND 1: PROSE, DRAMA, POETRY		
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B10.5.1.1: Demonstrate understanding of how various literary elements of literary genres contribute to meaning	<p>B10.5.1.1.1. Discuss how a writer combines structural, linguistic and literary features to make meaning within two texts</p> <ul style="list-style-type: none"> • Identify figures of speech and rhetorical devices (e.g. symbolism, analogy, oxymoron, etc), structural features (e.g. style), and linguistic features (e.g. sentence length, diction) as they appear in: <ul style="list-style-type: none"> ○ Prose ○ Drama ○ Poetry ○ E.g. • Explain the effect of figures of speech, rhetorical devices, structural and linguistic features as they appear in: <ul style="list-style-type: none"> ○ Prose ○ Drama ○ Poetry <p>B10.5.1.1.2. Examine how characters contribute to the development of the plot</p> <ul style="list-style-type: none"> • Identify and discuss the different characters in a selected text (e.g. protagonist, antagonist, mentor, tempter, sidekick, sceptic, emotional and logical) • Compare and contrast the characters in a selected prose/drama text. • Discuss the plot and how characters contribute to it • Examine how different characters contribute to the development of the plot in a selected prose/drama text <p>B10.5.1.1.3. Discuss the range of techniques different writers use to create different character voices within a text</p>	<ul style="list-style-type: none"> • Communication and Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership • Cultural Identity and Global Citizenship • Creativity and Innovation • Digital Literacy

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| | <ul style="list-style-type: none">• Describe what is meant by a character’s voice• Examine writers use of dialogue, dialect of characters, educational status of characters, temperament and flaws of characters, physical descriptions of characters, metaphors and simile, actions and reactions, etc to create a character’s voice | |
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B10.5.1.1.4. Analyse how writers use effective descriptions to create settings

- Identify and describe the setting in detail in prose, drama, or poetry.
- Analyse the influence of setting on the conflict and its resolution
- Analyse the relevance of setting (e.g. place, time, customs) to the mood and theme of a text
- Examine how writers use effective descriptions to create settings
 - Giving lots of details about the settings
 - Creating a link between the plot and the settings
 - Making time relevant in settings
 - Using the setting in a symbolic way
 - Giving descriptions about the settings that appeal to the five senses
 - Using action to describe a setting