

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

(MINISTRY OF EDUCATION)



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

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MINISTRY OF EDUCATION
REPUBLIC OF GHANA

English Language Curriculum for B7- B9

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

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

B7

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

B8

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

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

B9

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

BASIC 7

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, standards for work, school and public offices and business settings. • Use appropriate language to participate in formal interactions. (No slang/jargon). • Identify informal conversations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, different situations in the classroom etc. • Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc. <p>NB: Examples of informal language include; slang words, jargon, contracted forms and non-verbal communication.</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</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 <p>E.g.Ama: Do you think girls should study courses in the male dominated areas? Aziz: Yes Ama: Why do you think so?</p> <p>NB: Includes gender, equity, equality, and inclusion issues.</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</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 communicate about one’s experiences and those of others in specific situations e.g. the hospital, shopping in a market/supermarket, at a bus terminal/station, etc. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Presentation</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 metres away, ten minute-walk /drive, turn left/right) and landmarks (church, mosque, hospital, filling station, etc.) to give directions. • Direct different individuals using a range of these vocabularies and expressions appropriately to given locations. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</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. E.g.: increase (noun) and increase (verb). • Maintain eye contact (look in the eyes/face of the person speaking, maintain appropriate posture and facial expression) in conversation. • Engage in conversation using voice modulation and maintaining eye contact. Monitor how your partner shows this in the conversation. <p>Demonstrate appropriate non-interruptive verbal and non-verbal cues/responses to show attention.</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
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STRAND I: ORAL LANGUAGE
SUB-STRAND 2: LISTENING COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</p>	<p>B7.1.2.1.1. Listen to 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); ○ the speaker’s enthusiasm and passion for the topic; ○ main idea (s) and supporting points. • Read out and cross check the information written. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
	<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. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Presentation</p>

STRAND I: ORAL LANGUAGE
SUB-STRAND 3: ENGLISH SOUNDS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</p>	<p>B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context</p> <ul style="list-style-type: none"> • Identify and produce pure vowels e.g. /a/, /i/, /e/ in context. • Articulate pure vowels clearly in speech. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
	<p>B7.1.3.1.2. Produce pure vowel sounds (long vowels) in context</p> <ul style="list-style-type: none"> • Identify and produce long vowels in context. E.g.: part, peel, bloom. • Distinguish between long and short vowels in context. • Listen to and produce sounds as used in connected speech. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem-Solving</p>
	<p>B7.1.3.1.3. Produce diphthongs in context (centring and closing)</p> <ul style="list-style-type: none"> • Identify centring diphthongs e.g. /eə / /iə/ in context. • Identify closing diphthongs e.g. /au/, /ai/ in context. • Listen and distinguish between vowels and diphthongs in context. • Use vowels and diphthongs accurately in connected speech. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

STRAND 2: READING
SUB-STRAND 1: COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</p>	<p>B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts</p> <ul style="list-style-type: none"> • Engage narrative texts and create mental pictures to aid understanding. • Read fluently to build confidence. • Engage in meaningful interaction with text and peers. • Monitor for understanding and self-correct where necessary. • Make connections with what is read to own experiences. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</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; ○ organisational patterns; ○ organisational structure. • Ask questions to form ideas. • Answer questions to elicit understanding (meaning). 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</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 give clues to a specific structure. • Identify how the structure (how the information is organised) of the text influences meaning. These may include: <ul style="list-style-type: none"> o description, o sequence, o problem and solution, o cause and effect and o compare and contrast. • Use a graphic organiser to make a chart of the text structure. • Write paragraphs that follow a specific text structure. • Read independently and identify how text structure helps with understanding other texts. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.2.1.2: Read, comprehend and interpret texts</p>	<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 Organisational): <ul style="list-style-type: none"> ○ Print Features: title, heading/sub-heading, bold Print, italics, caption, etc. ○ Graphic Features: Photograph with or without caption, Drawing, Diagram, Map, Graph, Chart, etc. ○ Organisational Features: Table of Content, Index, Glossary, etc. • Discuss how the text features aid in the comprehension of a text. <ul style="list-style-type: none"> E.g. ○ A title indicates the topic, subject matter or the main idea of an entire text. ○ 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>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</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 experiences. • Research or make inferences and share opinions on biases and facts in texts. • Distinguish between facts and opinions in a range of non-fiction texts. <p>Interpret the different attitudes exhibited by the choice of words in texts to support understanding.</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.2.1.2.3. Interpret a non-literary text 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 a writer’s choice of words and intentions contribute to meaning. • Differentiate viewpoints with textual evidence. • Examine the impact of different viewpoints and how these contribute to meaning. 	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem-Solving Presentation</p>

STRAND 2: READING
SUB-STRAND 2: SUMMARISING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.2.2.1: Demonstrate an understanding in summarising</p>	<p>B7.2.2.1.1. Use summarising 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. • Analyse and decide what is important. <ul style="list-style-type: none"> ○ Do not write the same words as the author. ○ Think and write in your own words. ○ Ask, “What is the whole write up about?” • Restate or map out the gist/main idea and key details. • Put up a defence for the choice/ answer. • Restate the main ideas in own words. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
<p>B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece</p>	<p>B7.2.2.2.1. Determine and analyse 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. • Summarise main ideas of texts in own words and peer edit it. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

STRAND 3: GRAMMAR USAGE
SUB-STRAND I: GRAMMAR

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.</p>	<p>B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts</p> <ul style="list-style-type: none"> • Identify noun types (common, proper, countable and uncountable, concrete) from passages. • Construct sentences using noun types. • Categorise plural noun forms (emphasis on irregular nouns) in passages e.g. <i>mouse – mice, child – children, sheep – sheep, half – halves.</i> • Use plural noun forms in paragraphs. 	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem-Solving Cultural Identity and Global Citizenship Digital Literacy Presentation</p>
	<p>B7.3.1.1.2. Use types of pronouns accurately in speaking and texts</p> <ul style="list-style-type: none"> • Explore the use of types of pronouns in narratives: <ul style="list-style-type: none"> ○ Personal Pronouns ○ Possessive Pronouns ○ Relative Pronouns ○ Reflexive Pronouns ○ Interrogative Pronouns ○ Demonstrative Pronouns • Use pronouns in contextual sentences. 	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem-Solving Cultural Identity and Global Citizenship Digital Literacy Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.3.1.1.3. Explore accurate use of adjectives in texts</p> <ul style="list-style-type: none"> • Recognise the effective use of adjectives in paragraphs: <ul style="list-style-type: none"> o directly before nouns. E.g. Asiedu is an <i>excellent</i> singer. o with the verb “to be” to describe the subject of the sentence. E.g. Adzo was very <i>tired</i>. • Use adjectives with sense verbs (sight, taste, smell, touch, hearing) or verbs of appearance to modify the nouns, which come before the verb. E.g. The fish <i>tasted</i> awful. He <i>seemed</i> very upset. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
	<p>B7.3.1.1.4. Relate forms of verbs to everyday activities (Tense & Aspects) in context, role play, radio, TV, films and narratives</p> <p>Present Tense</p> <ol style="list-style-type: none"> 1. Identify the use of verbs that show present tense and aspect in sentences <ul style="list-style-type: none"> o simple present tense – I <i>wash</i> a car. o present progressive – I <i>am washing</i> a car. o present perfect – I <i>have washed</i> the car. o present perfect progressive – I <i>have been washing</i> the car <p>Past Tense</p> <ol style="list-style-type: none"> 2. Identify the use of verbs that show past tense and aspect in sentences: <ul style="list-style-type: none"> o simple past tense – I <i>washed</i> the car. o past progressive – I <i>was washing</i> the car. o past perfect – I <i>had washed</i> the car. o past perfect progressive – I <i>had been washing</i> the car. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.3.1.1.5. Use adverbs to modify verbs accurately at the phrase and sentence level</p> <p>3. Recognise the effective use of adverbs in paragraphs;</p> <ul style="list-style-type: none"> o to give more information about the verb. E.g. She <i>slowly</i> entered the room. o to give more information about the adjective. E.g. The test was <i>extremely</i> difficult. <p>4. Explore using the first adverb to give more information about the second adverb in sentences. E.g. The cheetah runs <i>incredibly</i> quickly.</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
	<p>B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse</p> <ul style="list-style-type: none"> • Explore 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 link ideas. E.g. <i>because, since, as, although, though, while, and whereas.</i> • Use adverbs that function as conjunctions in sentences. E.g. <i>until, after, or before.</i> 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play)</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</i> (hard work), etc. 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</i>, etc. ○ time e.g. <i>in time of, about to, during the course of, at noon, for one week</i>, etc. ○ reason e.g. <i>due to, because of, on account of, as a result of</i>, etc. ○ concession e.g. <i>in spite of, apart from</i> etc. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
	<p>B7.3.1.1.8. Identify and use determiners in speaking and texts</p> <ul style="list-style-type: none"> • Identify determiners from texts. <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,’ ‘my,’ ‘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. • Use determiners in sentences and paragraphs. E.g. That cat is very fat. An apple fell from the tree. Is your coffee on the counter? 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.1.2: Demonstrate command of structural and functional use of sentences	B7.3.1.2.1. Identify and use subject and predicate in text <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. 	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem-Solving Presentation
B7.3.1.3: Demonstrate command of structural and functional use of sentences.	B7.3.1.3.1. Demonstrate command and use of compound sentences <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 conjunctions (and, but, or, so, etc.) • Analyse compound sentences to identify the various independent clauses in them. 	Communication and Collaboration Creativity and Innovation Presentation

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7.3.1.4:Apply knowledge of clauses in communication	B7.3.1.4.1.Use dependent and independent clauses appropriately in speaking and writing <ul style="list-style-type: none"> • Recognise sentences as independent/dependent clauses in texts. E.g. <i>We danced at the party all night long.</i> • Construct sentences by combining dependent and independent clauses. 	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem-Solving Presentation

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.3.1.5: Demonstrate understanding of the use of conditional tenses in communication</p>	<p>B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result</p> <ul style="list-style-type: none"> • Construct simple sentences using the future time, e.g. We will go home tomorrow. • Construct complex sentences and analyse them to show the main clause and the subordinate clause(s). e.g. When we came, they were at a meeting. <i>When we came</i> – subordinate clause <i>They were at a meeting</i> – main clause • Use if- clauses appropriately in communication (to indicate varied possible conditions and their possible results). e.g. If it rains, we will get there late. • Analyse given conditional sentences (main clause and subordinate clauses). <p>Note: 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.</p> <p><i>The ‘If clause’ is the condition while main clause is the result and the order of the clauses are not fixed. Conditional sentence Type I is used to communicate real situations.</i></p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.3.1.6: Demonstrate mastery of use of active and passive voice</p>	<p>B7.3.1.6.1. Use passive sentences 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 sentences in the active voice (subject, verb and object). E.g. The class won the game. • Reconstruct active sentences into the passive voice. E.g. The game was won by the class. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
	<p>B7.3.1.6.2. Demonstrate use and command 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 say in formal and informal situations. e.g. ‘She agreed she would meet me after school.’ ‘He regretted he was busy on Saturday and wouldn’t be able to come.’ ‘You admitted there wasn’t any homework.’ ‘He reported he had been walking along the road when the car hit the tree.’ • Compose news reports. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.3.1.7: Show understanding and use of question tags in communication</p>	<p>B7.3.1.7.1. Use question tags accurately</p> <ul style="list-style-type: none"> • Listen to dialogues involving question tags. • Identify statements with question tags. <ul style="list-style-type: none"> e.g. ‘You’re not going to play football today, are you?’ ‘You like tea, don’t you?’ ‘She’s older than me, isn’t she?’ • Compose statements with question tags. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

STRAND 3: GRAMMAR
SUB-STRAND 2: PUNCTUATION AND CAPITALISATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication</p>	<p>B7.3.2.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts</p> <ul style="list-style-type: none"> • Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts. • Correct punctuation errors in paragraphs. 	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem-Solving Presentation</p>

STRAND 3: GRAMMAR
SUB-STRAND 3: VOCABULARY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.3.3.1: Demonstrate appropriate use of vocabulary in communication</p>	<p>B7.3.3.1.1. Apply vocabulary appropriately in specific contexts</p> <ul style="list-style-type: none"> • Use appropriate vocabulary in specific contexts and situations. <p>E.g.:</p> <p>1. When asking for and giving advice</p> <p>Asking for advice:</p> <ul style="list-style-type: none"> ○ I need some advice. I've no idea what to do. ○ What do you think I should do? ○ What would you recommend? ○ What would you do if you were me? ○ Do you think I should ...? <p>Giving advice: possible suggestions</p> <ul style="list-style-type: none"> ○ You could always ... (go to the shop and ask for an exchange). ○ My advice would be to ... (take it back and ask for a refund). ○ What you need to do is ... (make a copy in case the original gets lost). ○ One thing you could do is ... (read your speech/presentation to a friend). <p>2. When agreeing and disagreeing</p> <p>Agreeing:</p> <ul style="list-style-type: none"> ○ I tend to agree with you. ○ That's a good idea. ○ I'm with you on that point. ○ I'll go along with that. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>Disagreeing:</p> <ul style="list-style-type: none"> o I see things differently. o I tend to disagree with that idea. o I agree up to a point. However, ... o You have a point there, but ... <p>3. when ordering food in a restaurant</p> <p>4. when speaking at a friend’s birthday party</p> <p>5. when in conversation with peers, adults etc.</p>	
<p>B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication</p>	<p>B7.3.4.1.1. Explore the use of proverbs to enrich communication</p> <ul style="list-style-type: none"> • Identify and examine proverbs in context to figure out their meanings. • Find Ghanaian proverbs to match the English ones identified. • Use proverbs to construct meaningful sentences. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

STRAND 4: WRITING
SUB-STRAND I: PRODUCTION AND

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing</p>	<p>B7.4.1.1.1. Use cohesive devices (pronouns, punctuations and conjunctions) to link sentences</p> <ul style="list-style-type: none"> • Consolidate basic understanding of compound sentences using conjunctions (connectives): <i>nor, or, so, then, yet</i>. • Write complex sentences using subordinating conjunctions: <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 to connect ideas in paragraphs: <p>E.g.</p> <ul style="list-style-type: none"> - subject pronouns (he, she, they, etc.) - object pronouns (me, him, them, etc.) - demonstrative pronouns (these, this, those, that) • Use appropriate punctuation (question, exclamation, full-stop, comma, quotation (speech) marks). <p>NB. Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text (i.e. a text in which sentences and paragraphs are linked together to show meaning and beauty).</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</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>B7.4.1.2.1. Organise information in a logical manner.</p> <ul style="list-style-type: none"> • Write a paragraph beginning with topic (main) sentence and supporting sentences. • Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type (narrative, descriptive, instruction (directions), persuasive, explanation (notice), etc.). • Use logical connectors to link sentences in a paragraph: <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> ○ sequence in time: <i>next, soon, after, then, later, suddenly, afterwards, etc.</i> <p>NB. Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text (i.e. a text in which sentences and paragraphs are linked together to show meaning and beauty).</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

STRAND 4: WRITING
SUB-STRAND 2: TEXT TYPES AND PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>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>	<p>B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences.</p> <ul style="list-style-type: none"> • Plan and record ideas detailing personal experiences or past events: <ul style="list-style-type: none"> o Use: <ul style="list-style-type: none"> - descriptive details (setting, experiences or series of events). - first-person point of view to convey feelings, experiences and thoughts. - 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 <ul style="list-style-type: none"> ✓ nouns and noun phrases (e.g., participants, objects) ✓ prepositions and prepositional phrases ✓ first-person pronouns • Edit/Proofread the writing for sense, meaning and effect (targeted audience reaction). • Publish writing using different media including ICT. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.4.2.1.2. Use precise (technical) vocabulary, 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: <ul style="list-style-type: none"> ○ adjectives and adjective phrases for producing vivid descriptions in paragraph ○ adverbs and <i>adverbials</i> for describing how an action has been carried out ○ connectors to show sequence of events and extend ideas ○ direct and indirect speech for variation and adding interest ○ nouns and noun phrases (e.g. participants, objects) ○ prepositions and prepositional phrase ○ first-person pronouns • Revise and edit the writing for sense or meaning, and effect (emotional reaction). • Proofread to self-correct or peer-correct. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.4.2.1.3. Create 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 including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?) • Use: <ul style="list-style-type: none"> ○ the simple present for conveying timeless statements and facts ○ modals or imperative(command) 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 • Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). • Publish writing using different media including ICT 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.4.2.1.4. Compose a paragraph to explain a process, social and natural phenomena (how to do or use something, how something works)</p> <ul style="list-style-type: none"> • Write the steps taken to do or make something or how something works (e.g. rules of a game or sport, recipes, instructions on how to use a device, volcanic eruption, flooding) by: <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 ○ using appropriate text features (e.g., main headings, sub-headings, diagrams/illustrations, bullets/numbering) • Use: <ul style="list-style-type: none"> ○ 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 ○ simple present for indicating the timeless nature of procedures 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>
<p>B7.4.2.2: Apply writing skills to specific life situations</p>	<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 a range of themes to friends and relatives. (E.g. of themes; school life, excursions, games, festivals etc.). • Correct errors of informal letters written by others. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.4.2. 2.3. Take notes for academic and other purposes</p> <ul style="list-style-type: none"> • Identify and record: <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 the teacher, reading a text, viewing a video recording or revising. • Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). • Record/represent writing in a flow chart, illustrations and notes in other media including ICT. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.4.2.2.4. Design notices and posters 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 a school excursion, notices on voluntary cleaning etc.) • Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). • Record/represent writing in a flow chart and illustrations and other design packages including ICT. 	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem-Solving Cultural Identity and Global Citizenship Digital Literacy Presentation</p>
<p>Writing the article</p>	<p>B7.4.2. 2.5. Write articles on given issues for publication in class and club magazines.</p> <ul style="list-style-type: none"> • Identify the topic for, purpose of, and audience for article writing. • Generate ideas about more challenging topics and identify those most appropriate for the purpose. • Write, using a variety of strategies and a wide range of print and electronic resources. • Sort and classify ideas and information for writing a variety of articles. • Write articles of different lengths on given issues for publication(e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, issues on gender and inclusion, web page, blog, or zine). 	<p>Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem-Solving Cultural Identity and Global Citizenship Digital Literacy Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.4.2.2.6. 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 ○ 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 are speaking to ○ avoid long dialogue paragraphs ○ cut out greetings • Use appropriate grammatical conventions and structures e.g. <ul style="list-style-type: none"> ○ capitalisation ○ use of speech (quotation) marks ○ comma ○ question mark where needed ○ full-stops 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.4.3.1: Research to build and present knowledge</p>	<p>B7.4.3.1.1. Identify and record information from non-text sources (figures and tables), organise and present it in writing</p> <ul style="list-style-type: none"> • Identify and record: <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: (Write sentences to describe simple graphical data accurately). • Edit/Proofread the writing for sense or meaning, and effect. • Record/represent writing in a flow chart, illustrations and notes in other media including ICT. • Describe simple graphical data in words during presentation. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</p>	<p>B7.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning</p> <ul style="list-style-type: none"> • Narrative <ul style="list-style-type: none"> ○ Identify and distinguish between the types of oral narratives: folktales, myths and legends. ○ Write simple folktales, myths and legends. • Poetry <ul style="list-style-type: none"> ○ Read aloud and distinguish between the types of poetry by function (African poems such as dirges, lullabies, war and praise songs) paying attention to the rhythmic variations. ○ Discuss the cultural and social significance of the poems. ○ Write and recite poems (African poems such as dirges, lullabies, war and praise songs). • Drama <ul style="list-style-type: none"> ○ Read and listen to traditional drama (drama according to social function: outdoorings, puberty rites, marriages, festivals and enstoolment/enskinment etc.) texts. ○ Distinguish types of traditional drama according to their social functions. ○ Determine cultural/social significance of drama. ○ Act or perform a traditional drama. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B7.5.1.1.2. Analyse the elements of written literature (narrative, drama, or poetry)</p> <ul style="list-style-type: none"> • Narrative <ul style="list-style-type: none"> ○ Identify and describe the plot, setting, characters. ○ Compare plot, setting and characters between two texts. ○ Compose and read out simple narratives. • Drama <ul style="list-style-type: none"> ○ Identify and describe the plot, setting, characters. ○ Compare plot, setting and characters between two texts. ○ Compose and act out a simple drama. • Poetry <ul style="list-style-type: none"> ○ Read and distinguish between poems looking at the different types and functions. ○ Discuss and make connections with values in poems ○ Compose and perform poems illustrating values e.g. love for neighbour, respect for one another and public property etc. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
	<p>B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)</p> <ul style="list-style-type: none"> • Identify the use of basic literary devices in selected genres (poetry, narrative and drama). • Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc). 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

BASIC 8

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>B8.1.1.1: Demonstrate use of appropriate language orally in specific situations</p>	<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 etc. • Converse using appropriate register in formal situations e.g. making reservations at a travel and tour office, inviting the District Chief Executive to a function in your school. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
	<p>B8.1.1.1.2. Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion</p> <ul style="list-style-type: none"> • Use open ended questions (e.g. why is it..., how can...,) in conversation on texts/ topics/issues. • Examples of texts/issues/topics are cultural practices, peace and patriotism. <p>E.g:</p> <p style="padding-left: 40px;">Tetteh: “It is December. Why is it raining so heavily?”</p> <p style="padding-left: 40px;">Naa: “I think...”</p> <p style="padding-left: 40px;">Tetteh: “How can this...?”</p>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.1.1.1.3. Use appropriate language orally to describe familiar places and 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, tantalising, stale, bumpy, staggering), figurative language (simile, metaphor, etc.) and adverbs. Describe familiar places and events e.g. a tourist site, a durbar of a festival. 	<p>Communication and collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</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, etc. Use relatively permanent landmarks as guides to specific locations e.g. high-rises, supermarkets avenues churches, mosques, schools, hospital, etc. Use these in giving directions to complex locations e.g. from the airport to the Jubilee House. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.1.1.1.5. Demonstrate appropriate turn taking for effective oral communication</p> <ul style="list-style-type: none"> • View turn taking in conversations (e.g. between friends, at a snack bar,) meetings (e.g. class/ club/ Student Representative Council meetings) and round table conferences (e.g. executives of societies/ clubs at a district conference). • Use the different strategies to show turn taking (e.g. listening patiently while keeping eye contact/noting points for further clarification using a toy microphone, flag, word cards) in conversations and discussions on varied topics/issues. • Use body language, gestures, eye contact, signal interest and attention through appropriate expressions and posture to involve others in the conversation. • Demonstrate effective turn taking in everyday discourse and discussions on varied topics/issues. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</p>	<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 to and compare the issues in the dialogues/discussions by more than one speaker with what was noted in first listening. • Identify implicit meaning based on vocabulary/language used in the selected dialogue or discussion. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</p>
	<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. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</p>

STRAND 1: ORAL LANGUAGE
SUB-STRAND 3: ENGLISH SOUNDS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</p>	<p>B8.1.3.1.1. Produce consonant sounds in context (plosives)</p> <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. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</p>
	<p>B8.1.3.1.2. Produce consonant sounds (fricatives) in context</p> <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 fricatives in connected speech. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.1.3.1.3. Produce consonant sounds (nasals and affricates) in context</p> <ul style="list-style-type: none"> • Distinguish between nasals sounds e.g. /m/,/n/ in context. • Distinguish between affricates in context e. g. /tʃ/ and /dʒ/. • Listen to nasals and affricates in context e.g. /m/, /tʃ /. • Use nasals and affricates in connected speech. 	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</p>

STRAND 2: READING
SUB-STRAND 1: COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.</p>	<p>B8.2.1.1.1. Use Monitoring and mental visualisation to engage and understand non-fictional texts</p> <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. • Engage in meaningful interaction with text and peers. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</p>
	<p>B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts</p> <ul style="list-style-type: none"> • Make connections with your prior knowledge and experiences. • Think critically ahead and ask own questions. • Re-read/ skim portions of the text to better understand or to recall facts about events. • Restate the gist/main idea and key details. • Monitor your understanding of the text. • Explain and support personal response to text. • Develop own experience using textual evidence. • Generate thought-provoking questions. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts</p> <ul style="list-style-type: none"> • Have a specified purpose for your reading • Read the text closely for interpretation. • Think actively as you read and monitor for comprehension. • Make connections between texts and your prior experience to build confidence. • Think about the sequence of events in the text. • Identify and restate the key words in the questions and relate to the text. • Generate relevant answers to different types of questions. <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>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>
<p>B8.2.1.2: 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 the text and your prior experience. • Generate relevant answers to questions. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.2.1.2.2. Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyse 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 influence the writing to help with meaning. • Find other texts and use contextual cues to help with meaning. 	<p>Communication and Collaboration Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Presentation</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 a text. • Answer questions appropriately. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts</p> <ul style="list-style-type: none"> • Read a text closely for interpretation. • Interpret the text, citing evidence to support ideas that help with implicit meaning. • Generate relevant answers to questions. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</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. • Identify the main ideas. • Generate simple themes from the text. • Gather relevant details to support the themes. • Apply these themes to relevant situations. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</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 the text and your prior experiences. • Make connections between the text and different viewpoints. • Identify relevant answers to questions and provide evidence. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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 word formation strategies to expand vocabulary. • Use appropriate vocabulary in sentences and to the situation. 	<p>Communication and Collaboration Creativity and Innovation Critical Thinking and Problem-Solving Presentation</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>Communication and Collaboration Creativity and Innovation Critical Thinking and Problem-Solving Digital Literacy Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>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</p>	<p>B8.2.2.1.1. Determine the central idea in paragraphs and analyse to identify supporting ideas</p> <ul style="list-style-type: none"> • Read a text for information. • Identify the most important/central idea in the paragraphs that make up the text. • Eliminate unnecessary information as you write down the main ideas. • State details in own words as far as possible. • Summarise the ideas in specific detail. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Presentation</p>

STRAND 3: GRAMMAR AND GRAMMAR USAGE

SUB-STRAND I: GRAMMAR

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B8.3.1.1: Apply the knowledge of word classes and their functions in Communication</p>	<p>B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences</p> <ul style="list-style-type: none"> • Identify and use plural forms of compound nouns correctly in a variety of communication. <p style="color: red;">E.g.?????????(No example??)</p>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Presentation</p>
	<p>B8.3.1.1.2 Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing</p> <ul style="list-style-type: none"> • Construct sentences with relative pronouns that relate to human beings (who/whose/that). <p>E.g. The boy (who/that) won the competition is Kwame. The girl whose picture you sent me is now our prefect.</p> <ul style="list-style-type: none"> • Construct sentences with relative pronouns that relate to non-human entities (which/that). <p>The car (which/that) is sprayed dark brown is for Bashiru.</p> <ul style="list-style-type: none"> • Use relative pronouns to join two independent clauses together. <p>E.g. <i>I like friends. They are helpful.</i> I like friends that are helpful.</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global citizenship</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse</p> <ul style="list-style-type: none"> • Use adjectives to provide vivid descriptions of participants: <ul style="list-style-type: none"> ○ opposing sides in a football match e.g. The team captain arrived wearing bushy hair. ○ settings (urban, rural, environment) E.g.: The hotel is situated in a serene environment. ○ materials (textile/cloth) ○ objects etc. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and Global citizenship</p> <p>Presentation</p>
	<p>B8.3.1.1.4. Use verb forms correctly when talking about future events</p> <p>Future Time</p> <p>I. Use the future form of verbs to talk/write about future events.</p> <ul style="list-style-type: none"> ○ simple future– I will <i>wash</i> my clothes. ○ future progressive – <i>We shall be doing</i> the dishes. ○ future perfect – They will <i>have washed</i> their clothes. ○ future perfect progressive – He will <i>have been washing</i> his clothes. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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 <u>very</u> funny comedian. • Use adverbs to pre-modify another adverb. E.g.: I saw many <u>very fast</u>-moving vehicles on the road. • Use adverbs to pre-modify prepositions or prepositional phrases. E.g.: The bullet went <u>right</u> through the shooter. <ul style="list-style-type: none"> o Use adverbs to pre-modify: <ul style="list-style-type: none"> - indefinite pronouns, e.g. <u>Nearly</u> everybody bought the same vehicle. - pre-determiners, e.g. I paid <u>more than</u> three thousand Ghana Cedis for the laptop. - cardinal numerals, e.g. We will stay for <u>about</u> three weeks. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Presentation</p>
	<p>B8.3.1.1.6. Demonstrate command of use of prepositions in speaking and writing</p> <ul style="list-style-type: none"> • Use different types of prepositions to convey a variety of meanings: <ul style="list-style-type: none"> o Time – I’m just going to study for two hours. o Place – We slept under the canopy. o Movement – She doesn’t like running her bike up the hills. o Agent – This book is written by Ama Ata Aidoo. o Direction – She went to the Boomerang Club. o Instrument – Kwame comes by train daily. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>Please check the numbering in red highlight</p>	<p>B8.3.1.5.2. Demonstrate command of the use of reported speech</p> <ul style="list-style-type: none"> • Compose text using reported speech. • Report questions in different situations. <p>e.g. She asked, “When will Genevieve meet Alfred at the school?” – <i>direct speech</i> She wanted to know when Kofi would meet Alfred at the school. – <i>reported speech</i></p> <ul style="list-style-type: none"> • Use reported speech to talk/write about past events. • Write news reports. 	<p>Communication and Collaboration Creativity and Innovation Critical Thinking and Problem-Solving Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Presentation</p>
<p>B8.3.1.6: Show understanding and use of question tags in communication</p>	<p>B8.3.1.6.1. Demonstrate command of question tags</p> <ul style="list-style-type: none"> • Use question tags in everyday expressions. <p>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?</p>	<p>Communication and Collaboration Digital Literacy Critical Thinking and Problem-Solving Personal Development and Leadership Presentation</p>

STRAND 3: GRAMMAR
SUB-STRAND 2: PUNCTUATION AND CAPITALISATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B8.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication</p>	<p>B8.3.2.1.1. Use punctuation marks (colon, semi-colon, apostrophe) in context</p> <ul style="list-style-type: none"> • Use a colon to: <ul style="list-style-type: none"> ○ introduce a list. ○ introduce speech in plays. ○ separate chapters from verses. ○ separate hours from minutes. • Use a semi-colon to: <ul style="list-style-type: none"> ○ separate two independent clauses when a coordinating conjunction is not used. ○ separate different items in a list that has commas. • Use an apostrophe to: <ul style="list-style-type: none"> ○ show possession in singular and plural nouns. ○ indicate indefinite case of possessive pronouns ○ indicate possessive form of the last word in compound nouns ○ show names of business firms ○ show contraction. • Construct texts and punctuate them correctly. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Presentation</p>

STRAND 3: GRAMMAR
SUB-STRAND 3: VOCABULARY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B8.3.3.1: Demonstrate appropriate use of vocabulary in communication</p>	<p>B8.3.3.1.1. Use vocabulary appropriately in speaking and writing</p> <ul style="list-style-type: none"> • Use word relationships (synonyms, antonyms, analogy) in context. • Use connotations (associations) of words with similar denotations. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Personal identity and Leadership</p> <p>Presentation</p>

STRAND 4: WRITING

SUB-STRAND 1: PRODUCTION AND DISTRIBUTION OF WRITING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing</p>	<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 to create a cohesive paragraph. <p>E.g.</p> <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> <ul style="list-style-type: none"> • Use pronouns to connect ideas in paragraphs. <p>E.g.</p> <ul style="list-style-type: none"> ○ subject pronouns (he, she, they, etc.) ○ object pronouns (me, him, them, etc.) ○ demonstrative pronouns (these, this, those, that) <ul style="list-style-type: none"> • Use repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning). • Use defining and non-defining relative clauses to expand sentences. • Use noun phrases, adjectival phrases and adverbial phrases to expand sentences. 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>NB. Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text (i.e. a text in which sentences and paragraphs are linked together to show meaning and beauty).</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 anecdotes, facts etc. • Write introductory paragraphs showing how the sentences are organised in a logical sequence to create a coherence appropriate for the text type. • Use logical connectors to link sentences in a paragraph: <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> <p>NB. Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create cohesion and coherence and unity and completeness of paragraph.</p>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Presentation</p>

STRAND 4: WRITING
SUB-STRAND 2: TEXT TYPES AND PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<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 personal narratives using effective techniques incorporating descriptive details and logical event sequences.</p> <ul style="list-style-type: none"> • Plan and record ideas detailing personal experiences or past events: <ul style="list-style-type: none"> o Use: <ul style="list-style-type: none"> - descriptive details (setting, experiences or series of events). - first person’s point of view to convey feelings, experiences and thoughts. - 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 <ul style="list-style-type: none"> ✓ nouns and noun phrases (e.g., participants, objects) ✓ prepositions and prepositional phrases ✓ first-person pronouns • Edit/Proofread the writing for sense, meaning and effect (targeted audience reaction). • Publish writing using different media including ICT. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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 adjectives such as ancient, beautiful, boring, bustling, charming and contemporary. • Describe events using words such as: ultimate, rare, far-off divine, violent, stellar, common, cross-cultural, unusual, unhinged, historic, freakishly, major, memorable, dire, huge, inexplicable, tortuous, unusual and significant. • Use appropriate grammatical structures: <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 ○ first-person pronouns • Edit/Proofread the writing for sense, meaning and effect (targeted audience reaction). • Publish writing using different media including ICT. 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Cultural Identity and global citizenship</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.4.2.1.3. Create 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 including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?) • Use: <ul style="list-style-type: none"> ○ the simple present for conveying timeless statements and facts ○ modals/imperative (commanding) verbs for persuasive effect ○ mental verbs (e.g. I think, I believe) for conveying a viewpoint ○ phrasal verbs (e.g. pick up, run into, turn down, come across) ○ appropriate persuasive devices such as rhetorical questions and repetition 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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"> • Analyse 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>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<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 the 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. • Identify and interpret media texts, highlighting overt and implied messages as evidence for their interpretations (e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine’s audience). • Create a variety of media texts (e.g. write emails to news editors to make suggestions, compliments or complaints) for different purposes and audiences using appropriate forms, conventions, and techniques. • Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). • Publish writing using different media including ICT 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Cultural Identity and Global Citizenship</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.4.2. 2.2 Compose notes, brochures and 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 a product ○ List of benefits or offers ○ Contact information e.g. website • Write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on school excursions, notices on voluntary cleaning etc.). 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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 or blog). 	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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: <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>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Presentation</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 are going to tell them (introduction). ○ Tell them (body). ○ Tell them what you told them (conclusion). 	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem-Solving</p> <p>Digital Literacy</p> <p>Presentation</p>

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

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

STRAND 5: LITERATURE
SUB-STRAND I: NARRATIVE, DRAMA AND POETRY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1. Analyse the types of characters in texts <ul style="list-style-type: none"> • Narrative <ul style="list-style-type: none"> ○ Examine the different types of characters (round/dynamic and flat/static) in texts. ○ Compare different types of characters in two texts. ○ Create texts to illustrate different types of characters. • Drama <ul style="list-style-type: none"> ○ Examine the different types of characters (round/dynamic and flat/static) in texts. ○ Compare different types of characters in two texts. ○ Create texts to illustrate different types of characters. ○ Perform drama created. 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem-Solving Digital Literacy Presentation
	B8.5.1.1.2. Examine the features of different types of poems <ul style="list-style-type: none"> • Identify and recognise the types of poems (sonnet, acrostic, haikuetc.). • Compose different types of poems (sonnet, acrostic, haiku etc.). • Perform different types of poems. 	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem-Solving Presentation
	B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama) <ul style="list-style-type: none"> • Identify monologues and dialogues in texts. • Create dialogue and monologue using appropriate punctuation. 	Communication and Collaboration Creativity and Innovation Digital Literacy



CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B8.5.1.1.4. Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts</p> <ul style="list-style-type: none"> Identify the use of euphemism, hyperbole, onomatopoeia etc. in selected narrative, poetry and drama. Use euphemism, hyperbole, onomatopoeia etc. in speech and writing. 	<p>Personal Development and Leadership Communication and Collaboration Critical Thinking and Problem-Solving Digital Literacy Presentation</p>
	<p>B8.5.1.1.5. Analyse the sequence of events in film/media, narratives and play scripts (drama)</p> <ul style="list-style-type: none"> Identify and narrate events in film/media, narratives and play scripts (drama). Analyse events in film/media, narratives and play scripts (drama). Create film/media, narratives and play scripts (drama). 	<p>Communication and Collaboration Critical Thinking and Problem-Solving Cultural Identity and Global Citizenship Digital Literacy Presentation</p>

BASIC 9

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>B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations</p>	<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 jargon accepted locally and internationally. • Use these in conversation on grade-level topics/texts/issues, e.g. informal (talking about music, sports, hobbies, going out with friends, social media,) the cause of poor academic performance. • Create and act scenes dialogues/skits on texts/issues/topics using both formal and informal register to distinguish characters. • Use appropriate register accurately in spontaneous conversation. 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</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. <p>E.g.</p> <ul style="list-style-type: none"> ○ In your opinion, what are the views of people on...? <ul style="list-style-type: none"> ○ What are the views of people on...? ○ How do you think we should . . . ? ○ Why don't you ...? ○ Which of these do you prefer.....? • Listen attentively to viewpoints on topics/issues in a conversation and respond appropriately. • Engage in conversations on topics/issues with several speakers and respond to different views. 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues</p> <ul style="list-style-type: none"> • Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). • Discuss grade-level national issues with several speakers, using appropriate register and open-ended questions. • Identify and explain grade - level global issues e.g., violence, gender and inclusion, kidnaping, terrorism, child trafficking. • Discuss orally, grade-level global issues/topics using appropriate language e.g. Register/Vocabulary, phrasal verbs, idioms. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)</p> <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. <p>Observe and use the skills of turn taking in arguments and debates.</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</p>	<p>B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures</p> <ul style="list-style-type: none"> • Listen to and watch audio-visuals for about two hundred (200) words per two (2) minutes and write key information (message, theme, tone, mood, character) from them. <p>Examples of audio -visual texts include:</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>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<ul style="list-style-type: none"> • B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others’ ideas and expressing their own clearly and persuasively • Listen to and identify key issues in level-appropriate texts/speeches/ dialogues e.g. argumentative texts, news, presentations. • Initiate discussions on ideas and share opinions on level-appropriate texts/speeches/dialogues. • Engage in conferences to discuss ideas noted from texts/speeches/ dialogues and express your own clearly and persuasively. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

STRAND I: ORAL LANGUAGE

SUB-STRAND 3: ENGLISH SOUNDS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.1. Produce /r/ and /l/ sounds in different positions in word <ul style="list-style-type: none"> • Listen to and produce /r/ and /l/ in different positions in words. Positions in words <ul style="list-style-type: none"> ○ Beginning ○ Middle ○ End • Distinguish between the sounds and reproduce them in speech. 	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.3.1.2. Produce consonant clusters in context <ul style="list-style-type: none"> • Listen to texts and produce consonant clusters in context (e.g. pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc.). • Produce consonant clusters accurately in connected speech. 	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

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

STRAND 2: READING
SUB-STRAND 1: COMPREHENSION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent 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 for enjoyment and knowledge. • Set specific learning purposes to be achieved at the end of the reading task. • Apply appropriate strategies to answer questions on the texts. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.1.2. Reflect on how reading impacts 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 oneself and others. • Identify the different points of view through different approaches and texts. • Compare the views of others in achieving success. • Peer edit information gathered. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via 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 suggest improvements. • Identify better ways to use the media for messaging. • Create your own articles/stories etc. and post using ICT. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</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 the writer’s point of view. • Compare own ideas with other points of view. • Peer review other ideas. • Put ideas together to expand the different perspectives. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</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 Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts</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 Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.3. Make generalisations from text and link to real life situations</p> <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalisations. • Identify the highest points and link to real life situations. • Modify portions of texts to suit the realities of life. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</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 passages to personal experiences. 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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 of literary devices on the reader and how they add to meaning. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</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 sentences. • Identify the use of imagery for meaning; <ul style="list-style-type: none"> o The senses o Symbolism o Figurative language • Identify how language (words/ phrases) helps with interpreting meaning. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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 Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.9 Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts</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 analyse the effect. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

STRAND 2: READING
SUB-STRAND 2: SUMMARISING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary</p>	<p>B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary</p> <ul style="list-style-type: none"> • Analyse a text. • Identify the main and supporting ideas. • Provide an objective summary on the text. Provide answer questions for summary questions. 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

STRAND 3: GRAMMAR USAGE
SUB-STRAND I: GRAMMAR

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.</p>	<p>B9.3.1.1.1. Use noun phrases accurately in context</p> <ul style="list-style-type: none"> • Use noun phrases in texts. <p>e.g.</p> <ol style="list-style-type: none"> i. I want a dress for Christmas. ii. The brown kente vase is up for sale. iii. I saw a beautiful bird. iv. Kwaku lives in a blue dorm. v. Having been a chef, he knew how to bake). <ul style="list-style-type: none"> • Determine and discuss the functions of noun phrases in texts. <p>Functions:</p> <ul style="list-style-type: none"> o subject of sentences – The tall lady teaches English in Bakano JHS. o subject complement – The man is an awesome welder. o direct object of transitive verbs – I like the sleek Apple laptop. o objects of prepositions – He bought a vehicle for the winner of the race. o apposition – My hometown, Tamale, is a wonderful place. Kwame Aidoo, the class prefect of Grade 8, is my friend. 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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"> • Use adjective phrases to provide vivid descriptions of: <ul style="list-style-type: none"> ○ Participants - The dazzlingly beautiful winner walked down the aisle. The man covered with mud crawled his way out of the mudslide. ○ Settings – The journey begun on a rainy Monday morning. ○ Materials - Amma is wearing a bright coloured African print. ○ Objects - The old rickety bus stopped in the middle of the road. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.3.1.1.3. Use more complex phrasal verbs accurately in speech and writing</p> <ul style="list-style-type: none"> • Identify phrasal verbs in texts and determine what they mean in context (come after, come along, blow up, make up, etc). • Use phrasal verbs in developing meaningful paragraphs. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions</p> <ul style="list-style-type: none"> • Use adverb phrases to: <ul style="list-style-type: none"> ○ Describe how — e.g. Aysha 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. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
<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</p> <ul style="list-style-type: none"> • Use if- clauses to construct conditional sentences (type 3) to refer to an impossible condition in the past and its probable result. 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 (<i>if</i>-clauses). 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.3.1.2.2. Use defining and non-defining relative clauses appropriately in speech and writing.</p> <ul style="list-style-type: none"> • Apply the functions of dependent and independent clauses in sentences and texts. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9.3.1.3: Demonstrate command of structural and functional use of sentences	B9.3.1.3.1. Identify and use subject and predicate in texts <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. 	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.3.1.4: Demonstrate mastery of the use of active and passive voice	B9.3.1.4.1. Use passive forms appropriately in speech and in writing <ul style="list-style-type: none"> • Change active to passive sentences. • Construct an opinion using active and passive sentences in speech and in writing. 	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.3.1.4.2. Demonstrate command of the use of reported speech <ul style="list-style-type: none"> • Use reported speech in oral communication. • Compose text using reported speech. 	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

STRAND 3: GRAMMAR
SUB-STRAND 2: PUNCTUATION AND CAPITALISATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication</p>	<p>B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context</p> <ul style="list-style-type: none"> • Use the dash to: <ul style="list-style-type: none"> ○ 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. ○ 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. ○ introduce a list. E.g. Everyone needs good qualities – loyalty, discipline, honesty etc. • Use the hyphen to: <ul style="list-style-type: none"> ○ form compound words. E.g. father-in-law ○ join words in attributive compound. E.g. a well-known artist ○ join a prefix to a root word. E.g. co-ordinate ○ mark expressions that look the same but different. E.g. a poor-rate collection; a poor rate-collection. ○ separate two similar consonant or vowel sounds. E.g. pre-empt, Ross-shire etc. ○ indicate fractions or multipliers. E.g. two-thirds, hundred-folds etc 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<ul style="list-style-type: none"> • Use the hyphen at the end of a line when writing to indicate that the word is not hyphenated. It is broken for lack of space. Such words should be broken at a syllable. E.g. education, information etc. <ul style="list-style-type: none"> o She gave me information about the lost boy. <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 20px;"> She gave me information about the lost boy. </div> • Use the bracket to: <ul style="list-style-type: none"> o enclose something that is added to the sentence but not considered to be of major importance. o offer explanation to something that was said earlier. o enclose cross reference. 	

STRAND 3: GRAMMAR
SUB-STRAND 3: VOCABULARY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication</p>	<p>B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts</p> <ul style="list-style-type: none"> • Demonstrate appropriate use of vocabulary in context. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

STRAND 4: WRITING

SUB-STRAND 1: PRODUCTION AND DISTRIBUTION OF WRITING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing</p>	<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 women, 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>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.4.1.2: Create different paragraphs a given topic (Please check for an omission here)</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 in the middle) and periodic paragraphs (paragraph with the topic sentence at the end) using transitional devices to create effect and purpose. • Organise sentences in a logical sequence to create coherence and beauty that sustains interest in an introductory paragraph. • Use logical connectors to link sentences in a paragraph: <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>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

STRAND 4: WRITING
SUB-STRAND 2: TEXT TYPES AND PURPOSES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts</p>	<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"> o multiple, powerful adjectives for effect o sentence structure for effect e.g. frontloading, listing, climactic sentence structure • Make selective use of detail for effect when describing a character. • Proofread to self-correct or peer correct. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.4.2.1.2: Use different narrative techniques to manipulate time in a story. Compose narrative essays showing the following:</p> <ul style="list-style-type: none"> • Backstory • Flashback and flash forward • Foreshadowing • Express feelings and thoughts through free writing on self-selected topics, using emotive/ sensory details 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B9.4.2.1.3. Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position</p> <ul style="list-style-type: none"> • Compose an 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>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B9.4.2.1.4. 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. ○ Give details of how a problem/situation occurs <ul style="list-style-type: none"> - show what needs to be done - indicate how it needs to be done - tell why it will work • Use appropriate, objective language to explain points. • Organise ideas and points in an information text logically. • Using selected topics, write reports that are devoid of decisions based on personal bias, cultural differences and any other criterion that cannot be measured or proven 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.4.2. 2:Apply writing skills to specific life situations</p>	<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"> • Formal letters <p>Use appropriate text features (e.g., section headings in letters/email, main and sub-headings, bullets/numbering) to write various formal letters on a variety of themes.</p> <ul style="list-style-type: none"> • Provide information, explain a situation and/or express points of view: • Describe, elaborate on and/or support/explain key points • Apply the appropriate format (e.g. salutation in letters/email, signing off for notes/letters). • Use formal language, avoid using short forms and abbreviations. • Edit/Proofread the writing for sense or meaning, and effect. • Publish writing using various media including ICT. 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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: <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 ○ Include a visual and or a design element • Design an invitation card to incorporate the following: <ul style="list-style-type: none"> ○ Nature of the event ○ Where it will take place ○ Date and time (could include dress code) ○ Name of invitee (could include RSVP) ○ Could have a visual and or a design element • Write emails to contacts, 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. For example, <i>aziz65(name)@gmail.(server)</i>. ○ CC: These may be additional recipients whose attention are called to the email. ○ Subject: This is a summary of the content of the email. ○ Message ○ Sender’s name and contact. 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<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 letters 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>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>
	<p>B9.4.2. 2.4. Compose speeches for different purposes and occasions.</p> <ul style="list-style-type: none"> • Compose a speech: <ul style="list-style-type: none"> ○ Tell what you are 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... you and I agree...” 	<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>Presentation</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.4.3.1: Research to build and present knowledge</p>	<p>B9.4.3.1.1. 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 on focused questions. <p>E.g. Investigating into the different brands of a product and their prices, i.e., different brands of sachet/bottled water or variety of cocoa products (production and price).</p> <ul style="list-style-type: none"> o Sample research questions <ul style="list-style-type: none"> What are the different types of cocoa products found in your area? How, where and from what is it produced? Manufacturing companies, prices, advertising and marketing? o Record, organise findings for presentation. o Make a list of references to avoiding plagiarism. o Individual/group presentation of findings. <p>NB: Digital sources can be used to collect data (information).</p>	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
<p>B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</p>	<p>B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts</p> <ul style="list-style-type: none"> Describe characters by their appearance, what they do, say, and what others say about them. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.5.1.1.2. Create monologues and dialogues narratives in play scripts</p> <ul style="list-style-type: none"> Identify monologues and dialogues in texts. Create dialogue using appropriate punctuation. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama</p> <ul style="list-style-type: none"> Identify and explain the key events in film/media, narratives and play scripts. Compare events across film/media, narratives and play scripts. Create film/media, narratives and play scripts. 	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and global citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	<p>B9.5.1.14. Use literary devices (imagery) in texts</p> <ul style="list-style-type: none"> • Use imagery such as personification, simile, metaphors, idiomatic expressions in speech and writing. • Create and apply imagery such as personification, simile, metaphors, idiomatic expressions. 	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>
	<p>B9.5.1.1.5. Analyse common themes in texts</p> <ul style="list-style-type: none"> • Identify common themes in film/media, narratives and play scripts. • Analyse common themes in film/media, narratives and play scripts. • Adapt a narrative form or style to compose own stories around given theme. • Use a range of ICT tools to present their composition. <p>Note: The teacher should always encourage learners to reflect independently and critically on their writing.</p>	<p>Communication and Collaboration</p> <p>Digital Literacy</p> <p>Personal Development and Leadership</p> <p>Cultural Identity and global citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Presentation</p>

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